

FAM 035.4

EXCEPTIONAL SERVICE TO STUDENTS AWARD

Purpose and Scope

Pursuant to Article 20, Section 37 of the Collective Bargaining Agreement (CBA), the CSU provides resources to each campus for assigned time for exceptional service to students based on its number of full-time equivalent students. This policy sets forth guidelines for the process of selecting recipients of this award.

This policy shall remain in effect if the relevant article about the Exceptional Service to Students Award is retained in a future CBA.

Policy Statement

The Exceptional Service to Students Award (ESSA) is intended to support student mentoring, advising, and outreach, especially if these activities support underserved, first-generation, and/or underrepresented students; the development and implementation of high-impact educational practices; curricular redesign intended to improve student access and success; service to the department, college, university, or community that goes significantly beyond the normal expectations of all faculty; assignment to courses where increases to enrollment have demonstrably increased workload; and other extraordinary forms of service to students. Priority shall be given to applications that demonstrate that the quality of the students' educational experience could not have been maintained without an increase in the faculty member's workload.

1. Faculty already receiving assigned time for the same general category of activity (e.g. assigned time for excess enrollments, assigned time for committee service) shall not be eligible for support from this pool for the same activities.
2. Each award shall consist of three units of assigned time and shall be awarded in the spring for use in the following academic year.
3. Any unused funds shall rollover for use in the following academic year.
4. CSUSB shall expend all funds allocated to the campus under this program by the end of the academic year. The Academic Affairs Office shall provide, by mid-August, the accounting of expenditures in the previous academic year, including any funds carried over from prior years, to the Faculty Senate Executive Committee and the Chancellor Office.

5. Costs of the assigned time shall be calculated based on the minimum salary for an assistant professor.
6. Awards from appeals shall not exceed one course of the annual pool and shall be funded in the subsequent academic year.
7. While awards are typically to be given for activities actually conducted during the year for which the award is granted, work of a similar nature in prior years may be noted in the narrative and acknowledged as establishing a pattern of exceptional service.

Procedure and Process

1. Award Committee

- a. *Membership*: 7 members. The Executive Committee of the Faculty Senate shall appoint one representative from each academic college and one representative among the SSPARs, librarians, and coaches to two-year staggered terms. The Associated Students, Inc. shall appoint one student representative to a one-year term. The committee should be composed by the middle of the fall semester.
- b. *Functions*: to evaluate applications and to periodically review and, if needed, make recommendations for changes in this policy to the Executive Committee (EC) of Faculty Senate.

Timeline

Early fall semester	Call for ESSA committee members for next AY awards
Second week of October	Call for applications, Provost's office notifies senate of how many awards are available
Last week of January	Application deadline, committee convened by Faculty Senate chair
February	Evaluation of applications by ESSA Committee
Last week in February	Decision deadline - awards determined
First week of March	Awardees notified by Faculty Affairs

2. Eligibility for application

- a. All unit 3 employees, including lecturers, are eligible to apply.
- b. Previous recipients who have not filed the required post-award report are not eligible to apply.
- c. Faculty members already receiving assigned time for the same general category of activity (e.g. assigned time for excess enrollments, assigned time for committee service) shall not be eligible to apply.

3. Application packet

The application packet for the Exceptional Service to Students Award must include the following.

- a. A narrative with the proposed activity, not to exceed two double space pages with a 12-point font. The statement must include compelling evidence of the need and ability to complete the activity.
- b. A letter of support from a CSUSB faculty, chair, administrator, or someone who can justify the need of the proposed activity,
- c. Signatures of department chair and college dean on the proposal indicating their awareness of submission and that no course assigned time is being provided for the same general activity.
- d. Incomplete applications shall not be considered.

The complete application packet should be submitted as one PDF document, emailed to the Faculty Senate Office by the deadline, which will be forwarded to the Award Committee.

4. Committee evaluation

The committee shall view the application and select awardees based on the maximum amount of funds available for that year. The list of awardees shall be submitted to the Provost and the Vice President of Academic Affairs.

5. Communication of results

The Provost and the Vice President of Academic Affairs or a designee shall provide the list of awardees to the EC of Faculty Senate, applicants, department chair, and dean of the college. The Provost's office shall maintain the list of awardees for the previous five years.

6. Appeals

- a. Appeals Committee: The Appeals Committee shall be composed of three members of the Faculty Affairs Committee (FAC) appointed by the EC of Faculty Senate.
- b. Timeline and Notification of Decisions: Appeals shall be made, in writing, to the

Chair of Faculty Senate and shall be filed no later than ten (10) university working days after the date upon which the applicant received the decision. The Chair of the Faculty Senate will appoint the Appeals Committee within ten university working days of receiving the first appeal. The Appeals Committee shall complete their review in no more than two (2) weeks after receipt of the appeal.

The Appeals Committee shall send notification of its decision to the appellant, Chair of Faculty Senate, and the Provost and the Vice President of Academic Affairs. Decisions made by the Appeals Committee shall be final and binding and are not subject to the grievance procedures in Article 10 of the CBA.

7. Post-award report

The recipients of this award are required to submit post-award reports to the award committee via the Faculty Senate Office by the end of the semester following the academic year in which the award is granted. The report shall provide evidence that the proposed activities were completed and that the intended impact on the students was achieved.

These reports will be forwarded to the Provost and the Vice President of Academic Affairs or a designee.

APPENDIX ESSA APPLICATION

NAME: _____ RANK: _____
COLLEGE: _____ DATE: _____
DEPARTMENT: _____

NOTE: Applicants are strongly encouraged to use these headers in their narrative statements.

- 1. Description and Timeframe of Activity**
- 2. Compelling Need Met by the Activity**
- 3. Estimated# of Students Benefiting by Activity and Minority Status**
- 4. How Students Will Benefit From This Service**
- 5. Estimated total number of hours to complete this additional activity:**
- 6. Semester during which the assigned time will be applied: _____**

I affirm that I am not receiving additional assigned time or personal payment for these activities.

Department chairs and college deans will be notified of submissions for awareness of submission and that no course assigned time is being provided for the same general activity.

Please submit applications to the Office of Academic Affairs according to the directions specified in the call for applications by the specified deadline.

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Approvals

History

First created: 2015 by Faculty Affairs Committee

Revised: _ 2022 ____ [Date] by _Faculty Affairs Committee ____

Approved by the CSUSB Faculty Senate on 02/07/23

Signed and dated by Claudia Davis (Senate Chair) 02/23/2023

Signed and dated by Tomas Morales (President) 02/23/2023

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FAM 035.6
PROCEDURES FOR NOMINATING HONORARY DEGREE
RECIPIENTS

Preamble: Each year, each CSU campus may submit the names of up to two candidates for honorary degrees to the Board of Trustees, which makes the final decision on these awards. Recommendations are to be submitted by the campus President after consultation “with a committee, including faculty representation, to review recommendations and to assist in the development and compilation of materials in support of nominations to be forwarded.”

Procedures:

1. Each Spring term, the Executive Committee of the Faculty Senate shall constitute an Honorary Degree Committee for the following academic year. This committee will be comprised of:

- A. The provost or designee.
- B. Five faculty members, one from each college, selected by the Senate Executive Committee.
- C. A member of the library staff, selected by the Senate Executive Committee.
- D. A representative of the University Advancement office, nominated by the President.

2. Early in the Fall term, the Vice President for Academic Affairs/Provost shall invite all members of the University community and the general public to submit names of possible recipients of honorary degrees. A deadline of no later than November 1 should be set for these submissions.

3. The VPAA/Provost shall be responsible for assembling the Honorary Degree Committee, and instructing the committee on its charge, as soon after the submissions deadline as feasible. Taking into account the systemwide guidelines for criteria, exclusions, and procedures, the committee shall consider the names submitted and determine no more than two final nominees. In the process it may consult with faculty members or others who are specifically familiar with the accomplishments of certain candidates, or with the fields in which these candidates have made their mark, as long as complete confidentiality is maintained. The committee is responsible for compiling material to support the candidates it has chosen. No later than December 1, the committee should forward its choices, together with supporting material, to the President. The President may then decide whether to forward both, one, or

neither of the proposed recipients to the Board of Trustees.

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Last Revision 1999: EPRC

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FAM 036.4
POLICY STATEMENT CONCERNING RESEARCH,
SCHOLARSHIP AND CREATIVE ACTIVITY GRANTS

1. Purpose and Scope

The purpose of these grants is to facilitate faculty in their research, scholarship, and creative activity which will ultimately lead to their professional growth, and to the enhancement of the student educational experience. Preference will be given to probationary tenure-track faculty and to proposals not previously funded but which show evidence of that initial preparation has already taken place. These grants are in the following categories:

a. Mini-grants (up to \$5,000)

The specific purpose of mini-grants is to provide "seed monies" to support new projects, or new phases of longer term projects that hold promise of extramural funding. Faculty submitting a mini-grant proposal must indicate the place of their project in their long-range research program. These grants may be used for support such as re-assigned time, student assistants, clerical help, duplicating, computer time, and supplies and services. In addition, mini-grants may be used to fund equipment and/or travel specifically related to the project.

b. Summer Research Fellowships.

Summer Research Fellowships are designed to provide faculty with financial support to start, continue or complete a substantial project of creative activity, scholarship or research, or an appropriate activity related to the faculty member's academic discipline. The Fellowship will allow faculty members to apply for either a stipend or research expenses (eg., supplies, travel, or student support). Examples of such a project are completion of a manuscript, specialized course work or training, an exhibition or a performance. Fellowship stipends will be fixed annually and may be supplemented by the Faculty Professional Development Coordinating Committee (FPDCC), the Associate Provost for Research, or the Provost.

c. Faculty Research Awards

Faculty Research Awards provide reassigned time to develop or complete a substantial project of creative scholarship or research, or an appropriate activity related to the faculty member's academic discipline such as completion of a

manuscript, specialized course work or training, an exhibition or a performance.

The department/school in which the faculty resides will receive funding of two-course reassigned time at the internal rate. Faculty may take their Research Leave during any academic year quarter, excluding summer sessions; the specific quarter will be decided upon in consultation with the department chair/school director.

2. Funding

The term “college” shall be used to refer to an academic department/school or equivalent unit for the purpose of this policy. The two equivalent units shall be (a) counselors, i.e., SSP, ARs, and (b) librarians.

Total funds available for mini-grants are determined annually in accordance with allocations from the Chancellor's Office. Chancellor's Office funding for Research, Scholarship and Creative Activities is allocated to the three grant categories by the Faculty Professional Development Coordinating Committee (FPDCC). The available funds for mini-grants are assigned to the colleges based on the following formula:

$$\text{College Funds} = \text{Total number of dollars} \times \left(\frac{\text{FTEF in College} + \text{untenured, tenure-track faculty in College}}{\text{FTEF in University} + \text{untenured, tenure-track faculty in University}} \right)$$

FTEF = Full-Time Equivalent Faculty, tenured and tenure-track

The Office of Academic Research will distribute the funds to faculty based on the recommendations of the College Professional Awards Committees and Deans in accordance with FPDCC allocation guidelines.

3. Eligibility

All tenure-track or tenured faculty members are eligible. Faculty who are in the Faculty Early Retirement Program (FERP) are not eligible to receive these awards.

4. Application

4.1 Application and proposal description shall be made following the appropriate standardized format which is available from the Office of Academic Research. Only one completed application per grant category shall be submitted by an individual faculty member or principal investigator by the indicated deadline. Furthermore,

applicants should avoid submitting the same proposal for funding in more than one of the categories unless it is clearly indicated the project necessitates dividing it into several parts. The request for multiple awards must be clearly justified. In the cases of Faculty Research Awards or Summer Research Fellowships, only one individual or principal investigator per project may apply.

4.2 Prior Grant Activity: The proposal must include a list of all grants, internal and external, received in the last three years and proof of successful completion of each of these grant activities.

4.3 Proposals must clearly show the significance of the project in terms of both the professional development of the faculty member, and also the body of knowledge of the faculty member's academic discipline, teaching fields, or areas of library expertise.

5. Criteria for Evaluation

5.1 Proposals must clearly demonstrate quality in terms of the following:

a) Clarity: The proposal must clearly and concisely describe the project as a whole using non-specialist language whenever possible.

b) Objectives: The proposal must describe the objectives of the project and elaborate on the following: 1) the reasons for the applicant undertaking the project; 2) the purpose of the particular project; 3) if appropriate, the specific research questions or hypotheses; and 4) the project's relation to the faculty member's present or future research or creative activity.

c) Methods: The proposal must clearly describe the activities, including methods and procedures, which will be conducted and must clearly show that these are designed to meet the stated objectives.

d) Feasibility: The proposal must present an organized plan of action which demonstrates that the project is feasible. When appropriate, a budget (see section 5.2) shall be included to demonstrate that the project can be conducted in a manner that utilizes effectively the resources requested.

e) Expected End Product: The proposal must elaborate on the expected

end product of the project. This can include publications (i.e. books, monographs, articles or scholarly papers), creative activity (i.e. gallery showings, concerts or theatrical productions), and external grant proposals.

5.2 Proposals for Mini-Grants must clearly indicate that the budget requested is necessary. Itemized expenditures are required, with a justification included for each item.

6. Approval and Awards Process

6.1 Proposals for these grants shall be called for by the Office of Academic Research in accordance with schedules established by this office.

6.2 The following special approvals may be required before submitting proposals:

6.2.1 Proposals requiring the use of human subjects for research purposes shall be approved by the Institutional Review Board, should time permit, before they are submitted. Those still requiring I.R.B. approval after the grants evaluation shall not be finally released until after such review.

6.2.2 Proposals requiring the use of animal subjects for research purposes shall be approved by the Institutional Animal Care and Use Committee (IACUC) before they are submitted.

6.2.3 Proposals requesting reassigned time must have the signatures of the department chair/school director and college dean indicating that consultation has occurred.

6.3 Members of College Professional Awards Committees may not submit an application for a university award during the period of time they are serving on the committee.

6.4 All proposals received within the announced deadline schedule shall be distributed to the appropriate College Professional Awards Committee. The committee shall prepare a statement of merit for each proposal.

6.4.1 Each Professional Awards Committee for the academic colleges shall consist of five faculty members from that college; no more than one per department/school in colleges where there are five or more

departments/schools. If there are fewer than five departments/schools in that college, at least one member should come from each department/school. The Professional Awards Committees for the librarians and the counselors shall have three members. Members of each College Professional Awards Committee shall be bargaining-unit-three tenure-track faculty who will not apply for any grants during their time of service, elected by the faculty of the college under the supervision of the appropriate Constituent Unit Elections Officer. Committee members shall be elected to two-year staggered terms.

6.4.2 Statements of merit shall be forwarded to the college office and to the respective faculty members.

6.4.3 A faculty member may choose to respond to the statement of merit within five working days. This response shall go to the college office.

6.5 The College Professional Awards Committee shall evaluate and rank all proposals by category and shall make recommendations for allocations. In making recommendations, the Committee, where appropriate, shall consider:

- a. The quality (clarity, objective, method) and feasibility of the proposed project.
- b. Evidence of preparation or preplanning for the proposed project.
- c. Whether or not proposals fulfill the purposes for which the specified grant category was designed.
- d. The faculty member's prior record in the use of all grant awards in the past three years.
- e. The amounts and appropriateness of the budget request.

6.6 Recommendations from the College Professional Awards Committee shall be forwarded to the Dean or University Librarian who may choose to make their own individual recommendations. All recommendations shall be forwarded to the Office of Academic Research, who will then make ranked recommendations to the Vice President for Academic Affairs/Provost. The Vice President for Academic Affairs/Provost will make the final decision.

6. After the process is completed, each applicant shall receive a copy of all material relating to his or her proposal, including the statement of recommendation. A copy shall also be retained in the office of the College Dean or University Librarian and in

the Office of Academic Research.

7. Report

A report describing use of the award and the completed project shall be submitted by the award recipient to the Office of Academic Research by the deadline specified in the “call for proposals.” The report should be an explicit narrative and shall contain supporting evidence when possible. A file of such reports shall be maintained in the Office of Academic Research. Failure to submit a timely final report will exclude faculty members’ proposals for evaluation by the college Professional Awards Committee during subsequent award cycles. Further, as stipulated in Faculty Professional Development Program, such reports are required for review by an ad-hoc committee to determine future awards programmatic needs and to assess the quality of projects receiving awards.

8. Exception for College-Level Professional Development Resources and Support

The provisions contained herein do not apply to professional development resources and support provided by a college to its faculty from sources other than those provided by the Chancellor’s Office. Colleges will develop their own criteria and procedures for awarding such college-level support and reporting such awards to college faculty.

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FAM 105.4
POLICY GUIDELINES FOR THE FORMATION
AND REVIEW OF INSTITUTES AND CENTERS

Purpose and Scope

Ancillary Units (such as Institutes and Centers) have become the principal instruments by which a university community can organize particular areas of research, curricular programs, and service to the community which transcend the boundaries of traditional academic departments or disciplines. They are characterized by their flexible goals and structure, specific functions, and are multidisciplinary in nature. Ancillary Units can provide a valuable link among separate but related academic disciplines and between the academic expertise of the University and the needs of the surrounding community. All Ancillary Units must contribute to the academic and strategic mission of California State University San Bernardino (CSUSB). The academic mission of the University includes instruction, research, and service, including community partnership and other such enterprises.

Definitions

1. Ancillary Unit: For the purpose of this policy, the term "Ancillary Units" shall be taken to include centers, institutes, bureaus, laboratories, research groups, councils, consortia, or similar entities that support the academic missions of the University. It does not apply to other types of entities that may have similar titles (e.g., the Student Health Center, the Learning Center) but that either support the nonacademic functions of the University or are housed and funded by the University administration. This policy applies to all Ancillary Units currently established as well as those that may be developed in the future.

2. **Functions of Ancillary Units** may include, but are not limited to:

- a. conducting opinion polls and focus groups
- b. conducting basic research
- c. data gathering
- d. developing policy studies and analyses
- e. disseminating research findings
- f. forming a group for submission of grants proposal(s) for support of professional activities
- g. providing a link between the University and outside organizations

- h. sponsoring conferences
- i. sponsoring, coordinating, and promoting the research of faculty and students from several departments or colleges.
- j. submitting grant/contract proposals, and conducting funded sponsored programs activity.

3. Ancillary Units shall not offer courses for University credit; however, courses may be offered in conjunction with a department or college.

4. All Ancillary Units must be reviewed by the Faculty Senate and Provost/Vice President of Academic Affairs {VPAA} or designee, and be approved by the President. Once approved, these units have the right to seek outside funding as university entities.

5. **Ancillary Units Status:** Ancillary Units are to be classified internally based upon the stage of development and/or adherence to reporting requirements set forth in this policy.

a. **Developmental Status:** An Ancillary Unit with "developmental" status is a new unit which will be reviewed at the end of the third year of operation. This "developmental" status label is to be used only for CSUSB internal purposes, and under most circumstances should not be used in applications for external funding. After a successful third-year review, the Ancillary Unit will be granted "active" status. The Ancillary Unit may formally request another cycle of developmental status if it requires additional time. An Ancillary Unit with "developmental" status submits an annual report to the Unit's reporting person {see section 6} and to the Faculty Senate.

b. **Active Status:** An Ancillary Unit with "active" status has undergone a successful review at the end of its third year and submits an annual report to the Unit's reporting person and to Faculty Senate. Once granted "active" status, the Ancillary Unit may be asked to undergo further review if deemed necessary by the Unit's Reporting Person or by the Provost/VPAA.

c. **Probationary Status:** An Ancillary Unit that fails to submit an annual report to the reporting person (see below) or that fails to provide written responses to the CCI's recommendations within 30 days will be considered to be on "probationary" status. The reporting person or CCI shall notify the Unit, the designee of the Provost/VPAA, and the Faculty Senate Office, and the Unit will be given 60 days after notification to submit an annual report or its written responses to the CCI's recommendations. Failure to

submit the annual report within this time will lead to placement of the Ancillary Unit on "inactive" status.

d. **Inactive Status:** An "inactive" Unit may not seek funding or function as an Ancillary Unit until it has undergone a successful review and has been reinstated by the Provost/VPAA. To regain "active" status, the Unit must submit required documents (see section 17) and a written request for reinstatement to the Unit's reporting person, who will forward the documents along with his/her comments to the Faculty Senate and Provost/VPAA. The CCI will review the request and forward its recommendation for reinstatement to the Faculty Senate Executive Committee, which will provide its recommendation to the Unit's reporting person and the Provost/VPAA.

e. **Termination:** An Ancillary unit may be terminated if it remains on "inactive" status for 12 months or for other compelling reasons, as determined by the Faculty Senate and the Provost/VPAA.

6. **Reporting Person:** The "reporting person" is the head of the academic unit or administrative division of the University (e.g., department, college, Office of Graduate Studies, Office of Academic Affairs) who has programmatic oversight of the Ancillary Unit.

7. **Director:** The "Director" shall be the person or persons who are responsible and accountable for the activities of the Unit. The "Director" may be a single director, multiple co-directors, an executive director, or a committee with at least one person who is identified as "responsible" for the governance of the Ancillary Unit.

8. **Annual Report:** The "annual report" is the report that the Ancillary Unit shall make each year to the reporting person. The annual report will include information regarding the Ancillary Unit's goals and accomplishments, the participation of students and faculty in the Unit's activities, the Unit's governance and reporting structure, the amount of external funds raised, units of assigned time, and the use of the University's internal resources.

9. **Committee for Centers and Institutes (CCI):** The CCI shall be established as a special committee of the Faculty Senate that is composed of one tenure-track faculty member from each college, one student representative, and two current directors of centers or institutes. The committee shall also include as an ex officio, non-voting member the Associate Provost for Academic Research. The CCI is responsible for conducting administration and oversight of the procedures established in this policy, including:

- a. review proposals for the creation of centers and institutes and refer the proposals to the Executive Committee of the Faculty Senate for action;
- b. review annual reports and conduct periodic reviews for centers and institutes and make recommendations on their status to the Faculty Senate, Provost, and President
- c. complete annual updates on the center and institute automated system, including inputting current contact information for CI directors and reporting persons;
- d. conduct administration and oversight of the completion, submission, tracking, and storage of center and institute proposals, annual reports, and the procedures for periodic review;
- e. coordinate support and, where appropriate, foster collaboration among centers and institutes across campus;
- f. provide the Executive Committee of the Faculty Senate a report, prepared by the CCI committee chair, at the end of each semester that includes the status of all CI annual reports and a summary of other committee activities related to the duties described above.

Policy Statement

10. Every Ancillary Unit must be under the programmatic oversight of an academic unit or administrative division of the University (e.g. department, college, Office of Graduate Studies, or Office of Academic Affairs} pursuant to Executive Order No. 751, which is available at <http://www.calstate.edu/EO/E0-751.pdf>.

11. The Ancillary Unit may choose the leadership structure which best suits the mission of the Unit, as long as it clearly delineates who is responsible and accountable for activities of the Unit. The responsible person-referred to as the "Director"-should be the most qualified person/people for the role, where "qualified person" is operationally defined to mean a person, who has the technical and managerial expertise to assume the role, as well as the capacity to operate in an academic environment. Under most circumstances, the Director should be a tenure-track faculty member.

12. Ancillary Units with "developmental" status should consider including an Advisory Board composed of tenure-track faculty, the Director and where useful, an appropriate number of community members. Ancillary Units without a faculty director must have an advisory board with at least two faculty representatives appointed by the Executive Committee of the Faculty Senate. The members of the Advisory Board shall be approved by the Unit's reporting person, (e.g. College Dean, Provost/VPAA). Existing Active Ancillary Units may also wish to include an Advisory Board.

13. While it is expected that most Ancillary Units will eventually generate enough external funding to become self-sufficient, the University may provide some initial support in the form of assigned time, office space, equipment, staff support, etc.

14. Once an Ancillary Unit is approved as "developmental" or "active" status, the Unit may seek funding from outside entities. All formal agreements or contracts must be signed by the Executive Director of the University Enterprise Corporation for CSU SB (UEC) or his/her designee, or the President or his/her designee. See the Policy for the Administration of Grants and Contracts in Support of Sponsored Program, which is available at http://policies.csusb.edu/grants_and_contracts.htm.

15. All Active Ancillary Units shall be listed in the Campus Directory along with the name(s) and phone number(s) of the Director, staff, and the address of the office where the Ancillary Unit is primarily housed.

16. Normally, Ancillary Unit programs and activities fall under campus ownership, including component activities and program funds, and therefore must follow campus policies and procedures. In case of externally funded grant and contract activity, policies and procedures negotiated by the UEC/Sponsored Programs and the external funding agency must be followed.

Procedure and Process

APPROVAL PROCESS FOR INSTITUTES:

17. Proposals for the formation of an Ancillary Unit shall employ the following procedures:

- a. A clear statement and delineation of the purpose of the proposed Ancillary Unit. The statement shall include a description of how the activities of the Unit are intended to contribute to the accomplishment of the stated purpose and to the academic and

strategic mission of the University.

b. A clear statement of how the Ancillary Unit will be housed within an academic or administrative division of the University (e.g. department, college, Office of Graduate Studies, or Office of Academic Affairs) and description of:

i. the proposed organizational and governance structure (including an organizational chart and signature of all individuals involved in the Ancillary Unit); and

ii. a clear statement of who is responsible for reporting the Unit's activities (e.g. Provost/VPAA or designee, Associate Provost of Research, College Dean, etc.).

c. A statement of any anticipated relationships with public or private agencies or organizations.

d. A description of the membership, roles, and responsibilities of the Advisory Board. Any potential conflicts of interest should be identified.

e. Consultation with any affected departments, colleges, etc, shall be conducted. Comments/feedback, recommendations, and signatures shall be provided by the chairs and deans of these affected entities.

f. A statement of goals and objectives of the Unit including approximate time frames for different activities noted. These goals and objectives should be used as the guidelines for the annual assessment of the Ancillary Unit.

g. Where applicable, a statement of how the unit will conform to accepted standards of academic research, including peer review, human subject research, animal research, etc.

h. A statement of all possible sources of anticipated funding (internal and external).

i. A projected budget for the first three years of operation with revenues and expenditures, including funding requirements from University sources (Note: Approval of the Ancillary Unit does not mean that the Unit will receive funding from the University). The budget report should follow the format established by the CCI (Appendix A).

18. A proposal for an Ancillary Unit shall be submitted to the Faculty Senate Executive Committee, which will refer it to the CCI and other appropriate committees (e.g., the General Education Committee, the University Curriculum Committee, the Faculty Affairs Committee, or other committees of the Faculty Senate) for review. These committees shall forward their comments and recommendations, including any concerns and suggested changes for the original proposal, to the Executive Committee of the Faculty Senate. The proposal along with the recommendations from the CCI and any other committee(s) that reviewed the proposal shall be placed on the Faculty Senate agenda as an action item. Additionally, prior to the Faculty Senate meeting, the Executive Committee of the Faculty Senate shall send an email announcing its agenda containing the name of the Ancillary Unit. Comments or concerns regarding the proposed Ancillary Unit may be made to a senator prior to the Faculty Senate meeting for which this Ancillary Unit's approval is an information item. Full copies of the original proposals will be made available in the Faculty Senate Office.

19. The Provost/VPAA (or designee) will make recommendation(s) to the President regarding approval of the proposal. If the proposal is approved and signed by the President, copies of the final proposal will be filed in the Unit's reporting person, Office of the Provost/VPAA, and in the Faculty Senate Office. The newly approved Ancillary Unit shall have "developmental" status and be subject to review at the end of its third full academic year of operation (see section 5). The Office of the Provost/VPAA will maintain a list of Ancillary Units, including contact information for Director(s) of the Unit.

20. If the President does not approve the Ancillary Unit proposal, his/her written comments and recommendations will be submitted to the Executive Committee of the Faculty Senate and a copy will be sent by the Office of the Faculty Senate to the originator(s) of the proposal. The President's written comments and recommendations will also be included on the Faculty Senate agenda as an information item.

21. Upon approval, the Ancillary Unit may seek funding from the University and from external sources. The approval of the Ancillary Unit does not mean that the requested university resources will be provided. The decision for university resources will be made by the President or Provost/VPAA or designee.

ANNUAL REPORTS:

22. By October 1st of each year, the CCI will initiate the procedures for the submission of annual reports and the completion of periodic reviews. The CCI will send fillable electronic forms (using Adobe Sign or another electronic platform) to the Units' directors which will be used for the submission of annual reports. The CCI is responsible for updating its record of Units' directors and contact information prior to initiating the procedures. The CCI shall forward its updated record of contact information for centers and institutes to the Associate Provost for Academic Research who is responsible for submitting it to the Chancellor's Office.

23. By October 30th of each year, each Ancillary Unit will submit an annual report of activities for the previous academic year using the electronic form sent by the CCI. The CCI is responsible for routing each annual report to the Unit's reporting person and Provost/VPAA. The Unit's reporting person will submit their recommendations by December 15 using the electronic form. The Unit's reporting person will include with their recommendation the method used for the review (e.g., what elements were evaluated, including budget and accomplishments; and what discussions were held). The CCI is responsible for routing the reporting person's recommendations to the Units' directors.

24. The Ancillary Unit may submit attachments with their annual report where applicable.

ANCILLARY UNIT REVIEW PROCESS:

25. The CCI will review each Ancillary Unit once every five years. If at the conclusion of the review there are one or more unsatisfactory outcomes, the next review may be scheduled in fewer than five years. In addition, the Unit's reporting person, the Provost/VPAA, or the Executive Committee of the Faculty Senate may initiate the review process for an Ancillary Unit.

26. For the CCI's periodic review of the Ancillary Unit, the CCI shall obtain from the Faculty Senate office an original or revised proposal for the Ancillary Unit. The CCI shall also obtain copies of the annual reports since the last review of the Ancillary Unit, which the CCI is responsible for storing on a University approved cloud (Microsoft Sharepoint or another online cloud service);

For the Ancillary Unit's periodic review, the Unit's Director(s) will provide a short cover memo that explains the contents and highlights of these annual reports

27. The CCI will review the material provided by the Ancillary Units, recommend a status for them (from section 5 above), and indicate problems if they exist. The CCI will evaluate the Unit using the following criteria:

a. the success of the Ancillary Unit in meeting the goals and objectives outlined in the original approved proposal;

b. the effective use of all internal University support;

c. the success of obtaining external support and the use of that support;

28. The report of the CCI shall be submitted, as completed, to the Provost, Unit Reporting Person, relevant College Dean, Director(s), Sponsored Programs, Executive Committee, and President by March 30th. The report will include the evaluation criteria and methods used to review the Unit. Within 30 days of receiving the CCI's report, Ancillary Units may respond in writing to any recommendations made by the CCI. The Unit's written response shall be attached to the Unit's annual report, included in the formal record of the review, and forwarded to the Provost/VPAA.

29. The Senate shall receive the reports as information items. The Provost/VPAA (or designee) shall review the report and make recommendations on the status of the Ancillary Unit as "continuing developmental (to be reviewed in 3 years)," "active," "inactive," "probationary," or "termination." The report and recommendation(s) will be forwarded to the President by May 15th, who shall make the final decision.

30. Upon discontinuance or termination of an Ancillary Unit, all residual funds and property become custody of the academic unit or administrative division of the Reporting Person and shall be used for similar programs/activities that advance the mission of the campus.

///Policy FAM 105.4 info start///

Approvals

Approved by the Faculty Senate on October 24, 2023

Approved by the Provost on

Approved by the President on

History

First created: ____ [Date] by _____

Revised: April 11, 2023 [Date] by EPRC ____

Renumbered: ---- [Date] from --- to ----

Approved by the CSUSB Faculty Senate on October 24, 2023

Signed and dated by Claudia Davis (Senate Chair) 01/02/2024

Signed and dated by Tomas Morales (President) 02/26/2024

///Policy info end ///

FAM 107.3
ACADEMIC AFFAIRS DECENTRALIZATION
BUDGET FUNDING
(General Funds)

A. Faculty Position Funding Process

1. Faculty Serialized Positions

(a) All currently filled faculty positions will be transferred to each college by the end of the 1997/98 fiscal year.

(b) Unfilled positions will be transferred to colleges, effective July 1, 1998 based on the 1997/98 faculty line allocations. Unfilled positions will be serialized and funded at the Assistant Professor Step 1 level, using the 1998 faculty salary schedule. Corresponding benefits will be maintained centrally by Academic Affairs since these new faculty lines are going to be funded by converting current part-time faculty funds to serialized faculty positions. Whenever colleges fill a vacant serialized position, Academic Affairs will fund the 30% benefit cost.

2. New Tenure-Track Faculty Appointments

(a) Starting with the 1998/99 Academic Year, each college will be responsible for budgeting and assigning a serial position to newly hired (tenure track 2360 class code or full-time lecturer 2358 class code) faculty.

(b) Colleges will also have the responsibility for converting all vacant faculty serial positions used to support part-time faculty personnel to the 911 part-time faculty blanket for the Academic Year. A position transfer form will need to be sent to the Budget Office so that funds can be transferred to the part-time faculty blanket.

3. New Temporary Full-Time Appointments

Colleges will budget and monitor all new temporary full-time faculty appointments. Such appointments may be made by filling an existing serialized position.

4. Part-Time Faculty Appointments

Colleges will budget and monitor all temporary part-time faculty appointments using funds from a serialized position.

(a) Conversion of Serialized Positions Colleges, after careful consideration, may convert a vacant faculty serial position to support other needs in the College. This may be done on a one-time basis or on a permanent basis. If a faculty serial position is converted on a permanent basis, the college will still need to meet their FTES within their allocated faculty lines. All permanent conversions from faculty positions will have to have the approval of the Vice President for Academic Affairs/Provost.

5. Faculty Leaves

(a) Leave-without-Pay (LWOP)

Colleges will receive full funding at the faculty member's rank and step for the length of time the faculty member is on LWOP.

(b) Difference -in-Pay Leave (DIP)

Colleges will receive the equivalent salary of an Instructor step 1. The faculty member receives the difference between an Instructor step 1 and their current rank and step.

(c) Sabbatical

(1) Faculty on one term of sabbatical leave receive their full pay and benefits.

(2) Faculty on two quarters leave receive 3/4 of their pay; colleges receive 1/4 of the faculty member's rank and step.

(3) Faculty on sabbatical for the academic year receive 50% of their pay; colleges receive the other 50% of the faculty member's salary at the faculty member's rank and step.

Because sabbatical leaves are not funded by the Chancellor's Office or Academic Affairs, each college should consider establishing a separate fund to wholly or partially support sabbatical leave.

B. Staff Position Funding Process

1. Staff Serialized Positions

(a) Staff serialized positions will be transferred to the college/unit during the 1997-98 spring quarter. These positions are permanent positions allocated to each college/unit and are part of the staff personnel baseline. The college/unit will receive unused funds remaining in all vacant positions during the 1997-98 fiscal year. Funds returned to the college/unit can be transferred to any line item including supplies and services or equipment.

(b) During the 1998-99 fiscal year and thereafter, if a staff serialized position becomes vacant the college unit has the flexibility to do the following:

(1) The position can be recruited at the same classification and at the position's funded salary or

(2) The position can be changed to another classification (with Human Resources' review of the job description) to support the goals of the college/unit. If the reclassification requires additional funds the college/unit will need to cover the difference from their operating expense budget. The University will cover the benefits up to the monetary level of the prior benefits. If additional benefits are needed for the position the college/unit will have to cover the cost or

(3) The position can be downgraded. Unused funds returned to the college/unit or

(4) The position can be eliminated with the funds (including benefits) returned to the college/unit.

2. New Serialized Staff Positions

New staff positions requested by the college/unit will require the review of Human Resources for the appropriate classification. The college/unit will cover the cost of the position including benefits.

C. Reappropriation of Prior Year Balances

For the 1997-98 fiscal year all unspent funds can be carried over to the next fiscal year. However, every effort should be made to use allocated funds (especially baseline funds) during the year they were allocated. Requests for funds to be carried over including one-time funds should be sent to Academic Affairs as one request under a 4599 end of year (EOY)

carryover subcode. Academic Affairs will combine all requests and will submit one request to the University. Funds requested to be carried over will be allocated to the college/unit during the first quarter of the next fiscal year. However, if the college/unit has an unanticipated deficit at the end of the fiscal year, the funds to cover the deficit will be deducted from the carry over funds before the funds are transferred. If the college/unit reflects a deficit at the end of the fiscal year and there are no carry over funds, the amount of the deficit will be deducted from the following year's budget before baseline allocations are transferred.

D. Transfer of Funds Between Budget Line Items

All funds can be transferred between line items in Academic Affairs with the exception of the Educational Opportunity Program (EOP) and the Junior Faculty Support Development fund.

///Policy FAM 107.3 info start///

Last Revision: Administrative

///Policy info end///

FAM 112.5 ESTABLISH OR RENAME ACADEMIC DEPARTMENT OR SCHOOL

Purpose and Scope

The purpose of an academic department or school is to support the mission of the University by offering academic programs or courses in the disciplines it houses, promoting academic inquiry and critical thinking within and across disciplines, and engaging in disciplinary and interdisciplinary research, scholarship, community service, and creative activities. This policy provides criteria and guidelines for the establishment of a new department, designation of a unit as a school, and changing the name of a department or school without changing its structure or designation.

Definitions

1. For the purpose of this policy, the terms "director" and "directors" shall refer specifically to the administrative head of a "school." The terms do not apply to other "directors" of programs housed within departments/schools (e.g., graduate programs, credential programs, etc.)

Policy Statement

1. To qualify as an academic department or school, the proposed entity must:
 - a. Intend to offer a set of academic courses, approved through the appropriate FAM designated curricular process.
 - b. Ensure to its faculty, the rights and responsibilities of Academic Freedom, as outlined by FAM 355.6 (Statement Concerning Professional Ethics and Responsibilities)
 - c. Provide a plan for a sufficient number of tenure-line faculty, with the assistance of associated departments when necessary, to provide appropriate curriculum and to engage meaningfully in shared governance activities.
2. Criteria for the designation of a unit as a school may vary by discipline but should address issues such as:
 - a. Professional accreditation or licensing/certification requirements for graduates
 - b. Established (or emerging) practice for disciplinary terminology in higher education

- c. Reorganization of logical subunits within a college, if needed
- d. Enhanced potential for procuring grants, contracts or other significant program funding/resources (e.g. endowments, scholarships, sponsorships).
- e. Improvements in services to students, faculty, staff, and community.
- f. How such a designation can contribute to the recruitment and retention of a high-quality faculty

3. If a department or school wishes to change its name without making structural or designation changes, it must comply only with item II. Department/School Name Change.

Procedure and Process

Procedures for the Establishment of a New Academic Department or School

1. Initiation of Proposal

- a. Faculty members, departments, or administrative officers of the University may initiate a proposal for a new academic department or school within a college. Ideally, initiators should collaborate with stakeholders (including related departments, community members, administrators, etc.) as part of the proposal process.
- b. The initial request should be submitted in writing to the appropriate college dean(s), who will consult with the Provost or designee, and other administrators as needed.

2. New Department or School Proposal: The proposal should be organized as follows:

- a. The exact name of the proposed academic program and name(s) of the individual(s) preparing the proposal;
- b. A list of stakeholders and their statements of support (or other comments).
- c. In the case of a "school" (not department) proposal, the criteria that provide the rationale and justification for creating the school (see: purpose and scope).
- d. The proposed date of implementation and the appropriate timeline for the process of implementation;
- e. The number of faculty projected in the new department or school's first year of operation including names of existing faculty, and a statement of how the proposal might assist with the recruitment and retention of diverse, quality faculty, including the

names of existing faculty who would be moved from other department(s) and/or school(s).

f. The courses, curricula, programs, degrees to be administered by the new department or school;

g. Estimation of effects that this change would have on other department(s) or school(s). If the new department or school is breaking away from existing academic programs and/or departments, said entities need to be involved in meaningful consultation.

h. Results of a vote from each department or school directly affected, as well as written comments from affected academic program chair(s)/director(s) and faculty should be solicited and appended. Anonymity should be respected throughout the process including secret ballots and written comments. Voting should be implemented by the College Elections Officer according to Faculty Senate elections processes.

i. Any new resources and support needed during each of the first three years of operation and plan for long-term support. If known, also include a possible source(s) of funding and a detailed budget of the new department or school.

j. A clear rationale for how the proposed department or school will advance the objectives of the University and College's missions and strategic plans.

3. New Department/School Proposal: Procedure for Approval

a. The complete initial proposal must be submitted to the appropriate college dean(s) for consultation and signature(s). The college dean(s) shall provide written comments/ recommendations to the originator(s) of the proposal.

b. After a consultation, the proposal may be revised and resubmitted to the college dean(s) for further review.

c. The revised proposal along with comments and recommendations from the college dean(s) will then be forwarded to the Executive Committee (EC) of the Faculty Senate, which will seek recommendations from the Educational Policy and Resources Committee (EPRC) and, if necessary, recommendations from other appropriate senate committee

- d. The recommendations and comments from the consulting committees will be submitted to the EC of the Faculty Senate.
- e. The EC of Faculty Senate will include the proposal on the Faculty Senate agenda as a two-reading item.
- f. Upon review by the Faculty Senate, the proposal and all comments and recommendations will be forwarded to the VP of Academic Affairs, who will, in turn, submit comments and recommendations to the President of the University.
- g. If the President does not approve the proposal, s/he will return the proposal to the EC of Faculty Senate with rationale for disapproval, comments, and recommendations. The EC of Faculty Senate will share this information with the originators of the proposal.
- h. If at any point in the process, where the proposal is not approved, and the originators wish to pursue the process, they will need to re-submit the proposal starting from the beginning.

4. Timeline; Timeline reflects an academic year.

5. All efforts should be made to avoid unnecessary delays for each step of the review process. A recommended timeline from submission to final approval or disapproval is:

- a. Dean first review: 3 weeks
- b. Revisions (if needed): 2 weeks
- c. Dean second review (f there were revisions): 2 weeks
- d. EPRC: 3 weeks
- e. Faculty Senate Executive Committee: 3 weeks
- f. Faculty Senate: 4 weeks (depending on Faculty Senate schedule)
- g. Provost and VPAA: 2 weeks
- h. President: 6 weeks

6. Solicitation of External Funding

- a. The new department or school must be approved prior to any formal solicitation of funds or formal gift agreement.

7. New Degree Programs within New Department/School

- a. If there is a new degree program associated with the newly formed department/school, the proposers shall follow all guidelines provided by current Academic Policies at the State and Campus-level for curriculum development.

Department/School Name Change

1. Proposals for changing the name of the department or school must be initiated by the faculty member(s) within that department or school. A majority vote of the faculty in the academic department or school is required to move the proposal forward. If the majority is met, appropriate curricular procedures should be followed to update the University Bulletin.

///Policy FAM 112.5 info start///

Approvals

Approved by the Faculty Senate on 11/24/2020

Approved by the President on 04/01/2021

History

First created: ____ [Date] by _____ _

Revised: _2020 _ [Date] by __ EPRC _ _____ _

Renumbered: ____ [Date] from ____ to ____ _

Signed and dated by

Beth Steffel (Senate Chair) 12/20/2020

Tomas Morales (President) 04/01/2021

///Policy info end///

FAM 112.35

POLICY ON PROCEDURES TO MERGE, TRANSFER, OR ABOLISH AN EXISTING ACADEMIC DEPARTMENT OR SCHOOL

I. Merging, Transferring, or Abolishing Existing Academic Departments, Schools, or Interdisciplinary Programs

A. Initiation of Proposal

- (1) Faculty members, Deans, the Provost, or the University President may initiate a proposal to merge, transfer, or abolish an academic department or school.
- (2) The initial request should be submitted in writing to the appropriate college dean(s), department chair(s), the Faculty Senate Chair, and the Provost/VP of Academic Affairs. Because of the potential impact on colleges, departments/schools, faculty, staff, and students, the proposal must follow the guidelines and review process set forth below.

B. Definitions

Definition of “school” and “director” can be found in FAM 460: Policy On Procedures To Establish A New Academic Department or School; Or To Change The Name Of An Existing Academic Department or School, sections 1.B.1-3.

C. Merging Department/School/Interdisciplinary Program Proposal: Contents

- (1) Name(s) of the department(s)/school(s) involved and name(s) of individual(s) preparing the proposal;
- (2) Proposed date of implementation and appropriate timeline for the process of implementation;
- (3) Rationale for the merger. The rationale should also include possible consequences if the merger does not take place. Merger of department(s)/school(s) should not occur solely for budgetary reasons except in extraordinary circumstances.
- (4) Number of faculty from each department or school involved in the merger. (In general, all academic units should have a minimum of five existing full-time faculty);
- (5) Proposed plan of courses, curriculum, programs, degrees to be administered by the merged academic unit.

(6) Possible effects this change would have on all affected academic units, including faculty, support staff, students, curriculum, program(s), degrees, detailed operating budgets (existing and proposed), space, FTES, etc. If the proposal includes a request to change the name of an existing academic unit, it must follow guidelines in FAM 460: Policy On Procedures To Establish A New Academic Department or School; Or To Change The Name Of An Existing Academic Department or School, section 2.A.

(7) Details of consultation with any existing departments or schools whose activities and interest might overlap with those of the proposed merged department(s)/school(s). In addition to consultation with chairs/directors of academic units, the faculty of affected departments/schools must be invited to submit written comments and concerns. Anonymity should be respected throughout the process.

(8) The results of a vote in each department or school to be merged using a secret ballot procedure.

(9) Any new or adjusted resources and support needed. If known, possible sources of funding should be included.

D. Proposal to Abolish Department or School

(1) Name of the department or school involved and name(s) of the individual(s) submitting the proposal.

(2) Proposed date of abolition and an appropriate timeline for the process.

(3) Rationale for the abolition of the department or school. The rationale should include possible consequences if the abolition does not take place. Dissenting opinions may also be included. A department or school should not be abolished solely for budgetary reasons except in extraordinary circumstances.

(4) Details of consultation with any existing department(s)/school(s) whose activities and interests might be affected by the abolition. In addition to consultation with the department chair(s)/school director(s), faculty of all affected department(s)/school(s) must be invited to submit written

comments and concerns. Anonymity should be respected throughout the process.

(5) Detailed plan of how faculty and staff from the abolished department or school will be transferred (including FERP and unfilled faculty positions) to other department(s)/ school(s) and how the decisions for transfer will be made. Faculty from the proposed abolished department/school may submit a written request for transfer to another department or school per FAM 525, Policy Concerning Faculty Departmental Transfer.

(6) Results of a vote from the department or school being abolished using a secret ballot procedure.

(7) Possible effects this change would have on all affected department(s)/school(s), including faculty, support staff, students, curriculum, program(s), degrees, detailed operating budgets (existing and proposed), space, FTES, etc. If the proposal includes a request to change the name of an existing department or school, it must follow guidelines in FAM 460: Policy On Procedures To Establish A New Academic Department or School; Or To Change The Name Of An Existing Academic Department or School, section 2.A.

E. Proposal to Transfer Department/School/Interdisciplinary Program:

Contents

(1) Name of the department or school involved and name(s) of the individual(s) submitting the proposal.

(2) Proposed date of transfer and an appropriate timeline for the process.

(3) Rationale for the transfer of the academic unit. The rationale should include possible consequences if the transfer does not take place. An department or school should not be transferred solely for budgetary reasons except in extraordinary circumstances.

(4) Possible effects this change would have on all affected academic units, including faculty, support staff, students, curriculum, programs, degrees, FTES, detailed operating budget, space, etc. If the proposal includes a request to change the name of an existing academic unit, it must follow

guidelines in FAM 460: Policy On Procedures To Establish A New Academic Department, School, Or Interdisciplinary Program; Or To Change The Name Of An Existing Academic Department, School, Or Interdisciplinary Program, section 2.A.

(5) Detailed plan of how faculty and staff from the abolished department or school will be transferred (including FERP and unfilled faculty positions) to other academic units and how the decisions for transfer will be made. Faculty from the department or school being transferred may submit a written request for transfer to a different college per FAM 525 (Policy Concerning Faculty Departmental Transfer).

(6) Details of consultation with any existing academic units whose activities and interest might overlap with those of the department or school to be transferred. In addition to consultation with administrative leaders of academic units, the faculty of affected academic units must be invited to submit written comments and concerns. Anonymity should be respected throughout the process.

(7) The results of a vote in each department or school to be merged using a secret ballot procedure.

(8) Any new or adjusted resources and support needed. If known, possible sources of funding should be included. The results of a vote from the department or school being transferred using the established secret ballot procedure. A simple majority of all tenure track faculty from the department or school being transferred is needed for approval.

F. Procedure for approval

(1) The initial proposal must be submitted to the appropriate college dean(s) for consultation and signature(s). The college dean(s) shall provide written comments/ recommendations to the originator(s) of the proposal.

(2) After consultation, the proposal may be revised to reflect the comments and recommendations provided.

(3) The revised proposal along with comments and recommendations from the college dean(s) will then be forwarded to the Executive Committee (EC) of the Faculty Senate, which will seek recommendations from

Educational Policy and Resources Committee (EPRC) and, if necessary, recommendations from other appropriate senate committees will also be sought.

(4) The recommendations and comments from the EPRC (and other senate committees consulted) will be submitted to the EC of the Faculty Senate.

(5) The EC of Faculty Senate will include the proposal on the Faculty Senate agenda as an information item.

(6) Upon review by the Faculty Senate, the proposal and all pertinent comments and recommendations will be forwarded to the Provost/VP of Academic Affairs, who will in turn submit comments and recommendations to the President of the University for approval.

(7) If the President does not approve the proposal, s/he will return the proposal to the EC of Faculty Senate with comments and recommendations. The EC of Faculty Senate will share the comments and recommendations with the originator(s) of the proposal.

(8) If the originators wish to pursue the process, they will need to re-submit the proposal from the beginning.

///Policy FAM 112.35 info start///

Last Revision 2008: EPRC

///Policy info end///

FAM 117.2

DEPARTMENT OF AEROSPACE AND MILITARY SCIENCE STUDIES

Purpose and Scope

Recognizing that the U.S. Air Force and U.S. Army provide a valuable educational experience for students, the University establishes a special department for the purpose of organizational consistency and governance.

Policy Statement

Herein the University establishes a special and distinct department Aerospace and Military Science studies. The U.S. Air Force and U.S. Army provide a variety of valuable courses and a minor to our student body. As a special department within the university, it will operate in a modified fashion as compared to other academic departments in the university. Specifically:

- a. The department will be administered by a commander as designated by the U.S. Air Force.
- b. Instruction within the department will be provided by designated military personnel. They are not subject to the University's hiring and RPT policies
- c. Courses will be developed and approved by the Commander in consultation with military officials and may not conform to the provisions of FAM 822.5.
- d. The Commander will consult with the Dean of the College in which the department is housed on budgetary and university and college responsibilities.

Establishment of this department does not create a precedent for the creation of other special departments.

///Policy FAM 117.2 info start///

Approvals

Approved by the Faculty Senate on 06/09/2020

Signed by the President on 08/12/20

History

First created: 2017 by FAC

Q2S-updated: 2020 by FAC

Signed and dated by

Beth A. Steffel (Senate Chair) 06-20-2020

Tomas Morales (President) 08/12/2020

///Policy info end///

FAM 355.6

PROFESSIONAL ETHICS AND RESPONSIBILITIES

Purpose and Scope

The purpose of this policy is to maintain ethical standards and define the responsibilities and accountability as faculty {Unit 3 employees of the University). Ethics in research and creative activities are addressed in the Policy on Upholding Research Integrity and Responding to the Allegations of Research Misconduct: <https://www.csusb.edu/policies/administration-grants-and-contracts-support-sponsored-programs-policy>

Policy Statement

This policy defines and provides guidance for ethical and accountability for faculty as colleagues, role models, and teachers, specifically:

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending and transmitting knowledge.

They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their academic freedom or Inquiry.

2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory

treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

4. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

5. In accounts of their own professional activities (FARs, AARs, applications for grants and leaves and the like), faculty members are held to the same standards of honesty as they are in their professional work itself.

6. Suspected violations of these standards should be called to the attention of the Associate Provost for Faculty Affairs and Development, who is empowered to conduct an investigation and take appropriate action. However, observed, suspected, or apparent misconduct in research and creative activities shall be reported to the Associate Provost for Research and is subject to the Policy on Upholding Research Integrity and Responding to the Allegations of Research Misconduct.

///Policy FAM 355.6 info start///

Approvals

Signed by the president on January 26, 2020

Approved by the CSUSB Faculty Senate on October 27, 2020

Signed and dated by

Beth A. Steffel (Senate Chair) Nov 19, 2020

Tomas Morales (President) 01/26/2021

///Policy info end///

FAM 361.4 FACULTY EXCHANGE PROGRAM

A faculty exchange may be arranged within the CSUC system, with another private or public institution of higher learning. Faculty exchanges are primarily for faculty who have been at an institution for an extended period of time and who would, therefore, most benefit by the renewal which may be gained from an exchange agreement. Exchanges are made for a period of one academic year.

The following criteria will be applied in evaluating requests for faculty exchange. Only tenured faculty are eligible for faculty exchange, except in unusual circumstances. The faculty member's Department Chairman and College Dean must approve the exchange and certify that the absence of the faculty member will not curtail nor have a negative effect on the academic program. There must be a tangible demonstration of prospects for the professional growth of the faculty member or for other benefits for this institution. In order that there not be too great a disruption to a department's academic program, normally no more than 20% of the tenured faculty of any department may be on leave at any one time.

The responsibility lies with the faculty member to initiate the exchange. Thus, a faculty member bears the burden of finding the exchanging faculty member. A faculty member should request approval for a proposed exchange in a written memo to his or her Department Chairman and College Dean, in which the particulars of the exchange are outlined. The exchanging faculty member coming to this campus must be acceptable to the gaining department here. Faculty exchanges are normally made by two faculty members in the same department or discipline. However, an exchange between faculty of differing disciplines is permissible if appropriate arrangements are made and if no staffing problems result. A faculty exchange should be arranged sufficiently early in the academic year to ensure that appropriate curricular and scheduling arrangements can be made.

Normal faculty appointment procedures, such as the development of a dossier and an interview, are followed in all faculty exchanges. A written exchange agreement, developed by the Office of Academic Affairs, will be signed by all faculty involved in the exchange and by appropriate administrative officers of the institutions. Appropriate Faculty Benefits, such as accrual of time toward sabbatical leave or an earned merit salary increase will be specified in the exchange agreement. Arrangements for travel expenses, if the exchange is within the CSUC system and if the distance between campuses is greater than 100 miles, may be arranged through the Office of Academic Affairs. Upon completion of the exchange, the faculty member shall file a report with the Office of Academic Affairs detailing the experience gained during the exchange. ///Policy FAM 361.4 info start/// Last Revision: Administrative ///Policy info end///

FAM 400
AMERICAN ASSOCIATION OF UNIVERSITY PROFESSOR'S
(AAUP) STATEMENT ON ACADEMIC FREEDOM

Resolved: Academic freedom is the indispensable quality of institutions of higher education. As the AAUP's core policy statement argues, "institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition" (1940 [Statement of Principles on Academic Freedom and Tenure](#)).

For more than ninety years the AAUP has been engaged in developing standards for protecting academic freedom and in working for the acceptance of these standards by the community of higher education. The Association has long been viewed as the authoritative voice of the academic profession in this regard. Statements, reports, and policies dealing with academic freedom, as well as with other key issues, are published in the AAUP's [Policy Documents and Reports](#), also known as the "Redbook."

///Policy FAM 400 info start///

Last Revision 2012: EC

///Policy info end///

FAM 402
RESPONSIBILITIES OF ACADEMIC SENATES
WITHIN A COLLECTIVE BARGAINING CONTEXT

I. Collegiality and Collective Bargaining

On September 13, 1978, Governor Edmund G. Brown, Jr., signed into law AB 1091, The California Higher Education Employer-Employee Relations Act (HEERA). (Education Code Section 3560, et. Seq.). This legislation provides faculty members of the CSUC an opportunity to determine whether they wish to be represented by an exclusive agent in negotiations on "wages, hours of employment, and other terms and conditions of employment" (HEERA, Section 3561, r.). This section of the Education Code also specifies the intent of the Legislature to preserve, under collective bargaining, traditional shared governance mechanisms, including consultation, and the principle of peer review in faculty personnel decisions. These intentions are expressed in Section 3561 b. of the HEERA, which reads as follows:

The Legislature recognizes that joint decision-making and consultation between administration and faculty or academic employees is the long-accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of such institutions, and declares that it is the purpose of this act to both preserve and encourage that process. Nothing contained in this chapter shall be construed to restrict, limit or prohibit the full exercise of the functions of the faculty in any shared governance mechanisms or practices including the Academic Senate of the University of California and the divisions thereof, the Academic Senates of The California State University and Colleges, and other faculty councils, with respect to policies on academic and professional matters affecting The California State University and Colleges, the University of California, or Hastings College of the Law. The principal of peer review of appointment, promotion, and retention, and tenure for academic employees shall be preserved.

This document has been prepared to describe the respective responsibilities of the Academic Senate of the CSUC and of local Senates or Councils in this collective bargaining context. The relationships, functions, and responsibilities proposed in this document reflect consideration of HEERA, the Constitution of the Academic Senate of The California State University and Colleges and tradition and practice in the CSUC.

II. The Traditional Role of the Academic Senate in the CSUC.

The Trustees of the California State Colleges approved the Constitution of the Academic Senate on March 8, 1963. Prior to this a majority of the voting faculty at each of a majority of the college campuses had approved the document. Encouragement for the establishment of the systemwide Academic Senate, as well for the creation of an Academic Senate on each campus, came from the Chancellor, members of the Board of Trustees and the California Legislature. The 1961 Legislature adopted Senate Resolution No. 98 and Assembly Concurrent Resolution No. 78 requesting the Trustees to establish an Academic Senate at each college "wherein the faculty members shall be freely elected by their colleagues for the purpose of representing them in the formulation of policy on academic and professional matters." Senate Resolution No. 20, which resolved that the Trustees consider establishing an Academic Senate for the CSUC system, was under discussion in the Senate Rules Committee when the Senate was created in 1963.

An examination of the Constitution of the Academic Senate CSUC, as approved by the Board of Trustees, reveals the official purposes of the Senate:

It shall be the purpose of the Academic Senate of The California State University and Colleges to serve as the official voice of the faculties of The California State University and Colleges in matters of systemwide concern; to consider matters concerning systemwide policies and to make recommendations thereon; to endeavor to strengthen the Senates and Councils of the several colleges; and to assume such responsibilities and perform such functions as may be delegated to it by the Chancellor or the Trustees of The California State University and Colleges.

Senate participation in academic, professional, and administrative matters during the 18 years of its existence evidences a tradition of shared governance in the CSUC and suggests appropriate responsibilities for the Senate under HEERA. The collective bargaining act makes explicit provision for the preservation of this tradition and mandates continuing senate involvement in academic and professional matters. (See HEERA, Section 3561 b., cited above.)

III. Academic Senate Participation in Systemwide Governance

The Academic Senate shall continue to serve as the official voice of the faculties in systemwide academic and professional matters (the Constitution of the Academic Senate CSUC, Article 1, Section 1 a.).

In respect to systemwide governance, the Academic Senate endorses the following Principle:

A. Criteria and standards to be used for the appointment, promotion, evaluation, and tenure of academic employees shall be the joint responsibility of the Academic Senate and the Board of Trustees of The California State University and Colleges (HEERA, Section 3562 r.). (Criteria and standards determined jointly by the Academic Senate CSUC and the Board of Trustees shall be considered minimal; campus senates/councils may recommend additional criteria and standards.)

B. The Academic Senate of the California State University and Colleges shall be consulted on the creation of systemwide and intersegmental committees, conferences, or task forces designed to deal with educational, professional, or academically-related fiscal matters, including the charge and composition of such bodies. The Academic Senate shall be responsible for the selection of faculty representatives to serve on or participate in such bodies.

C. The Academic Senate of The California State University and Colleges shall be the formal policy-recommending body on general, systemwide policy decisions related to the following matters:

1. minimum admission requirements for students;
2. minimum conditions for the award of certificates and degrees to students;
3. curricula and research programs;
4. minimum criteria and standards to be used for programs designed to enhance and maintain professional competence, including the awarding of academic leaves;
5. systemwide aspects of academic planning.

D. The Academic Senate of The California State University and Colleges shall be consulted on the following:

1. systemwide aspects of program review;
2. systemwide aspects of the basic direction of academic support programs;
3. systemwide policies governing the appointment and review of presidents and academic administrators;
4. policies governing the appointment and review of systemwide executive officers and academic administrators.

The Academic Senate of The California State University and Colleges shall not participate in the process of collective bargaining. Normally, matters affecting wages, hours of employment, and other terms and conditions of employment shall not be considered by the Academic Senate.

The Academic Senate shall endeavor to ensure that educational and professional matters do not become subjects of bargaining.

IV. Campus Senate/Council Participation in Governance

The Academic Senate of The California State University and Colleges shall have no authority over those matters delegated to the individual campuses by the Chancellor or by the Board of Trustees of The California State University and Colleges. Furthermore, nothing in this document shall be construed to impair the right of academic senates and councils of the several campuses to communicate through appropriate channels with the Chancellor and the Board of Trustees, nor to diminish the authority of the campuses and their senates in campus matters of academic/professional criteria and standards.

Because joint decision-making and consultation between administrators and faculty is essential to the performance of the educational missions of The California State University and Colleges, the academic senates/councils of the campuses shall be the primary consultative bodies regarding educational and professional matters delegated to the individual campuses by the Chancellor or by the Board of Trustees of The California State University and Colleges and shall be consulted on fiscal matters which affect the instructional program.

In respect to campus governance, the CSUC Academic Senate endorses the following Principles:

A. Responsibility shall be vested in the faculty or its elected senate/council representatives for:

1. Approval of degree candidates;
2. Development of policies governing the awarding of grades.

B. Through the campus academic senates/councils responsibility shall be vested in the faculty or its elected senate/council representatives for developing policies and making recommendations to the campus presidents on the following matters:

1. criteria and standards for the appointment, retention, awarding of tenure, promotion and evaluation of academic employees including preservation of the principle of peer evaluation and provision for the direct involvement of appropriate faculty in these decisions;
2. determination of membership in the General Faculty;
3. curricular policies, such as admission and degree requirements,

- approval of new courses and programs, discontinuance of academic programs, and academic standards;
- 4. faculty appointments to institutional task forces, advisory committees, and auxiliary organizations;
- 5. academic standards and academic policies governing athletics.

C. The academic senates/councils shall be the primary source of policy- recommendations to the campus president on decisions related to the following matters:

- 1. establishment of campus-wide committees on academic or professional matters;
- 2. the academic role of the library;
- 3. academic awards, prizes, and scholarships;
- 4. the academic conduct of students and means for handling infractions;
- 5. development of institutional missions and goals.

D. The academic senates/councils shall be consulted by the campus presidents concerning:

- 1. the academic calendar and policies governing the scheduling of classes;
- 2. policies governing the appointment and review of academic administrators.

E. This outline of functions and responsibilities is intended to provide the essentials for a satisfactory system of shared governance but should not necessarily be viewed as a comprehensive enumeration of such functions and responsibilities.

///Policy FAM 402 info start///

Last Revision 1984: Endorsed by the Senate

Attachment to: AS-1217-81/EX

///Policy info end//

FAM 404.35
BYLAWS OF THE FACULTY SENATE

ARTICLE I – COMMITTEES

Faculty Senate committees are responsible to the Faculty Senate and shall report directly to that body, except on matters otherwise specified. Their duties shall be to make recommendations on matters of policy and to take action consistent with policy previously adopted by the Faculty Senate. The chairs of the Educational Policy and Resources Committee and Faculty Affairs Committee shall be elected from among the tenured faculty membership of the Faculty Senate. These chairs shall be nominated by the Executive Committee of the Faculty Senate and shall be elected by the Faculty Senate. Other committees shall elect their own chairs from among the faculty on the committee. Faculty Senate standing committees will produce minutes or a summary for each committee meeting. Whenever feasible or appropriate, other Faculty Senate committees will produce minutes or a summary for each meeting. All Faculty Senate committees will submit a year-end summary report to the Senate through the Senate Chair and Executive Committee.

Section 1 Regulations Governing Standing Committees

- A. Unless otherwise specified in these Bylaws, the President/designee shall, where appropriate, select one non-voting representative to membership on standing committees.
- B. Standing committees may appoint subcommittees for special projects. Subcommittees may be comprised of members from the committee or other faculty. Standing committees may invite administrators or other faculty to serve as resource persons for specific issues. Terms for subcommittee appointments shall not exceed two academic years unless approved by the Executive Committee. Appointees, the Faculty Executive Committee, and the Faculty Senate Office shall be notified in writing by the chair of the committee regarding appointments.
- C. Elected committee members shall serve for two-year terms, with one-half of the membership being elected each year. Alternate members are permitted only when explicitly provided for in the Bylaws. Proxy voting shall not be permitted.
- D. Student representatives to standing committees shall be appointed by the Associated Students Incorporated for a one-year term.
- E. Standing committees established in the Bylaws shall function through the last day of the academic year, at which time the newly elected committees shall assume their responsibilities.
- F. Standing committees may consult with other standing committees as appropriate.

Section 2 Standing Committees of the Faculty Senate

A. Curriculum

1. Membership: One tenured representative elected from each constituent unit, one non-voting student representative, and one non-voting administrative representative. Normally, the administrative representative would come from the Office of Academic Programs. The student representative must be an upper division or graduate student who has completed two or more terms at the University. College representatives to the University Curriculum Committee shall also be ex-officio voting members of their respective college curriculum committees. The committee shall elect a chair from among the faculty on the committee.

2. Duties: This committee shall review all curriculum proposals, including experimental courses. It shall approve student proposals for undergraduate special majors and proposals for special master's programs. It shall review credential programs, graduate degrees and other post-baccalaureate programs and curriculum. It shall be responsible for implementing campus policy on course deletion. The committee may consult with the Deans of Graduate and Undergraduate Studies as appropriate.

Curriculum proposals which the committee judges to require additional faculty, staff, equipment, facilities, or financial resources shall be referred to the Educational Policy and Resources Committee for its recommendation.

Committee recommendations concerning program proposals shall be forwarded to the Faculty Senate.

B. Educational Policy and Resources

1. Membership: A tenured chair elected by the Faculty Senate, one tenured representative elected from each constituent unit, one non-voting student representative, and one non-voting administrative representative. Normally, the administrative representative would come from the Office of Academic Programs. The student representative must have completed two or more terms at the University. The chair shall serve as a member of the Executive Committee. The committee may designate subcommittees as appropriate, for example to review ancillary units and programs.

2. Duties: This committee shall evaluate, initiate and review educational policies and plans. The committee shall familiarize itself with the budget process, be informed of budget allocations at the divisional level, and make budget recommendations to the President or designee. The committee shall review and recommend annually policies regarding the allocation of educational resources. The committee shall also act as a consultative body in matters regarding facilities planning. All recommendations shall be made to and approved by the Faculty Senate.

The committee shall participate in the development of the academic master plan; and review and develop criteria for the adoption, modification or termination of courses and programs (e.g., majors, minors, credential programs, options, tracks, concentrations, emphases, general education, continuing education, and other self-supporting programs such as institutes and centers). It shall review and initiate recommendations concerning grading standards and practices, admissions policies, academic disqualification and probation, each annual academic calendar, and non-traditional modes of instruction (e.g., credit by examination, credit for prior experience, advanced placement, media-based instruction, internships, computer-assisted instruction).

When appropriate, this committee shall meet with the Dean of the College of Extended and Global Education and/or with extension program coordinators to originate and review proposals for courses, programs, conferences, etc., and to initiate and review policy recommendations affecting the College of Extended and Global Education (e.g., extension, summer session, open university, and other related matters). Curriculum recommendations of the committee dealing with degree applicable items shall be sent to the Curriculum Committee. The committee shall act for the Senate in a review of all non-credit Extension courses and programs not subject to specific departmental/school approval, and shall review all Extended Education and Global Education policies.

This committee shall review all Faculty Senate approved documents that originated from or were reviewed by this committee that have substantive modifications proposed by Academic Affairs, the President, or any other non-Faculty Senate entity subsequent to Faculty Senate approval. Upon review of the proposed modifications, this committee shall provide the Executive Committee a statement of approval or disapproval of the proposed modifications, or an alternative modification.

C. Faculty Affairs

1. Membership: A tenured chair elected by the Faculty Senate, one tenured representative elected from each constituent unit, and one non-voting administrative representative. Normally, the administrative representative would come from the Office of Faculty Affairs and Development. The chair shall serve as a member of the Executive Committee.

2. Duties: This committee shall review, formulate and recommend policies governing all matters related to Faculty Affairs to include evaluations, leaves, professional development, and other related matters.

This committee shall review all Faculty Senate approved documents that originated from or were reviewed by this committee that have substantive modifications proposed by Academic Affairs, the President, or any other non-Faculty Senate entity subsequent to Faculty Senate approval. Upon review of the proposed modifications, this committee shall provide the Executive Committee a statement of approval or disapproval of the proposed modifications, or an alternative modification.

D. General Education

1. Membership: One tenured representative elected from each constituent unit, one non-voting student representative, the non-voting faculty General Education Director (appointed by the Provost), and one non-voting administrative representative. Normally, the administrative representative would come from the Office of Undergraduate Studies or the Office of Academic Programs.
2. Duties: This committee shall review all proposed changes in the general education curriculum and make recommendations to the Curriculum Committee.

It shall review all general education course proposals in terms of how well they meet the objectives and appropriate criteria for particular subject areas, including state and campus requirements.

It shall begin a regular five-year cyclical review of the general education program, reviewing evidence of student learning outcomes over a four-year cycle and a review of the overall program in the fifth year. It shall evaluate the organization, courses and criteria for each category being reviewed, and propose adjustments or changes that are deemed necessary to preserve the consistency, quality and coherence of the overall program.

It shall monitor the number of GE courses approved by any of the colleges. It shall use the number of existing courses from a specific college in a particular category or section as a factor when considering additional course proposals from that college. It shall monitor existing courses to see that they are offered at least once every other year.

It shall convene the Faculty in regularly scheduled forums addressed to improvement of the general educational curriculum.

Curriculum proposals which the committee judges to require additional faculty, staff, equipment, facilities, or financial resources shall be referred to the Educational Policy and Resources Committee for its recommendation.

E. Library

1. Membership: One representative elected from each constituent unit, one non-voting student representative, and one non-voting administrative representative. Normally, the administrative representative would come from the University Library.
2. Duties: The committee shall review and recommend allocation of educational resources within the library.

Section 3 Regulations Governing Special and Ad Hoc Committees

A. Each ad hoc committee shall serve until its specified task or tasks have been completed and/or the committee has been discharged by the Senate. Each special committee shall be established on a continuing basis.

B. When appropriate, the President/designee shall select one or more representatives to membership on special or ad hoc committees. The number of positions to be appointed by the President/designee shall be specified by the appropriate Senate policy document.

C. Ad hoc committee members shall serve until the committee is discharged. Special committee members (except student representatives) shall serve for two-year terms, with one-half of the membership being replaced each year. Alternate members are permitted only when explicitly provided for in the controlling policy documents. Proxy voting shall not be permitted.

D. Student representatives shall be appointed by the Associated Students Incorporated. Student representatives on special committees shall serve for one-year terms.

E. Special committees shall function through the last day of the academic year, at which time new committee members shall assume their responsibilities. As special and ad hoc committees go in and out of business from time to time, the Faculty Senate Office shall maintain a current and complete listing. Special and Ad Hoc Committees are listed in the Committee Book on the Faculty Senate Website.

ARTICLE II - PROCEDURES FOR NOMINATION AND ELECTION TO THE FACULTY SENATE, UNIVERSITY-WIDE SENATE OFFICES, THE STATE-WIDE ACADEMIC SENATE, AND COLLEGE/CONSTITUENT UNIT SENATE OFFICES

Section 1

Candidates shall be nominated and elected in a process which permits participation by every eligible member of the electorate.

Section 2

A. Elections and referenda shall be conducted utilizing a process that ensures anonymity.

B. In nominating and electing representatives to the Faculty Senate, and constituent unit representatives to standing committees and other Senate offices, procedures shall follow other guidelines of this Article except as mentioned. Department or school elections should also follow the procedures outlined in this Article unless the department or school unanimously agrees to an alternate procedure.

C. Nominations and elections for alternates to the Faculty Senate shall run concurrently with nominations and elections to the Faculty Senate. The alternate position shall be filled by the person receiving the next highest vote total, as determined by the procedures in Article III, section 3G, after the senate positions are filled.

D. Confirmation elections for Evaluation (RPT) committees or other prescribed offices shall provide the choice of "acceptable" or "unacceptable,"

E. Nominations and elections from the Faculty at-large shall precede those from the constituent units.

F. Elections shall begin with a call for nominations eight weeks prior to the last day of classes in the spring semester. Elections may occur at other times during the academic year to fill vacant positions.

Section 3

For elections and referenda involving the Faculty at-large and for College/Constituent Unit Senate offices, the following procedures shall apply:

A. The Senate Elections Committee shall be responsible for University-wide elections and referenda, and College Elections Officers/Committees shall be responsible for overseeing college/constituent unit elections, including department/school elections.

B. NOMINATIONS, NOTIFICATION, AND AUTOMATIC ELECTION

The Elections Committee/Officers shall publish to the Faculty a Call for Nominations for each election. This shall include:

1. the post(s) to be filled by the election along with the number of vacancies;
2. the term(s) of the respective post(s);
3. the eligibility requirement(s) to be met by the nominee(s);
4. the list(s) of those eligible to be nominated.
5. the nominating procedures and deadline for nominations, including the process to follow to allow for self-nominations.
6. A complete timeline of the election process, including the deadlines for nominations, notification of nominees, and voting as outlined below.

The Call for Nominations shall be published at least ten (10) academic days before the deadline for nominations. The Elections Committee/Officers shall notify the electorate of all nominees three (3) academic days before nominations close. The deadline to submit votes shall be at least six (6) academic days after the distribution of ballots to the electorate has been completed.

If nominations close with fewer than, or equal to the minimum sufficient nominees required to fill the open position(s), that person or those persons shall be automatically elected without confirmation vote except in the case of Evaluation (RPT) committees. In order to fill any vacancies that remain open once the deadline for nominations has been closed, the nomination deadline will be extended until the minimum number of nominees required to fill the remaining open positions is found.

A statement shall be included as follows: Any eligible voter who fails to receive a nominating petition or a ballot or voting instructions may obtain either from the Faculty Senate Office or appropriate Elections Committee/Officer on the day of the appropriate deadline or the academic day immediately prior.

C. ELIGIBILITY LISTS

The Senate support staff shall maintain a current list of those Faculty members who meet the Constitutional requirements) for election to the post(s) in question. This information shall be compiled by the Senate support staff from a master list of Faculty, which is maintained in the Senate Office and published by the Office of Faculty Affairs and Development. The Elections Committee/Officers shall request verification of their respective lists from their School Deans, Department Chairs/School Directors, or other appropriate officials. The Elections Committee/Officers shall publish this list accompanied by this statement:

Any questions about eligibility for nomination in this election must be presented to the Elections Committee/Officer no later than three (3) academic days after the Call for Nominations and resolved by that Committee/Officer no later than five (5) academic days after the question has been received.

D. SUBMISSION OF NOMINATIONS

It shall be the responsibility of those submitting nominations to make sure that the Elections Committee/Officer or Senate Secretary receives the nominations on time.

All nominees are encouraged to provide a statement of qualifications, limited to no more than 100 words, which when provided, will be placed on the ballot.

The nominee's acceptance of the nomination should be verified by the Elections Officer.

Upon request, a dated receipt of nomination shall be issued by either a Member of the Elections Committee, the Elections Officer, or designated representative (e.g., the Faculty Senate support staff). In the absence of such receipt, the Elections Committee/Officer shall not be considered responsible if a name is omitted from the ballot because the nomination was misplaced, and the failure of the name to appear on the ballot shall not be considered grounds for invalidating the election.

E. CONTENT OF BALLOT

Each ballot shall:

1. state the post(s) at stake in the election and the term(s) of office;
2. list the qualified nominees, with any qualifications that they have provided, in a randomized order;
3. instruct the voter to complete the ballot indicating:
 - their 1st choice (most preferred) candidate;
 - their 2nd choice candidate;
 - their 3rd choice candidate; and so on until ALL candidates have been ranked;
4. state how the ballot may be cast and the deadline for casting ballots;
5. describe the procedure by which confidentiality is assured; and
6. remind the voter that failure to follow the instructions may invalidate the ballot.

F. PROCEDURE FOR DISTRIBUTION AND RETURN OF BALLOTS

The Senate support staff or Elections Committee/Officer shall send the ballot (or instructions for how to access the ballot if the election is conducted electronically) to each eligible voter at least six (6) academic days before the deadline for casting ballots.

G. DETERMINATION OF RESULTS

The applicable Senate Elections Committee/Elections Officer shall verify the names of those who voted against the list of eligible voters.

As soon as reasonably possible after the deadline for casting ballots, the Elections Committee/Officer shall tally the ballots. In the case of university-wide elections, the Chair of the Elections Committee and the Senate support staff or one additional elections officer shall tally the ballots. In the case of college or constituent unit elections, the Elections Officer and one other member of the constituent unit shall tally the ballots.

If a member of the Elections Committee or an Elections Officer is a candidate for an office covered by that balloting, they shall be excused from such counting and replaced by an appropriate substitute.

All necessary documentation and/or data, including the checklist of those who voted and the record of each vote, shall be stored in a secure location for at least ten (10) academic days after the results of the election are announced. If at the end of ten days the announced results have not been officially appealed, the materials may be discarded. Otherwise, these must be saved as evidence until the appeal has been settled by the procedures outlined below (Section J). The procedure for determining the results of the election shall be as follows:

(1) If the vote is for a single candidate:

(a) If any candidate is the first choice on a majority of ballots, that candidate is declared elected. If there is no first-choice majority candidate,

(b) the candidate with the smallest number of first choice votes is eliminated, and the ballots on which that candidate was the first choice are distributed, according to the voters' second choices, among the candidates remaining. If there is now a majority for one candidate, that person is declared elected.

Otherwise,

(c) the candidate with fewest votes is eliminated and those ballots redistributed according to the voters' highest remaining choices.

This process is continued until a majority for one candidate is obtained, at which point that candidate is declared elected.

(d) If it becomes necessary to eliminate a candidate, and there is a tie as to who has the fewest votes, a random choice procedure will be used to determine which candidate is eliminated prior to the next count. The same procedure shall be used for any and all ties that may occur when determining the results.

(2) If the vote is to elect two or more candidates:

One candidate will be elected as in Part (1). Subsequent candidates will be elected as follows:

(a) the ballots will be distributed according to the voters' first choices.

(b) Those ballots whose first-choice votes are for the candidate that has already been elected are redistributed among the remaining candidates according to the voters' second choices.

If at this stage any candidate has a majority of the votes, he or she is declared elected. If not, the candidate with the fewest votes is eliminated and their ballots redistributed according to the voters' highest remaining choices.

(c) The redistribution process is continued, as in the election of a single candidate, until a majority for one candidate is obtained, at which point that candidate is declared elected.

(d) Ties are dealt with as in part (a) above.

(e) The process is repeated until the desired number of candidates are elected.

(f) In elections for members of the Faculty Senate, the alternate shall be elected after Senators are elected.

(3) Invalid Ballots: Ballots shall be invalidated and set aside for any of the following reasons:

- (a) failure to authenticate the voter as part of a constituency;
- (b) two or more ballots submitted from the same voter;
- (c) illegible or indeterminable preferences on ballot.

H. ANNOUNCEMENT OF ELECTION RESULTS

As soon as the ballots have been tallied, the Elections Committee/Officer shall make the results of the election known to the Faculty.

I. ELECTIONS QUESTIONS

If at any time in the election process any Faculty member(s) have a question about the election concerning implementation or interpretation of Article II of these bylaws of the Constitution, they shall put the question in writing to the Elections Committee for decision. The Faculty member(s) may appeal this decision to the Executive Committee whose rulings shall be final.

J. APPEAL OF ELECTION RESULTS

The announced results of any campus-wide or college/constituent unit election may be appealed within the first eight (8) academic days after said results are announced. Appeal shall be by petition, signed by ten (10) faculty members or five (5) in the case of college/constituent unit elections, and delivered to the Elections Committee/Officer or the Senate support staff as appropriate. The appeal shall state the grounds for questioning the announced election results.

The merits of any appeal for university-wide or college/constituent unit elections shall be judged as soon as possible by an Election Appeal Board consisting of the Executive Committee of the Faculty Senate. The Election Appeal Board may subpoena relevant materials and take testimony as it sees fit.

The proceedings of the Election Appeal Board shall be open only to members of the Board itself, the Senate support staff, and those whom the Board calls for testimony.

Based on its findings, the Appeal Board may:

1. Reject the appeal, or
2. Accept the appeal, and based on this acceptance, invalidate the announced election results and order the election process rerun from whatever point they see fit.

The decision of the Election Appeal Board shall be final.

ARTICLE III - RESIGNATIONS AND RECALL ELECTIONS

Section 1

Any Faculty Senator, State-wide Academic Senator or Faculty Senate committee member who is going on full-time leave for more than one academic term shall vacate their position at the beginning of the academic year in which the leave will occur. Should the notice of leave occur during the operative year, then they should vacate the position immediately. When the office is ordinarily filled by an election or appointment, a new election shall be held or an appointment made, respectively, to fill the unexpired term of office.

Section 2

Any Faculty Senator, State-wide Academic Senator or Faculty Senate committee member who cannot fulfill their membership responsibilities, especially with regard to attendance to meetings, must resign so that the affected constituency may be properly represented. New elections shall be held or appointments made to fill the unexpired term of office. If an elected body loses a faculty member and has ten weeks or less of business remaining for that academic year, then the Executive Committee shall appoint a replacement.

Section 3

If a Faculty Senator or State-wide Academic Senator fails to resign or reassume their responsibilities under suggestion by the Senate Chair, the Senate, by majority vote, may refer the matter to the Elections Committee. The Elections Committee shall have ten (10) academic days after receiving the complaint to investigate and seek a mutually satisfactory solution to the complaint. If none is found, the Committee will issue a report, with copies to the Senate and the Senator under investigation. If the Elections Committee's findings uphold the Senate's complaint, it shall then immediately initiate a recall election. The recall ballot shall include a summary of the findings of the Elections Committee and will include a statement in rebuttal from the Senator subject to recall if they so desire.

Section 4

If a committee member fails to resign or reassume their responsibilities under suggestion by the committee chair, the committee, by majority vote, may refer the matter to the Elections Committee. The Elections Committee shall have ten (10) academic days after receiving the committee complaint to investigate and seek a mutually satisfactory solution to the complaint. If none is found, the Committee will issue a report, with copies to the Senate, committee chair, and the committee member under investigation. If the Elections Committee's findings uphold the committee's complaint, it shall then immediately initiate a recall election. The recall ballot shall include a summary of the findings of the Elections Committee and will include a statement in rebuttal from the committee member subject to recall if they desire. The electorate for Executive Committee appointments shall be the Executive Committee. The Senate shall be the electorate for positions elected or confirmed by the Faculty Senate.

ARTICLE IV - REPRESENTATIVES TO THE ACADEMIC SENATE OF THE CALIFORNIA STATE UNIVERSITY

The representatives to the Academic Senate of the California State University shall regularly consult with, report to, and where appropriate, receive instruction from the Faculty Senate concerning matters and issues before that State-wide body.

ARTICLE V - QUORUM

In all meetings of the Faculty and of the Faculty Senate, a quorum shall consist of the presence of a majority of the voting members.

ARTICLE VI – RE-AFFIRMING A FACULTY APPROVED ACTION ITEM THAT HAS NOT BEEN SIGNED BY THE PRESIDENT

The Faculty Senate may choose to register its disapproval of the failure of the President to sign any action item that has been approved by the Faculty Senate. A re-affirmation vote may be held for any action item that is not signed by the University President within 60 calendar days of its passage by the Faculty Senate. A re-affirmation vote may be requested by any Senator. The re-affirmation vote shall be a two-reading item and a majority vote is required for passage.

ARTICLE VII - PARLIAMENTARY AUTHORITY

To the extent that it does not conflict with the Constitution and Bylaws of the CSUSB Faculty, Robert's Rules of Order Newly Revised will be the final source of parliamentary authority. In the event of conflict, the Constitution and Bylaws take precedence.

FAM 404.36
FACULTY SENATE CONSTITUTION
ARTICLE I -- THE FACULTY

Section 1. Membership and Voting

A. The membership of the faculty shall be as follows but shall not include Management Personnel Plan administrators with retreat rights either for purposes of voting or for other faculty rights unless expressly permitted in the Constitution or Bylaws:

Professor	Librarian
Associate Professor Associate	Librarian
Assistant Professor	Senior Assistant Librarian
Qualified Lecturer*	Assistant Librarian
	Student Services Professionals- Academic Related

*Qualified lecturers include (a) those with a full-time annual or multi-year contract, and (b) those with both a multi-year appointment and an annual time base greater than or equal to 0.75. Time base eligibility in departmental elections shall be based on annual entitlement in that department. Time base eligibility in college elections shall be based on annual entitlement in that college. Time base eligibility in university-wide elections shall be based on total annual entitlement. Eligibility shall not change during the course of an academic year. Non-tenure-line Librarians and Student Services Professionals - Academic Related are also deemed qualified if their appointments meet these criteria.

B. Those named in subsection A shall have the power to vote in general faculty meetings, in faculty referenda, and in elections for representatives to the Statewide Academic Senate, to the Faculty Senate of the University, to standing committees of the Faculty Senate, and to school and department committees; but with the following exceptions:

1. Only tenure-line faculty may vote for representatives to faculty recruitment committees or to evaluation committees or any other panels so specified by the Collective Bargaining Agreement.
2. Management Personnel Plan (MPP) faculty shall forfeit all Senate-sanctioned voting rights as herein defined until such time as they return to the tenure-line ranks.

3. Additional restrictions may be placed on voter eligibility in the Bylaws of the Faculty Senate or in policy documents establishing special committees.

C. Faculty on paid leave shall retain all powers to vote.

D. Faculty participating in the Faculty Early Retirement Program (FERP) shall retain all powers to vote.

Section 2. Powers

A. The Faculty shall have the power to formulate, adopt, review and revise recommendations relating to the policies and operation of the University, subject to the laws of the State of California, the regulations of the Trustees of the California State University, and the Collective Bargaining Agreement.

B. The Faculty shall normally exercise its powers through the Faculty Senate of the University elected by, and representative of, the Faculty and subject to its review.

C. Faculty or Faculty Senate approved policies shall become University policy after adoption by the University President.

Section 3. Officers

The officers of the Faculty shall be the President of the University or designee and the Chair of the Faculty Senate or designee.

Section 4. General Faculty Meetings and Duties of Faculty Officers

A. The President or designee shall call at least one faculty meeting during the academic year and may call special meetings whenever necessary. At these meetings the President or designee shall preside.

B. The Chair of the Faculty Senate shall call a meeting of the Faculty whenever a majority of the total membership of the Faculty Senate so requests. At such meetings the Chair of the Faculty Senate shall preside.

C. The Chair of the Faculty Senate shall call a meeting of the Faculty whenever it is requested by a petition of ten percent of the Faculty. At such meetings the Chair of the Faculty Senate shall preside unless the Faculty elects to choose a chair pro tem. The chair pro tem shall be elected by a majority of those present.

ARTICLE II -- THE FACULTY SENATE

Section 1. Membership

Section 2. Powers

Section 3. Duties

Section 4. Officers

Section 5. Term of Service and Recall

Section 6. Agenda

Section 7. Meetings

Section 8. Duration of a Faculty Senate

Section 1. Membership

The Faculty Senate shall consist of the members described below.

A. Faculty shall elect representatives from the following units:

1. The Jack H. Brown College of Business and Public Administration
2. College of Education
3. College of Arts and Letters
4. College of Natural Sciences
5. College of Social and Behavioral Sciences
6. Library
7. Student Services Professionals - Academic Related

One senate position shall be allocated to each of these units, and the number of additional senate positions for each unit shall be determined by the following formula: the number of faculty in that unit times 25 divided by the total number of faculty in all seven units. The numbers used in the formula shall include only tenure-line faculty for each of the five colleges and shall include both tenure-line faculty and qualified lecturers, as defined in Article I, Section 1, Subsection A, for the Library and Student Services Professionals - Academic Related. If the decimal part of the number resulting from this formula is greater than or equal to 0.5, the number shall be raised to the next highest integer, otherwise the decimal part shall be dropped.

The senators for each unit shall be elected by and from the faculty of that unit. For the five colleges, only tenure-line faculty are eligible to vote for and serve in these positions. For the librarians and student services professionals - academic related, both tenure-line faculty and qualified lecturers, as defined in Article I, Section 1, Subsection A, are eligible to vote for and serve in these positions.

This formula shall be implemented during the fall semester prior to electing Faculty Senators in the Spring. The Faculty Senators so elected shall serve their entire terms regardless of any change in number of faculty in any of the units during the course of the academic year. If any unit is scheduled to gain or lose more than one senate seat in a given academic year, it shall gain or lose only one seat per year until compliance with this formula is achieved.

B. One lecturer representative from each of the five colleges shall be elected during the regular Spring election cycle by and from qualified lecturers, as defined in Article I Section 1, Subsection A, in that college.

C. The constituencies specified in sections A and B shall each elect one alternate per constituency using the procedures specified in the Bylaws. The alternate shall have full voting rights in the absence of a duly elected senator. If a vacant senate seat opens up, the alternate shall fill the remainder of the resigning senator's term.

D. Ex-officio members shall consist of the following:

1. The President of the University, who shall not vote.
2. The Vice President for Academic Affairs/Provost, who shall not vote.
3. Delegates to the Academic Senate of the California State University, who by election to that body become voting members of the Faculty Senate.
4. The Associated Students President, or designee approved by the AS Executive Cabinet for the academic year, who shall be a voting member.

E. Only tenure-line Faculty may serve on the Statewide Academic Senate.

F. Management Personnel Plan Faculty may not serve as elected Faculty representatives to the Statewide Academic Senate, to the Faculty Senate, or to any committee at any level established under Senate policy.

Section 2. Powers

The Faculty Senate shall be the delegate assembly of the Faculty through which the Faculty shall normally exercise its powers. All members of the Faculty have the right to attend meetings of the Faculty Senate and may speak with the consent of the Chair of the Faculty Senate, but they shall not vote. Other persons may attend at the discretion of the Faculty Senate. The Faculty Senate, upon a majority vote of the voting members present, may declare an executive session. Any action taken by the Faculty Senate is subject to review by the Faculty and must be reviewed whenever the Faculty so requests by a petition of fifteen percent of its members. The Faculty by vote of a majority of its total membership may modify or nullify decisions of the Faculty Senate.

Section 3. Duties

A. The Faculty Senate shall perform all duties consistent with the formulation, adoption, review and revision of recommendations relating to the policies and operation of the University, within the limits prescribed by this Constitution.

B. The Faculty Senate shall create committees necessary to the performance of its duties. Regulations and specific charges for these committees shall also be

established by the Faculty Senate.

C. The Faculty Senate, by vote of a majority of its total voting membership, shall adopt all bylaws necessary to the performance of its duties and amend them when necessary. Changes in the bylaws shall not be proposed and voted upon at the same meeting.

D. The Faculty Senate shall keep a record of its proceedings and shall distribute copies of minutes to the Faculty and to the appropriate administrative officers of the University.

E. The Faculty Senate shall establish appropriate procedures for implementation of approved policies consistent with regulations of the Trustees of the California State University.

Section 4. Officers

A. The officers of the Faculty Senate shall include a Chair, a Vice Chair, and an Executive Secretary, all to be elected by and from the voting membership of the Faculty Senate. They shall each serve for a one-year term.

B. A Faculty Senate officer may be removed from office by a vote of two-thirds of the total voting membership of the Senate.

Section 5. Term of Service and Recall

A. Term of Service

Members shall serve for a term of two years (with the exception of the Statewide Academic Senators who are elected for three-year terms, and lecturer representatives who are elected for one-year terms), with terms so arranged that one-half of the Faculty Senate shall be elected each year.

B. Recall

1. Any Faculty Senator, Statewide Academic Senator or Faculty Senate standing, special, or ad hoc committee member shall be subjected to a recall election by submission of a petition signed by 25 percent of their electorate. Alternatively, a recall election may be initiated by the Elections Committee, after an investigation requested by a majority vote of the Senate or of the affected Senate committee.

2. A member of the Faculty Senate, the Statewide Academic Senate or Faculty Senate standing, special, or ad hoc committee is recalled by a two-thirds vote of their electorate.

3. For recall purposes, the Faculty Senate shall serve as the "electorate" of Faculty

Senate special or ad hoc committee members elected by the Faculty Senate, and the Executive Committee shall serve as the "electorate" of committee members appointed by the Executive Committee.

Section 6. Agenda

Any Faculty Senate committee or member of the Faculty may transmit to the Faculty Senate Executive Committee topics for discussion and proposals for possible action which are within the jurisdiction of the Faculty Senate at least ten working days before the regularly scheduled meeting of the Faculty Senate. The established agenda shall be circulated among the Faculty at least three days prior to the meeting of the Faculty Senate.

All business left unfinished at the end of an academic year shall carry over to the next academic year in the same procedural posture that it had at the end of the preceding year.

Section 7. Meetings

The Executive Committee of the Faculty Senate shall call regularly scheduled meetings of the Faculty Senate at least once a month during the academic year and special meetings whenever necessary. A regularly scheduled meeting may be canceled for lack of agenda.

Section 8. Duration of a Faculty Senate

Each Faculty Senate shall serve for one year. The currently seated Faculty Senate shall serve until the last day of the current academic year. However, at the last two regularly scheduled meetings of the academic year, the incoming Faculty Senate for the following academic year shall be seated solely for the purpose of necessary elections. Officers, at-large Executive Committee members, elections officers, and statewide Academic Senate Alternates shall be elected at the next- to-last Senate meeting. If these elections are not completed at the next-to-last Senate meeting, they may be elected at the last Senate meeting. The chairs of the Educational Policy and Resources Committee and the Faculty Affairs Committee shall be elected at the last Senate meeting.

ARTICLE III -- COMMITTEES OF THE FACULTY SENATE

Faculty Senate committees shall make recommendations to the Faculty Senate regarding matters of policy, within the limits prescribed for them by the Faculty Senate and by this Constitution and its Bylaws. All committees shall report regularly to the Faculty Senate concerning committee activities.

Section 1. Standing Committees

Section 2. The Executive Committee

Section 3. The Elections Committee

Section 4. Special and Ad Hoc Committees

Section 1. Standing Committees

A. Standing Committees established in the Constitution shall be elected by the Faculty Senate, with one person coming from each Constituent Unit. Representatives to other standing committees shall be elected by Constituent Units, one representative per area elected by the faculty of that area. Provisions may also be made for one or more administrative representatives per committee and for one or more student representatives per committee. The following shall be the Constituent Units for committee representation:

1. The Jack H. Brown College of Business and Public Administration
2. College of Education
3. College of Arts and Letters and Library
4. College of Natural Sciences
5. College of Social and Behavioral Sciences, and Student Services Professionals – Academic Related.

B. The Executive Committee and the Elections Committee shall be the sole standing committees established in this Constitution. Other standing committees shall be established in the Bylaws of this Constitution.

Section 2. The Executive Committee

A. Membership: The Executive Committee shall consist of the Chair, Vice Chair, and Executive Secretary of the Faculty Senate, two other members of the Faculty Senate who shall serve at-large, Statewide Senators, and the President or designee. Neither the President nor designee shall be voting members. Each elected member of the Executive Committee shall be from a different Constituent Unit. The order for electing members of the Executive Committee shall be Chair, Vice Chair, Executive Secretary, and Members At-Large. In addition, the Chair of the Educational Policies and Resources Committee and the Chair of the Faculty Affairs Committee shall be members of the Executive Committee. Elected Executive Committee members, including the Chairs of the Faculty Affairs Committee and the Educational Policy and Resources Committee, are elected by and from the elected members of the Faculty Senate.

B. Duties:

1. The Executive Committee shall prepare the agenda for and schedule the meetings of the Faculty Senate.

2. The Executive Committee shall refer to relevant committees those issues that it deems suitably significant from whatever source; however, the Executive Committee may re-refer an item back to the committee only once after the first assignment to said body. Following final receipt of referred or re-referred items from relevant committees, the Executive Committee shall forward said items to the Senate as a whole for consideration.

3. The Executive Committee shall interpret the meaning and intent of all articles of the Constitution and Bylaws except as specified in Article II, Section 3, Part J of the Bylaws.

4. The Executive Committee shall make appropriate nominations and appointments to campus committees when necessary.

5. Other duties of the Executive Committee shall include, but are not limited to, acting on behalf of the Faculty Senate when the Senate is not meeting regularly, such as in the summer.

Section 3. The Elections Committee

A. Membership: The Vice Chair of the Faculty Senate shall serve as the Chair of the Elections Committee and be the representative of their unit (College, Library, or Student Services Professionals – Academic Related). The Faculty Senate shall elect one representative from each remaining unit (College/Library/Student Services Professionals – Academic Related).

B. Duties: The Elections Committee shall administer all provisions of Articles II and III of the Bylaws.

Section 4. Special and Ad Hoc Committees

The Senate may establish Special and Ad Hoc Committees to serve special needs at the University. These shall be established in Senate policy documents in conformance with procedures established in the Bylaws. Faculty representation shall normally be by Constituent Unit. There may also be at large faculty representatives and representatives from other areas of the campus community.

ARTICLE IV -- ADOPTION OF THIS CONSTITUTION

Approval by a majority vote of the Faculty, as defined in Article 1, Section 1, shall be necessary for the adoption of this Constitution.

ARTICLE V -- REVISION OF THIS CONSTITUTION

An Ad Hoc Committee on constitutional revision shall be convened at least every five years after the adoption of this Constitution to ensure that this Constitution is sufficient to the needs of the University.

A. Membership: One representative from each constituent unit, elected by the Faculty Senate and one member designated by the University President.

B. Duties: This committee shall initiate and review proposals for revision of the Constitution and Bylaws of the Faculty Senate and make appropriate recommendations to the Senate.

ARTICLE VI -- INITIATION OF AND APPROVAL OF AMENDMENTS

Section 1. Initiation of a Referendum

Section 2. Approval of Amendments

Section 1. Initiation of a Referendum

A. The Faculty Senate, by majority vote, may initiate a referendum of the Faculty on proposed amendments to the Constitution.

B. A referendum on amendments to this Constitution may also be initiated by a petition of twenty percent of the Faculty.

Section 2. Approval of Amendments

Ratification of proposed amendments to this constitution shall require a two-thirds affirmative vote of all valid ballots cast. The ratification election shall be conducted by the Elections Committee. All members of the faculty, except faculty on full-time leave of absence without pay, shall be eligible to vote. A copy of proposed amendments shall be sent to every faculty member at least one week before ballots are distributed. A minimum of ten working days shall be provided from the day that ballots are distributed to the deadline for receiving ballots in the Senate Office.

///Policy FAM 404.36 info start/// Last Revision 2021

///Policy info end///

FAM 404.37

FAM STRUCTURE AND FORMAT GUIDELINES

Purpose and Scope

Policies listed in the University's Faculty Administrative Manual (FAM) play a critical role in the governance-and is a representation-of the university. In order to achieve clarity of content and consistency of format, this policy sets forth the guidelines for the macrostructure and format of all FAM policies documents.

Policy Statement

A FAM policy is required to:

1. Be consistent with other, existing FAMs in content and terminology.
2. Conform to the structure and format as specified herein.
3. Comply with the American Disability Act (ADA).

To ensure the meeting of these aims:

4. The originator of a policy-be it a senate committee or an administrative office-must draft the document strictly according to the guidelines herein set forth.
5. The senate approval process shall include scrutiny of adherence of these guidelines.
6. A deviation from the guidelines herein specified shall result in the policy not being listed on the senate website and not being implemented.

Process of Following FAM Guidelines

1. For policy writers
 - a. Read this policy.
 - b. Obtain the FAM Format Template document from the Senate office.
 - c. Using the template to draft the policy.
2. For the Senate Executive Committee (EC)
 - a. When a policy is presented to the EC for approval, make sure the document is written in accordance with the guidelines before placing it on the senate meeting agenda.
 - b. If the document deviates from the guidelines but it must go into the approval process due to well-justified time pressure, inform the writer that the deviations must be addressed by the time for second reading.
3. For the senate

- a. The senate process shall include the adherence of the document to the guidelines.
- b. The senate shall not approve a policy in the second reading if it contains any deviation from these guidelines.

4. For the senate office

- a. Provide information required by each document, including but not limited to:
 - i. Dates of approval in the Approvals section (see below).
 - ii. Information required in the History section.
 - iii. Any other information on documentation that might be needed.
- b. Make sure the document is ADA-compliant before listing it on the senate website.
- c. List signed policies on the website, with the first page on the university's letterhead.
- d. Keep a detailed log of policies that have reached the senate office.

Guidelines

1. *Terminology consistency*

- a. Consistency with other FAMs: The terms used in a new FAM policy must be consistent with existing FAMs. This necessitates that the writer read those other FAMs that are related to the one being drafted. The following terms have already been defined and can be used without further defining:
 - i. *Tenure-line faculty*: Both probationary and tenured.
 - ii. *Lecturers*: Non-tenure-line faculty.
 - iii. *Assistant Professor, Associate Professor, Professor*: The three ranks for tenure-line faculty. Note that Full Professor is not used.
 - iv. *Semester*: A regular academic term, to be distinguished from Winter Term (Session) and Summer Term (Session).
- b. *Consistency in typology and word order*: A term should be spelled out the same way throughout a document. The title of the Provost, for instance, should always be Provost and Vice President for Academic Affairs, not Provost/Vice President for Academic Affairs, Provost and VPAA, Vice President for Academic Affairs and Provost, or Provost.
- c. *Achieving consistency through defining*: The policy writer can also define terms. In many existing FAMs, for example, the term department is defined to mean both a department and school; the term chair to mean both a department chair and school director.

What an acronym stands for must be spelled out in full when it first appears or be defined in the Definition section. After that, the acronym, not the full term, must be used throughout.

2. Structure

- a. All policy documents must contain the following sections.
 - i. Purpose and Scope
 - ii. Policy Statement
 - iii. Approval
 - iv. History
- b. A policy can include as many other sections as needed, e.g.
 - i. Definition
 - ii. Process and Procedures
 - iii. Committee

3. Format

a. Do not format manually. In order to achieve compliance with ADA, automatic formatting as titles, headers, and lists must be used. This document is formatted in that way.

b. Normal text must be Calibri font, 12-point, 1.15 line spacing.

c. The FAM Format Template has spaces included after paragraphs so that no more spacing is needed.

d. The beginning of a paragraph must not be indented.

e. No underlining should be used other than for links. Italics may be used for emphasis if needed.

f. Links should be live. They should be displayed as a feature of the text, and not displayed as a url. Example: FAM Format Template.

g. All text should be black except for links and email addresses.

h. Headings may have no more than 3 levels, using:

- i. First tier: Numbers
- ii. Second tier: lower case letters
- iii. Third tier: small roman numerals

The first two levels (1, 2, 3 and a, b, c) are 0.25 inch indented from the previous level, with 0.25 hanging indent. The third level (i, ii, iii) is 0.5 inch indented from the previous level, with 0.5 hanging indent.

i. The dates displayed in the Approvals section should be the dates the document was signed by the relevant signees. The document (referred to as For Office Use Only below) with the actual signatures will be kept in the Faculty Senate office.

j. A Table of Contents must be created for a FAM document that is over 3 pages. It should be created automatically, and updated as the document is updated. This will create links to sections of the document.

///Policy FAM 404.37 info start///

Approvals

Approved by the Faculty Senate on __ 6/02/20 __

Approved by the Provost on __ 5/03/22 __

History First created: 2020 by EC

Signed by Beth Steffel (Senate Chair) 06/20/2020, Tomas Morales (President) 05/23/2021

///Policy info end///

FAM 500.8

INTELLECTUAL PROPERTY POLICY

Historical Background

In November of 1993, the Copyright Compliance Committee (now the University Copyright/Fair Use Committee) was formed when the division Vice Presidents and college Deans named representatives to the committee. This Committee was charged with creating campus policies on the issues of copyright and intellectual property. The document was revised in February of 2001. This document, the third to be produced by this committee, serves as the Intellectual Property Policy of the CSUSB (California State University, San Bernardino) campus community.

1. Purpose

The purpose of this document is to state the CSUSB (hereafter referred to as the University) policy regarding ownership and technology transfer (commercialization) of intellectual property as it pertains to the University and its constituents (faculty, staff, administrators, and students, including employees of the University Enterprises Corporation (UEC)). This policy acknowledges that issues of intellectual property are complex and that individual circumstances may affect establishment of ownership. Three factors have been identified by the Consortium for Educational Technology for University Systems (C.E.T.U.S.) as important for determining ownership: creation, control, and compensation. This policy provides a framework for assigning ownership in situations where intellectual property rights would not reside solely with the creator. This policy is consistent with existing law and collective bargaining provisions and will be re-examined periodically and revised by the University as necessary.

2. General Policy on Intellectual Property Rights

Our first principle is that works produced by faculty at CSUSB in the course of normal faculty bargaining unit work remain the intellectual property of faculty and will not be considered work-for-hire. Normal work is defined by the bargaining agreement. These works may be copyrightable or patentable, and include, but are not limited to, scholarly papers, works of art, syllabi, course contents and material. This policy does not diminish the right and obligation of faculty members to disseminate the results of research and creative activity for scholarly purposes. The University does not claim ownership of books, articles, course materials, and similar works that disseminate research and scholarly results or works derived from preparation for classroom

teaching; nor does the University claim ownership of popular nonfiction, fiction, poetry, musical compositions or other works of artistic imagination, which are not institutional works. A faculty member's general obligation to produce scholarly works does not constitute a basis for University interest. Unless there is a specific assignment (see Section 3), content of on-line courses also belongs to the faculty.

Faculty may enter into an agreement with the University to use their copyrighted course materials in future courses and for use by other faculty.

Thus, intellectual property rights for works produced under normal faculty bargaining unit work assignment will reside solely with the creator of the work except in specific Circumstances:

- 1) where the creator has been given a specific assignment to develop work beyond normal work expectations,
- 2) where the university has provided to the creator extraordinary support or compensation, and
- 3) where the UEC and an outside sponsor enter into agreement (grant, contract, cooperative agreement) to carry out research or other creative activity involving faculty, staff or students. In these cases, intellectual property may be solely owned by the University or jointly owned by both parties as specified in an agreement reached before the project work is begun. Definitions and guidelines for these three circumstances are described below.

3. Specific Assignments

Specific assignment refers to work produced by a faculty member who is paid by the University to produce that particular work and for which facilities and compensation are provided beyond those provided to other faculty members in the course of their normal duties. In these cases, copyrights or patents may be owned by CSUSB or jointly owned with the faculty member. In cases of specific assignments, ownership of intellectual property rights shall be determined before the work begins and documented in a standard Intellectual Property Rights agreement form. This agreement will be completed and filed with the Associate Provost for Research before work begins.

4. Extraordinary Support or Compensation

The words "extraordinary support or compensation" refer to support provided for the

creative efforts that represent resources beyond those available to members of the University community in the course of performing their normal work. The following examples are usually not considered products of extraordinary support or Compensation:

- Use of university office space, laboratory space, studio space, university computers and networks, library materials,
- Works resulting from reassigned time, mini-grants, summer research fellowships, TRC grants, sabbatical and difference in pay leaves,
- Use of clerical or technical staff.

All affected parties are advised to consider the matter of copyright ownership before work begins or before extraordinary support is provided and to develop a written agreement. All affected parties should disclose potential products of the work before the negotiation of a contract. The rationale for this advisement is to avoid disputes over ownership at a later date.

5. Sponsored Programs

When there is a sponsored program funded by an external sponsor (grant, contract, cooperative agreement) involving faculty, staff or students, the University (UEC, faculty, staff and students) must comply with the conditions of the agreement regarding ownership, protection and licensing of any intellectual property resulting from the research or creative activity. Unless otherwise stated in the agreement with the sponsor, the intellectual property resulting from sponsored activities will be owned by the originator of the intellectual property.

Federal government sponsors, under the Bayh-Dole Act, would generally assign ownership of an invention to the recipient of the award (UEC), with typical requirements of federal agency disclosure of such inventions, and occasional requirements of public sharing of publications resulting from such support. The intellectual and creative endeavors of faculty and staff will be recognized and rewarded through development of a memorandum of understanding in the event of commercialization of the intellectual Property.

In general, philanthropic gifts are not sponsored programs. In the case of a philanthropic gift, the wishes of the donor will be followed. If the gift is unrestricted, the general conditions of this Intellectual Property policy will be followed.

6. University Ownership and Joint Ownership of Copyright/Patent

In cases where the university is the sole or joint owner of works created at CSUSB, the individual designated by the university to negotiate intellectual property rights with creators will develop a written agreement with the creator(s) of the work the possibility of licensing certain rights to the creator, including, but not limited to, a determination of the distribution of royalties and other compensation. As suggested by C.E.T.U.S., examples may include:

- The right to make reproductions of the work to use in teaching, scholarship, and research;
- the right to make derivative works, such as translations, videotaped versions, film scripts, etc.

If the University, by either written policy or specific act, chooses not to act upon the right of intellectual property licensure or patent or similar methodology for assertion of rights within two years after disclosing the intellectual property, ownership passes wholly to the inventor or creator.

7. Administrator, Staff, and Student Rights

This policy also applies to works created by administrators, staff, and students when done so under the conditions described above in this policy.

In the case of student research, either undergraduate or graduate, the copyright to completed works resides with the creator, the student. In the case of faculty-student research projects it is recommended that the parties develop a written agreement describing shared rights when work is begun, when possible, but before work is Completed.

In the case of work done by students for the university using university data or equipment, parties will discuss shared rights when work is begun (or as soon as possible into the project) and an Intellectual Property Rights Agreement form will be completed and filed per Section 3 above.

IMPLEMENTATION

8. Procedures

The University will disclose this policy via a posting on the Faculty Senate Policies Web page. The Office of the Provost, through the Associate Provost for Research, and in coordination with the UEC if appropriate, shall implement and administer this policy, including negotiation of intellectual property terms in agreements with sponsors, evaluation of patentability or other forms of intellectual property protection, filing for patents, negotiation of use rights, and the pursuit of infringement actions. The Office of Academic Research will develop a web-site with materials to assist faculty, staff and students during the technology transfer/commercialization process. The web-site will include information on copyright procedures, Disclosure of Inventions, an Intellectual Property Rights Agreement and information on patents and licensing of inventions.

9. University Commercialization Committee

The purpose of the University Commercialization Committee is to handle inventions/creations in which the intellectual property was developed as a special assignment or extraordinary support and therefore is owned by the University (see Sections 2-5). If the intellectual property is owned by the creator, as in the normal course of work duties (see section 2 and 7), the creator may ask the University to assist with commercialization of the invention/creation, for example, to develop a provisional or full patent and/or license. In this case the University Commercialization Committee will determine whether to proceed with this specific invention/creation. In order to pursue commercialization of the invention/creation (patent, license, trademark), it will be necessary to assign the intellectual property rights to the University with specification of royalty distributions paid to the inventor/creator determined in a written mutual agreement. If the University Commercialization Committee chooses not to act in support of the commercialization, the inventor/creator retains all rights of ownership and commercialization of the intellectual property.

The University Commercialization Committee will be composed by Associate Provost for Research, ex officio (Chair), the Executive Director of the UEC, ex officio, and three Faculty appointed by Senate Executive Committee. The faculty appointees would serve 3-year revolving appointments (one faculty member replaced each year). The committee will review intellectual property to determine whether the University shall commercialize the invention/creative work through a patent, copyright, and/or license agreement. The Committee may solicit advice/analysis regarding the technology from outside individuals. The inventor/creator must be present at the meeting in which their

invention/creation is discussed and must be allowed to speak on their own behalf. In making its assessment, the Committee will rely on information provided by both the inventor/creator and the University. Committee deliberations will be in closed session to protect proprietary information. Similarly, committee records will be kept confidential and committee members will sign a Non-Disclosure Agreement. If the University, by either written policy or specific act, chooses not to act upon the right of intellectual property licensure or patent or similar methodology for assertion of rights, ownership passes wholly to the inventor or creator.

When necessary, the Committee shall review invention disclosures and other information to evaluate the University's contribution to the development of particular intellectual properties. In many cases the inventor/creator will reach an agreement with the University concerning ownership rights and equity interest without the need for review by the Committee. The purpose of the review will be to help the parties reach agreement within the framework of this policy. The final resolution of any disagreement concerning the application or interpretation of this policy will be governed by applicable law and collective bargaining agreements.

DEFINITIONS

10. Creator

The creator(s) is the author(s), inventor(s) or developer(s) who puts the intellectual property material into a fixed tangible medium of expression. The creator may also have originated the intellectual property material.

11. Intellectual Property

"Intellectual property" means inventions, discoveries, innovations, and copyrightable works. There are four ways to protect intellectual property - patents, trademarks, copyrights or trade secrets. "Inventions," "discoveries," or "innovations" include tangible or intangible inventions, whether or not reduced to practice and tangible research products whether or not patentable or copyrightable. Such research products include, for example: computer programs, integrated circuit designs, industrial designs, databases, technical drawings, biological materials, and other technical creations. These materials include scholarly and literary works, creative and artistic works, software, data and databases, multimedia works, electronic media and communications, and as otherwise defined by federal law. Certain discoveries and inventions, including trade secrets and know-how, may not be patentable but may have

material commercial value or potential as revenue producers. These accomplishments are subject to the same policy as any patentable invention.

12. Invention

Any art or process (way of doing or making things), machine, manufacture, design, or composition of matter, or any new and useful improvement thereof, or any variety of plant, which is or may be patentable under the patent laws of the United States.

13. Copyright

Copyright is a form of statutory protection granted to the developer of certain types of works fixed in a tangible medium of expression as an incentive for that creator and/or author to disseminate the work to the public. The copyright owner holds a set of exclusive rights: the right to make reproductions of the work; the right to distribute copies of it; the right to make derivative works that borrow substantially from an existing copyrighted work; and the right to make public performances or displays of most works. Copyright is applicable to computer software, artwork, music, articles, books, and other literary works. Copyright protects the expression of the idea but not the idea itself. Registration of a copyrightable work creates additional protection and is sometimes advisable. Registration is accomplished by completing the necessary forms and filing them with the U.S. Copyright Office in Washington, D.C.

14. Patents

The Patent Act of 1952 gives inventors the right to exclude others from making, selling or offering for sale, or using their inventions for a specified length of time in exchange for full disclosure of their patented inventions. This bargain serves to promote the progress of science and useful arts specified in the Constitution. Patents must be applied for with the Patent and Trademark Office. Patents may be granted to applicant(s), including faculty, staff, administrator or student, who “invent or discover any new and useful process, machine, manufacture, or composition of matter, or any new and useful improvements thereof.” Applications must be filed by or on behalf of the person or entity who is claiming ownership of the potential patent. The term of a new patent is 20 years from the date on which the application for the patent was filed in the United States or, in special cases, from the date an earlier related application was filed, subject to the payment of maintenance fees. US patent grants are effective only within the US, US territories, and US possessions.

15. Software

The proprietary protection available for software is unique in that both copyright and patent are available. Copyright protection may cover the expression of the software ideas in a tangible medium, while patent protection may cover algorithmic inventions.

16. Trademark

Trade and service marks are distinctive words or graphic symbols. They generally identify the sources, product, producer, or distributor of goods or services. Symbols and logos of CSUSB are trademarks and they may not be used by third parties without proper license and specific approval from the university. Doing so may subject the unlicensed user to civil and/or criminal penalties. Education Code 89005.5.

17. Trade Secret

Trade secret refers to financial, business, scientific, technical, economic, or engineering information, including patterns, plans, compilations, program devices, formulas, designs, prototypes, methods, techniques, processes, procedures, programs or codes, whether tangible or intangible, and whether or how stored, compiled, or memorialized physically, electronically, graphically, photographically, or in writing if (A) the owner thereof has taken reasonable measures to keep such information secret; and (B) the information derives independent economic value, actual or potential, from not being generally known to, and not being readily ascertainable through proper means by the public.

///Policy FAM 500.8 info start///

Last Revision 2013: Intellectual Property Com.

///Policy info end///

FAM 540
REPRODUCTION OF COPYRIGHTED MATERIALS

Recent litigation has raised the question of duplicating copyrighted materials, and the College has sought advice from the Office of General Counsel.

It has been a long-standing and widely practiced custom to permit one copy of a copyrighted document where this was intended for personal use. Such duplication has come to be known as the fair use doctrine. Under the fair use doctrine, reproduction of copyright material for group use, such as a class, is not permitted and requires permission of the publisher.

The College, therefore, cannot approve requests for single or multiple copy duplication where this is intended for class use.

FAM 603.4
GUIDELINES AND PROCEDURES ON UNIVERSITY-COMPENSATED FACULTY
ADDITIONAL EMPLOYMENT

These guidelines explain and clarify University procedures on university-compensated faculty additional employment and the reporting of such employment. Additional employment is defined as "any employment compensated by CSU, funded by the general fund or non-general funds including CSU auxiliaries, that is in addition to the primary or normal employment of a faculty unit employees." (See Article 36 of the Collective Bargaining Agreement for Unit 3) Typical examples of additional employment include CSUSB grants and contracts; Extended Learning appointments; service to other CSU's, the Chancellor's Office, other State agencies, or other campus divisions; and any other assignments when funded as additional income as opposed to assigned time.

1. The additional employment restrictions apply to all academic year and 10-month faculty members on weekdays and weekends during the academic year covered by the academic calendar prepared by the Division of Academic Affairs. For full- time 12-month faculty members such as Chairs, additional employment restrictions are applicable at all times, except for vacation time.
2. Faculty members are allowed compensation for additional employment totaling an additional 25% of the academic year time base. Using a standard 40-hour week, the 25% percent maximum would be compensation for 10 hours per week.
3. While the 25% additional employment is computed over the academic year, appropriate justification should be provided for exceeding the 25% maximum per quarter. All commitments that exceed the acceptable maximum in a quarter must be recommended by the College Dean and approved by the Associate Provost for Academic Personnel.
4. Additional employment activities covered by these guidelines can occur through sponsored program (grant and contract) activity, through services to Extended Learning, or through special assignments for the university, other CSU campuses, or the CSU Chancellor's Office.

Grant and contract authorization is obtained through the normal Sponsored Programs institutional clearance process. To obtain approval for additional employment not involving a grant or contract, authorization must be obtained from one's school dean. The Dean will then

notify the Associate Provost for Academic Personnel via memo. (See Attachment A for a sample notification memo.)

5. As a matter of good practice, faculty compensation for additional employment should be based upon prevailing rates appropriate to their expertise and professional standing. In situations where additional employment is to be paid at a rate substantially higher than the faculty member's state salary rate, (or, in the circumstance of a fixed price contract where the hourly rate cannot be known in advance but which may generate a rate substantially higher than the faculty member's salary rate), an explanation should be provided at the time the grant or contract proposal is submitted.

6. In computing additional employment hours when teaching degree-applicable lecture or seminar courses, a minimum of one additional hour for preparation should be added for each hour the class meets per week. For example, if the lecture or seminar course meets for 4 hours per week, the number of hours to be reported as additional employment should be 8. In all other courses or non-teaching instances, the number of additional employment hours reported should be the actual number of hours spent on the project or assignment.

7. Additional employment for faculty members must be based on or be converted to an hourly rate. This rate must be clearly indicated on all time sheets or transaction forms authorizing such compensation.

8. All time sheets for additional employment must be reviewed and signed by the College Dean before being forwarded to the Foundation or State Payroll Office.

9. The offices of Payroll, Extended Learning, and the Foundation for the CSUSB, shall each complete a form listing all compensated additional employment hours worked by faculty members. The form(s) (see Attachment B for a sample) will be in calendar format reflecting the academic year, 10-month, and 12-month employees covered by these guidelines. Completed forms shall be submitted to Academic Personnel for compilation and monitoring. The employee shall also receive a copy of each form. At the end of the academic year, the Associate Provost for Academic Personnel shall submit a report to the Vice President for Academic Affairs/Provost on University-Compensated Faculty Additional Employment.

///Policy FAM 603.4 info start///

Last Revision 2000: FAC

///Policy info end///

FAM 607.6

POLICY ON NEPOTISM

Purpose and Scope

Relatives of employees may be employed by the University following this policy on nepotism.

Definition

Nepotism: Favoritism shown or patronage granted to relatives, as in business. (From The American Heritage Dictionary of the English Language, Third Edition)

Relatives are defined as parents and children, spouses and significant others, and siblings.

Policy Statement

This policy defines and provides limitations for serving as a judge or advocate involving a relative.

Procedure and Process

A person may not serve as judge or advocate in any situation involving a relative. Such situations include but are not limited to:

- a. No person may supervise a relative.
- b. No person may have fiscal responsibility for a relative.
- c. No person may enter into any part of the hiring, retention, promotion, or tenure discussions of a relative.
- d. No person may participate in the judgment of any awards, grants, or recommendations for leaves, awards, etc., where a relative is involved.
- e. Violations of this policy should be reported to the Office of Faculty Affairs and Development and/or Human Resources for possible investigation.

///Policy FAM 607.6 info start///

Approvals

Approved by the Faculty Senate on October 27, 2020

Signed by the President on 01/26/2021

History

First created: ____ [Date] by _____

Revised: _ 1973 ____ [Date] by _____ _

Renumbered: ____ [Date] from ____ to ____ _

Q2S-updated: ____ 2020 ____ by _FAC _____ _

Signed and dated by

Beth A. Steffel (Senate Chair) 11/19/2020

Tomas Morales (President) 01/26/2021

///Policy info end///

FAM 612.4
TITLE AND STATUS OF RETIRED INSTRUCTIONAL
FACULTY, LIBRARIANS, AND STUDENT SERVICES
PROFESSIONALS -ACADEMIC RELATED

Purpose and Scope

The purpose of this policy is to confer the title and status of "Emeritus" (male), "Emerita" (female), or "Emeritx" (gender neutral) upon a member of the instructional faculty, faculty librarian, or a student services professional - academic related who is retiring from service at the California State University, San Bernardino as a means of expressing appreciation for service to the institution.

Policy Statement

This policy states specific provisions whereby the title and status of Emeritus, Emerita, or Emeritx may be granted to an instructional faculty member, faculty librarian, or a student services professional - academic related who is retiring from service at the California State University, San Bernardino. In all cases, final approval shall be made by the President of the University.

Eligibility

Only full-time instructional faculty, faculty librarians, or student services professionals - academic related who qualify under the following criteria shall be eligible for title and status of Emeritx, Emerita, or Emeritus.

Criteria

To qualify for the title and status of Emerita, Emeritus, or Emeritx, an instructional faculty member, faculty librarian, or student services professional academic related shall meet at least one (1) of the following criteria:

1. Achieved the rank of Professor, Librarian (equivalent to the rank of Professor) or a level equivalent to Professor as a Student Services Professional - Academic Related and served for a minimum of seven (7) consecutive years at this campus.

2. The title of Emerita, Emeritus, or Emeritx may be conferred posthumously upon recommendation by the department chair, college dean, or any other colleague, and subsequent approval of the President of the University.

3. Under special circumstances, "service with distinction" shall merit this award for those who have not met the above criteria. This category could include tenure-line faculty who have not achieved the rank of Professor, long-term lecturers, and their equivalents among librarians, counselors, and coaches. A retiree who would like to be considered under this provision should submit a letter to the Faculty Senate Executive Committee explaining their qualifications. In addition to approval of the President of the University, approval of the Faculty Affairs Committee and the Provost and Vice President for Academic Affairs shall also be required.

Titles

Upon approval of the status by the President of the University, the retiree may choose to use the title "Emeritus," "Emerita," or "Emeritx." Retirees may also make the choice of title retroactively. Retiring and retired faculty should notify the Office of Faculty Affairs and Development of their choice of title.

1. A member of the instructional faculty who has engaged primarily in teaching or who has served as an administrator who has exercised retreat rights into an academic department/school shall be titled, for example, "Professor of Mathematics, Emeritx"

2. A faculty member who holds the rank of Librarian (equivalent to the rank of Professor) shall be titled, for example, "Librarian Emeritus."

3. A Student Services Professional - Academic Related who qualifies shall be titled, for example, "Student Services Professional Academic Related, Emerita" or "Counselor Emerita."

4. If criterion 3 is operative and establishment of "service with distinction" has been approved, the person involved shall receive the title of the position from which the person is retiring. An example of this is: "Associate Professor of English, Emeritus."

Status

The status of Emeritx, Emeritus, or Emerita shall be recognized in the following ways:

1. Listing of names, inclusive dates of years of service ending with retirement and title conferred, shall appear in the University Catalog.
2. Public recognition shall be accorded when appropriate, i.e., a significant scholarly achievement during retirement. The manner of recognition shall be commensurate with the significance of the achievement.
3. Appropriate recognition at commencement ceremonies. Announcement of status shall be made at the commencement exercise immediately following the conferring of status.
4. Other recognition may be given when deemed appropriate by the President of the University.

Privileges

The status of Emeritus, Emerita, or Emeritx shall carry the following privileges. These are not to be construed as absolute rights but are merely privileges granted where possible and under all existing regulations.

1. A faculty member who holds the status of Emeritus, Emerita, or Emeritx and who is teaching courses on campus shall be accorded all privileges given to full-time faculty.
2. A university identification card with photograph shall be issued which designates the retiree as a faculty member with emeritus, emerita, or emeritx status.
3. When available, use of campus office facilities including departmental/school mailbox, campus computer facilities and clerical assistance, when needed for professional or scholarly pursuit. Such use shall not disrupt the normal operations of the business of the University.
4. Parking on campus at no cost when space is available. An annual parking decal shall not be issued. Parking shall be in the visitors' section of the parking lot unless special circumstances prevail. To prevent receiving a parking citation, the Office of Public Safety must be notified when a retiree uses this privilege.
5. As a member of the faculty, library and use of campus recreational facilities shall continue for the retiree on the same basis as full-time faculty.

6. Invitations may be extended to a retiree for participation in public ceremonies, commencements, academic processions, convocations, general faculty meetings, departmental/school meetings, social and cultural events sponsored by the University or special events designated by the President of the University.

///Policy FAM 612.4 info start///

Approvals

Approved by the Faculty Senate on February 8, 2022

History

First created: _____ [Date] by _____

Renumbered: _____

Signed and dated by

Beth A. Steffel (Senate Chair) 02/25/2022

Tomas Morales (President) 05/03/2022

///Policy info end///

FAM 625.5
DIFFERENCE IN PAY LEAVES

For reference to Difference in Pay Leaves, please refer to the current Collective Bargaining Agreement (CBA).

FAM 625.7
FACULTY EARLY RETIREMENT PROGRAM

1. Eligible tenured faculty unit employees as defined in article 2.13(d) who have reached the age of fifty-five (55) may, subject to the conditions following, participate in a Faculty Early Retirement Program (FERP).
2. An eligible tenured faculty employee, tenured counselor, or tenured librarian shall notify the President in writing at least six (6) months prior to the beginning of the campus academic year that s/he opts to participate in the FERP. The President may waive the required notice period
3. The potential participant shall be provided with a FERP appointment letter from the President. The FERP appointment letter shall indicate the required period of employment as determined by the President. The employee shall provide to the President a written statement of acceptance of such a FERP appointment. If the President determines it is necessary, due to program needs, to alter the period of employment, the President and the participant shall attempt to reach mutual agreement on an alternative. If mutual agreement is not reached, the President may alter the period of employment, provided that the participant receives a one hundred and twenty (120) day notice.
4. Participants in FERP shall have been granted a service retirement. Such service retirement shall be in accordance with the requirements of PERS and/or STRS.
5. Participation in FERP shall commence at the beginning of the campus academic year. Service retirement shall begin concurrently with or prior to the beginning of the campus academic year.
6. FERP employment shall be at the same rank, and salary (step) level of the participant in the academic or fiscal year immediately prior to retirement. Such employment shall be proportional to the time base of the participant in the academic or fiscal year immediately prior to retirement. As for other faculty unit employees, the mix of work assignments within the timebase of the appointment is determined pursuant to Article 20 in the Collective Bargaining Agreement, Workload.
 - a) An employee who opts to participate in FERP pursuant to 2 above on or after July 1, 2007, and whose participation commences with the beginning of the 2007/08 academic year or thereafter, shall be entitled to the yearly period of employment for no more than five (5) consecutive academic or fiscal years.

b) An employee who opts to participate in FERP pursuant to 2 above during the final year of this agreement shall be entitled to the yearly period of employment for no more than five (5) consecutive academic or fiscal years.

8. The permissible "period of employment" shall refer to one (1) academic term not to exceed a total of ninety (90) workdays or fifty (50) percent of the employee's regular time base in the year preceding retirement. Calculations of such periods of employment shall include days worked in summer session/special session or CSU extension that do not coincide with the period of employment.

9. The permissible "period of employment" for Librarian Faculty Unit Employees shall refer to full-time employment for a duration not to exceed fifty percent (50%) of the Librarian Faculty Unit Employee's work year in the year immediately preceding retirement, or fifty percent (50%) of the Librarian Faculty Unit Employee's regular time base in the year immediately preceding retirement. In either case, the period of FERP employment shall not exceed 960 hours. Any change in the work schedule of Librarian Faculty Unit Employee in the year preceding entry into FERP shall require the approval of the President. Calculations of such periods of employment shall include days worked in summer session/special session or CSU extension that do not coincide with the period of employment.

10. A participant in FERP on a quarter system campus may request of the President employment in addition to the one (1) academic term period of employment, provided that such additional employment does not result in a total period of employment which exceeds the ninety (90) workday limit pursuant to provision 8 above.

11. The right to continued employment in the FERP pursuant to provision 6 above of this Article shall terminate in the event of dismissal for cause, layoff, or failure to meet the employment commitment.

12. A participant may request that the time base of the FERP appointment be reduced. The President shall determine if such a request shall be granted. Such a reduction in time base shall continue for the duration of the FERP appointment.

13. Participants may be appointed in CSU extension during the period of employment in FERP.

14. Notwithstanding provisions 8, 9, 10 and 13 above, participants shall not be eligible for other CSU appointments while in the FERP.

15. Effective July 1, 1996, when the DMD salary schedule is eliminated, tenured faculty unit employees formerly receiving Designated Market Condition Salaries in disciplines designated as hard-to-hire shall be eligible to opt to participate in FERP pursuant to 2.

16. A participant shall be granted one (1) leave of absence without pay for personal illness for all or part of the period of employment. Such leaves shall not affect future participation in FERP.

17. At the time of the service retirement and appointment in FERP, a participant may elect to carry over up to forty-eight (48) hours of sick leave into the FERP appointment if the participant elects to reduce his/her accumulated sick leave by that amount for service retirement credit. In addition to the sick leave carry over, if any, full-time FERP participants shall continue to accrue eight (8) hours sick leave per qualifying academic pay period or qualifying pay period during the period of employment. Such accrual shall be pro rata for less than full-time Participants. A maximum of one hundred and sixty (160) hours of sick leave may be accrued during FERP.

18. A participant shall be required to perform normal responsibilities and his/her share of normal duties and activities

19. A participant shall, for the period of active employment, be deemed a tenured faculty employee. Such a participant shall be eligible to serve on governance committees whose assignments are normally completed during the period of FERP employment.

20. Employees deemed tenured pursuant to 19 shall not be counted against any percentage limitation on total tenured faculty employment at the department, school/college, campus, or statewide level.

21. During the period of an employee's participation in FERP, the CSU shall provide a CSU dental plan on the same basis as such a plan is provided to faculty unit employees. The provision of such a dental plan shall require that the participant was enrolled in a CSU dental plan immediately prior to service retirement.

22. The following provisions of the Collective Bargaining Agreement shall not apply to participants in FERP:

Article 14, Promotion

Article 22, Leaves of Absence Without Pay

Article 24, Sick Leave, 24.1, 24.3, 24.4

Article 27, Sabbatical Leaves

Article 28, Difference in Pay Leave

Article 32, Benefits, 32.1

///Policy FAM 625.7 info start///

Last Revision 2014: FAC

///Policy info end///

FAM 626.3
LEAVES OF ABSENCE WITH PAY

For reference to Leaves of Absence with Pay, please refer to the current Collective Bargaining Agreement (CBA) [Article 23](#).

///Policy FAM 626.3 info start///

Last Revision 2016: FAC

///Policy info end///

FAM 626.6
POLICY ON USE OF THE PERSONAL HOLIDAY

1. Members of the faculty bargaining unit shall be entitled to a Personal Holiday which may be taken on one day during the calendar year. If the faculty bargaining unit employee fails to take the Personal Holiday before the end of the calendar year, the holiday for that year shall not be carried forward into the next calendar year.

1.1 The scheduling of the Personal Holiday shall be by mutual agreement of the faculty bargaining unit employee and her or his immediate supervisor.

1.2 Casual Employment faculty bargaining unit employees are not entitled to a personal holiday.

2. Request for Personal Holiday

2.1 To schedule a Personal Holiday, a memo should be sent to one's immediate supervisor at least 5 days in advance of the date proposed. That supervisor must agree to the request before the leave can be effective. Denial of a request shall be in writing and must specify the reason for the decision. The fact that the requested day is one on which the faculty member has direct instructional responsibility shall not be sufficient reason for denial.

2.2 The immediate supervisor may exercise discretion and agree to schedule personal holidays in situations where the possibility of a 5- day notice is precluded. Such situations may include the use of this holiday as sick leave for faculty who have not yet acquired sick leave or have exhausted it, for faculty who may be unable to reach campus because of unusual circumstances such as car break-down or severe weather conditions, or similar situations of an emergency nature.

///Policy FAM 626.6 info start///

Last Revision 1997: FAC

///Policy info end///

FAM 626.8

PRE-RETIREMENT REDUCTION IN TIME BASE

Article 30

30.1 The Pre-Retirement Reduction in Time Base (PRTB) shall be available to tenured faculty unit employees who have reached the age of fifty-five (55) years subject to the following conditions:

- a. That such a tenured faculty unit employee requests entry into PRTB at least six (6) months prior to the beginning of the fiscal year of academic year in which he/she desires to participate in PRTB. The President may waive the required request time limits.
- b. That such a tenured faculty unit employee shall not have reached the age of sixty-five (65) at the time of requested entry into PRTB; or, if a member of STRS, such an employee shall not have reached the age of sixty-four (64) at the time of requested entry into PRTB.
- c. That such a request is granted by the President. The President shall respond to such a request no later than sixty (60) days after receipt of such a request.
- d. That the President shall provide the potential participant in PRTB with an appointment letter which shall indicate the terms of the reduction in time base. The faculty unit employee shall provide the President with a written statement of acceptance of the reduction in time base.

30.2 The PRTB shall provide a reduction in time base to an average of two-thirds ($2/3$), one-half ($1/2$), or one-third ($1/3$) of full time for a maximum period of five (5) consecutive years.

30.3 Faculty unit employees requesting to participate in PRTB shall have been employed in the CSU for at least ten (10) years at full time. The five (5) years immediately preceding the effective date of the PRTB shall have been continuous full-time employment.

30.4 Entry into PRTB may be implemented at the beginning of an academic year or, when appropriate, at the beginning of the fiscal year.

30.5 The time base of a participant shall be reduced to the requested two-thirds ($2/3$), one-half ($1/2$), or one-third ($1/3$) for the academic year or fiscal year.

30.6 PERS and STRS deductions shall be based upon the full-time rate of pay. The CSU and the employee shall pay their respective shares. For OASDI, the rate shall be on the actual amount of remuneration.

30.7 Health, dental and other appropriate benefits available to full-time faculty unit employees shall be available on the same basis to PRTB participants.

30.8 PRTB participants shall not be eligible for sabbatical leaves or leaves with pay.

30.9 Sick leave shall be accrued by participants in PRTB on a pro rata basis.

30.10 The time base of a PRTB participant shall be considered full time for the purpose of restrictions on additional employment as provided in Article 36, Additional Employment.

30.11 Once a faculty unit employee is authorized to participate in PRTB, the faculty unit employee may not revoke the reduced time base and return to full-time employment unless approved by the President. Further, this provision shall apply if a PRTB participant completes the maximum five (5) years and does not elect a service retirement.

30.12 A participant's appropriate annual salary shall be paid in twelve (12) equal payments. If a participant fails to meet his/her employment commitment, salary adjustments or repayment by the participant of an overpayment may be required. Such an adjustment or required repayment shall not be the basis of a grievance.

30.13 A participant shall be required to perform normal responsibilities, duties, and activities pro rata.

///Policy FAM 626.8 info start///

Last Revision: CBA

///Policy info end///

FAM 626.35

FACULTY LEAVES OF ABSENCE WITHOUT PAY

Purpose and Scope

This policy statement contains provisions whereby Faculty Unit Employees may apply for and be granted a leave of absence without pay. It does not cover faculty buyout with either internal or external funds, as such buyout is not considered a leave. In the case of disagreement between this policy and the Collective Bargaining Agreement (CBA), the CBA shall prevail.

Definition

1. *Appropriate Committee*: The committee created to approve applications for leave without pay at the level of the applicant's work unit, which varies depending on the type of faculty: instructional faculty, library faculty, coaching faculty, or Student Service Personnel, Academic Related (SSPAR).
2. *Department Chair*: Department chair or school director for instructional faculty.
3. *Supervisor*: The immediate supervisor for non-instructional faculty.
4. *Appropriate administrator*: The administrator above department chair/supervisor.
5. *FUE*: Full-time Faculty Unit Employee.

Policy Statement

This policy lists the types of leaves, eligibility, time periods for leaves, application process, and approval process.

Procedures and Process

1. *Eligibility*: FUEs or less than full-time tenured faculty unit employees shall be eligible for a leave of absence without pay.
2. *Period of Leave*: A leave may be granted for a period of one {1} or more semesters for up to two (2) years. Under special circumstances, up to one {1} year extension may be Granted.
3. *Types of Leaves*
 - a. *Personal Leaves*: These may be granted for reasons such as unpaid sick leave, outside employment, parental leave, family care leave, or other purposes of a

personal nature.

b. Professional Leaves: These may be granted for reasons such as research, advanced study, professional development or other purposes providing a direct benefit to the University.

4. Application

An application for a leave without pay or an extension thereof shall be in writing on a standard application form found on the Faculty Affairs and Development website (<https://www.csusb.edu/faculty-affairs-development/docs-forms/leave-forms>). The application should include the reason for and the requested length of the leave and be submitted to the department chair/supervisor as early as circumstances permit.

5. Notification of Decision

The appropriate administrator shall respond in writing to applicants indicating reasons for approval or denial.

6. General provisions

a. A FUE on leave for more than fifteen (15) working days may opt to continue any health or dental benefits at his/her own expense.

b. A FUE on leave is advised to check with PERS as to the effect the leave has on retirement status.

c. A FUE shall notify the appropriate administrator in writing of his/her intention to return to service to the University. For leaves of only one (1) semester, this must be done in a timely manner. For leaves of more than one (1) semester, the following deadlines must be met.

i. Return at the beginning of the Fall Semester - preceding April 1.

ii. Return at the beginning of the Spring Semester - preceding October 1

d. FUEs on full-time leave without pay for one semester or more, shall vacate any position on the Faculty Senate, Statewide Academic Senate or Faculty Senate Committee.

e. A FUE on leave shall not return to active pay status prior to the expiration date of such leave unless written approval has been given by the appropriate administrator.

7. Specific provisions for personal leaves

a. Except in cases of family care or medical leave, FUEs on a personal leave without pay shall not accrue service credit toward probation, sabbatical eligibility, difference-in-pay eligibility, Service Salary Step Increase (SSSI) eligibility, or seniority.

b. A probationary faculty unit employee on a personal leave without pay of more than two consecutive semesters will not be subject to mandatory performance review/periodic evaluation.

8. Specific provisions for professional leaves

a. Applications are reviewed by the appropriate Department/School/Library/SSP, AR/Coach Leave Committee in consultation with the department chair/ appropriate supervisor. See FAM 627 .65 (Sabbatical Leaves) for a description of the Professional Leave Committee composition and selection. Recommendations are forwarded to the College Dean / University Librarian / Vice President for Student Affairs/ Vice President for University Advancement (hereinafter referred to as the appropriate administrator). The recommendation to the appropriate administrator shall include a statement regarding the merits or the purpose of the leave and the effect the leave may have upon the affected division. In deciding whether to approve or deny the leave, the appropriate administrator shall consider the department/school or equivalent unit's department's recommendations, the programmatic needs of the college / library / respective department of the SSP,AR / Athletics program and campus budget implications.

b. FUE on a professional leave without pay shall accrue service credit toward probationary and sabbatical eligibility, difference-in-pay eligibility, Service Salary Increase (SSI) eligibility, and seniority.

c. A probationary faculty unit employee on a professional leave without pay who is due to undergo performance review during the period of the leave will still be responsible for submitting a Faculty Activities Report and proceeding with the regularly scheduled review.

A probationary faculty unit employee on a professional leave without pay who is due to undergo periodic evaluation during the period of the leave will have the option of either submitting a Faculty Activities Report and proceeding with the evaluation or skipping the review for that cycle.

A tenured faculty unit employee on a professional leave without pay who is scheduled for a periodic evaluation during the period of the leave will have the option of postponing the evaluation until the following academic year.

d. Accrual of service credit toward sabbatical eligibility shall be for a maximum of one (1) year per sabbatical eligibility period. Accrual of service toward probation shall be for a maximum of one (1) year.

e. Accrual of service credit toward SSI eligibility shall be for a maximum of one (1) year per professional leave regardless of length or extension thereof.

Report on Professional Leaves

1. A FUE on leave for professional purposes shall, within 30 days upon return, submit to the Dean or appropriate administrator a written report describing the activities and accomplishments during the period of the leave. This report shall accompany subsequent application(s) for leave without pay.

2. If the appropriate committee determines that the purpose and any conditions of the leave were not met, it shall, in consultation with the department chair/supervisor, recommend to the appropriate administrator that the accrual of service credit as noted above shall be forfeited.

///Policy FAM 626.35 info start///

Approvals

Approved by the Faculty Senate on April 26, 2022

History

First Created___ by FAC

Renumbered 2013 from FAM 610 to FAM 626.35

Q2s-Updated 2020 by FAC

Updated 2022 by FAC

Signed and Dated By Beth A. Steffel (Senate Chair) 04/30/22, Tomas Morales (President) 05/22/22 ///Policy info end///

FAM 627.2
POLICY AND PROCEDURES FOR
THE REIMBURSEMENT OF FACULTY RELEASE TIME

(1) It is the policy of the university to seek full salary and benefit reimbursement for all faculty release time. Reimbursement at any other rate is considered cost-sharing, and should be reviewed and approved by the chair/director, and dean according to guidelines established by the Division of Academic Affairs.

(2) Upon notification that funding for the reimbursement for the release from all or part of a faculty members teaching assignments has been awarded, it is the responsibility of the project director/principal investigator to notify the affected college dean(s) and department chair/school director(s) of the pending funded release(s).

(3) The college dean, in collaboration with the faculty member and the Foundation Office will prepare and complete a Grant/Contract Fund Transfer Approval Form in order to initiate the contract for the release and the timely transfer of funds from the foundation to the university.

///Policy FAM 627.2 info start///
Last Revision 1998: Administrative
///Policy info end///

FAM 627.5 RESIGNATION

Faculty members who wish to resign their appointments or who wish to decline reappointment should inform the College President according to the following schedule: Assistant Professors by March 15; Associate Professors or Professors by February 15. A waiver of these deadline requirements may be requested in cases of hardship or where a faculty member would otherwise be denied substantial professional advancement.

///Policy FAM 627.5 info start///

Ref: Title V, 43569

Last Revision: Administrative

///Policy info end///

FAM 627.65

SABBATICAL LEAVES

Purpose

This policy governs all aspects of sabbatical leave by full-time faculty. It is based on the relevant article of the Collective Bargaining Agreement (CBA). Should there be found an inconsistency between the two documents, the CBA shall prevail.

Definitions

1. *Full-time faculty*: All full-time unit-three employees of the university: instructional faculty, library faculty, coaching faculty, and Student Service Professionals, Academic Related (SSPARs).
2. *Department*: Department or school.
3. *Department Chair*: Department Chair or School director

Policy Statement

A sabbatical leave shall support activities that benefit the University, such as research, scholarly and creative activity, instructional improvement or retraining.

The length of a sabbatical leave can be either one (1) or two (2) semesters for academic year faculty; four (4) or eight (8) months for 12-month faculty.

Eligibility

A full-time faculty member shall be eligible for a sabbatical leave after six (6) years of full-time service in the preceding seven (7) years and at least six (6) years since the last sabbatical leave or difference-in-pay leave.

Service credit granted to probationary faculty at the time of appointment shall also apply towards the eligibility requirements for a sabbatical leave.

A leave of absence without pay or service in an administrative appointment excluded from the bargaining unit shall not constitute a break in service for eligibility requirements.

Application Process and Response Deadlines

The Office of Faculty Affairs and Development will notify all eligible faculty.

The applicant shall submit an application for a sabbatical leave. The application shall include a statement of the purpose of the sabbatical, a description of the proposed project and the CSUSB resources, if any, necessary to carry it out, and a statement of the time requested, which shall not exceed one (1) year. Application and response deadlines shall be established by the President or designee after considering recommendations from the Professional Leave Committees. Applicants should include copies of previous sabbatical reports (where applicable).

Criteria for Approval

Criteria for the evaluation and approval of proposals) are:

1. Relationship to the educational aims and purposes of the applicant's department, college, library, or unit.
 2. Intellectual development of the applicant through research, scholarly and creative activities, instructional improvement, or faculty retraining.
 3. Quality of the proposal in terms of clarity, purpose, methods, and objectives.
 4. Effects on programmatic needs of the department, college, or library.
 5. Completion of previous sabbatical reports, if applicable.
 6. Length of time since the last sabbatical will be taken into consideration.
- Periods of Leave and Salary

The salary of academic-year faculty on a sabbatical leave is determined as follows:

1. One (1) semester at full salary.
2. Two (2) semesters at one-half (1/2) of full salary.

The salary of 12-month faculty on sabbatical leave shall be determined as follows:

1. Four (4)) months at full salary.
2. Eight (8) months at one-half (1/2) of full salary.

The start date of a sabbatical for a 12-month faculty with instructional responsibilities shall coincide with the start date of the academic term.

Faculty serving as department chairs shall be assigned to the equivalent 12-month or academic year instructional faculty classification for the duration of the sabbatical, and will not receive the department chair stipend while on sabbatical leave.

If the leave-taking faculty occupies a split position with both academic year and 12-month components, the higher appointment time base will normally be used to establish whether the faculty member is placed into an academic year position or a 12-month position for the duration of the sabbatical. Upon request of the faculty and approval of the appropriate administrator, a split position whose majority appointment is on a 12-month basis may be assigned to an academic year position for the duration of the sabbatical.

Exception.

A sabbatical of two (2) semesters may be implemented within a two (2) consecutive year period, subject to the recommendations of the Professional Leave Committee, the approval of the appropriate administrator, and the approval of the President or designee.

Conditions

Faculty on sabbatical leave shall be considered in work status and shall receive health, dental, and appropriate fringe benefits in the same manner as if s/he were not on sabbatical leave.

Faculty on sabbatical leave shall be entitled to accrue sick leave, vacation, and service credit toward merit salary adjustment eligibility, eligibility toward promotion, if applicable and seniority credit.

Faculty on sabbatical leave shall not accept additional and/or outside employment without prior approval of the President or designee.

Faculty on sabbatical leave may be required by the President or designee to provide verification that the conditions of the leave were met. The statement of verification shall be provided to the President or designee and the Professional Leave Committee.

Faculty on sabbatical leave shall render service to the University upon return from a sabbatical leave at the rate of one (1) term of service for each term of leave.

Application Process

1. A departmental Professional Leave Committee shall review sabbatical applications based on the Criteria for Approval as listed above. The Professional Leave Committee shall consist of three tenured faculty members elected by the tenure-line members of the department for a one-year term. Faculty applying for a sabbatical leave shall not be eligible for election to the Professional Leave Committee. A department may designate an existing departmental committee to fill this role if these conditions are met. The recommendation of the Professional Leave Committee shall be sent to the college dean or appropriate administrator and to the applicant. The applicant may submit a response to the college dean within 10 academic days.
2. A copy of the application shall be sent to the faculty unit employee's department chair. The department chair shall provide a statement to the college dean or appropriate administrator regarding the possible effect on the curriculum and the operation of the department should the employee be granted a sabbatical.
3. The college dean or appropriate administrator shall consider the recommendation of the Professional Leave Committee and the applicant's response, pursuant to the provisions stated above, and other campus program needs and budget implications. The dean or appropriate administrator shall provide a statement to the President or designee approving or denying the sabbatical leave, giving reasons for approval or denial. A copy of this statement shall be provided to the applicant, the Professional Leave Committee, and the department chair or unit head. The applicant shall have 10 academic days to respond to the denial of the application.
4. The President or designee shall consider the recommendations of the dean or appropriate administrator, and the applicant's response, pursuant to the provisions stated above. The President or designee shall respond in writing to the applicant, indicating the reasons for approval or denial. If a sabbatical leave is granted, the response shall include any conditions on the leave. A copy of this response shall be provided to the affected department or unit, the Professional Leave Committee, and the dean or appropriate administrator.
5. If a sabbatical leave is denied based on factors other than the merit of the proposal, and if the denial results in fewer sabbaticals being awarded than 12% of eligible faculty, upon request of the applicant, the sabbatical leave shall be deferred until the following academic year. At that time, if the underlying conditions supporting the proposal remain in effect, the leave shall be granted.

6. Eligible faculty applying for sabbatical leave are generally expected to receive it, subject to the provisions stated above and the availability of funding. All applications for sabbatical leave at one-half (1/2) of full salary shall be approved if they meet the criteria set forth in this policy. If the number of eligible applicants is large, the university shall grant no fewer sabbatical leaves than twelve percent (12%) of the total number of faculty eligible to apply for such leaves in that year, in addition to those faculty approved for a sabbatical at one-half (1/2) of full salary. Sabbaticals deferred according to Item 5 above shall be counted in the year they are taken.

7. Arrangements for accommodating sabbatical leaves may be developed by the department and approved by the President or designee. Such arrangements may include rearranging workload within the department as well as shifting university funding. No faculty will be required to work involuntarily in an overload situation by such arrangements.

8. Sabbatical proposals that are recommended, but not approved due to the lack of funding, shall be given priority for funding in subsequent years.

Legal Requirement

Final approval of a sabbatical leave shall not be granted until the applicant has filed with the President or designee a suitable bond or an accepted statement of assets (not including PERS holdings) and/or a promissory note that is individually or collectively at least equal to the amount of salary paid during the leave. The guarantee posted shall indemnify the State of California against loss in the event the employee fails to render the required service in the CSU following return of the employee from the sabbatical leave. The guarantee posted shall immediately be canceled in full upon completion of required service or upon waiver of that service by mutual agreement of the faculty member and the CSU.

Post-Sabbatical Report

Within 30 calendar days upon return from sabbatical leave, the leave-taking faculty shall submit a written report to the department chair or unit head describing accomplishments, with evidence if applicable, during the leave. This report shall accompany any subsequent application for sabbatical leave. The Professional Leave Committee will evaluate the extent to which the sabbatical goals were accomplished as stated in the sabbatical application. An unfavorable evaluation by the Professional Leave Committee shall affect the faculty's next application for sabbatical. The Professional Leave Committee shall submit their evaluation to the Dean's office within 30 calendar days upon receiving the sabbatical report.

Forms

Application forms for sabbatical leaves and forms for filing a suitable bond or an accepted statement of assets are available in the Department or unit administration office.

///Policy FAM 627.65 info start///

Approvals

Approved by the Faculty Senate on _____

Approved by the President on _____

History

First created: _____ [Date] by _____

Revised: _____ 2021 _____ [Date] by _____ FAC _____

Renumbered: _____ [Date] from _____ to _____

Q2S-Update: _____ 2020 _____ by _____ FAC _____

Signed and dated by

Beth A. Steffel (Senate Chair) 05/18/2021

Tomás Morales (President) 11/23/2021

///Policy info end///

FAM 627.68
POLICY REGARDING SICK LEAVE

[Based primarily on Article 24 of the Collective Bargaining Agreement (CBA) for Faculty Unit Employees.]

1. Rate of Accrual

Following completion of one academic qualifying pay period or one qualifying pay period, a full-time faculty unit employee shall accrue eight hours of credit for sick leave with pay. Thereafter, for each additional academic qualifying pay period or qualifying pay period, eight hours of credit for sick leave with pay shall be accrued.

Faculty unit employees who are appointed less than full-time shall accrue credit for sick leave with pay on a pro rata basis. Sick leave may be accumulated without limit. No additional sick leave with pay beyond that accumulated shall be granted.

2. Use of Sick Leave

The use of sick leave may be authorized only when a faculty unit employee is absent for one of the following reasons:

2.1 Illness or injury, or disability related to pregnancy or childbirth.

2.2 Exposure to contagious disease.

2.3 Dental, eye, or other physical or medical examinations or treatments by licensed practitioners.

2.4 Illness or injury in the immediate family (close relatives or persons residing in the immediate household of the faculty unit employee, except domestic employees or roomers).

2.5 Death of a person in the immediate family (as defined in Section 2.4).

This is a supplement to the bereavement leave provided in CBA Sections 23.1 to 23.3.

2.6 Family leave for reason of the birth, adoption or foster care of a child. Leaves taken for these purposes shall be initiated within one year of the birth of a child or placement of a child with the faculty unit employee in the case of adoption or Foster care. See CBA Section 22.14. 2.7 Family leave for the serious health condition of a child, parent or spouse. See CBA Section 22.15.

3. Catastrophic Sick Leave

Faculty unit employees who have exhausted all accrued leave credits, i.e., sick leave,

vacation, and CTO, due to a catastrophic illness or injury may request participation in the Catastrophic Sick Leave program in accordance with CBA Section 24.21.

Faculty unit employees may voluntarily donate sick leave credits to any other CSU employee on the same campus in accordance with CBA Section 24.21.

4. Reporting of Sick Leave Absences

Faculty unit employees shall be responsible for immediately reporting an absence to the appropriate administrative office. Faculty unit employees shall be responsible for promptly completing and signing the campus absence form and returning the absence form to the appropriate administrative office. Faculty unit employees may be required to provide a physician's statement or other appropriate verification for absences after three consecutive days charged to sick leave. A faculty unit employee shall not normally be required to provide such a statement or verification for an absence of three consecutive days or less charged to sick leave. Verification may also be required in cases where the reason for the sick leave is birth, adoption or foster care of a child and serious health condition of a child, parent or spouse". See CBA Sections 23.5 and 22.15.

5. Sick Leave Charges

5.1 A full-time faculty unit employee shall be charged eight hours sick leave for each day he/she was not available to work due to an absence chargeable to sick leave. Sick leave shall be charged from the onset of such an absence until the employee resumes attendance at the campus. A faculty unit employee who was in attendance on campus for part of a workday shall be charged such leave on a proportional basis for an absence chargeable to sick leave.

A faculty unit employee shall not be considered to work more than five days in a seven day period for the purpose of charging sick leave. In the case of sick leave for reason of the birth, adoption or foster care of a child, sick leave charges shall not apply until after the ten days leave with pay granted faculty unit employees following the arrival of a new child [CBA Section 23.4] have been used and only for the actual days with work assignments during the period of leave.

5.2 A less than full-time faculty unit employee shall be charged sick leave on an hour-for-hour basis for absences chargeable to sick leave for hours of scheduled assignments.

6. Authorization for Special Purposes

College Deans/University Librarian/Vice President for Student Services or designees are authorized to approve sick leaves for the following special purposes:

Up to 40 hours of accrued sick leave credits for each death in the immediate family.

Up to 60 days of unpaid sick leave or the use of vacation for a faculty unit employee who has exhausted his/her accumulated sick leave.

Unpaid sick leave in excess of 60 days when it is determined that a critical need exists.

Directed sick leave if it is determined that a faculty unit employee is unable to carry out his/her duties due to medical incapacity.

7. Additional Provisions

Under no circumstances may a faculty unit employee be granted sick leave for days during layoff periods, during a leave of absence without pay or during an officially scheduled campus closure, unless the faculty unit employee is officially scheduled to work during such a closure.

Upon request, a faculty unit employee who returns to CSU employment within 10 months following the date of separation shall be credited by the campus with his/her sick leave balance at the time of separation from previous CSU employment. If the faculty unit employee is appointed to a classification in which sick leave is not accrued, this provision shall not apply.

///Policy FAM 627.68 info start///

Last Revision 1997: FAC

///Policy info end///

FAM 633.6

POLITICAL ACTIVITY

The Faculty of the California State University and Colleges is subject to provisions of the law covering elections and political activities applicable to all State residents and included within the Government Code of the State of California, Sections 19770-19775. A legal opinion issued by the Attorney General (May 18, 1953) reaffirms "that the right to engage in politics is a privilege of citizenship which should not be denied State employees in the absence of express or necessarily implied statutory prohibition, or unless the particular activity is harmful to the State Government. No political activity should be engaged in on State time." The following statement by the AAUP is also offered as a guide to practice:

1. The college or university faculty member is a citizen and, like other citizens, should be free to engage in political activities so far as he is able to do so consistently with his obligations as a teacher and scholar.
2. Many kinds of political activity (e.g., holding part-time office in a political party, seeking election to any office under circumstances that do not require extensive campaigning, or serving by appointment or election in a part-time political office) are consistent with effective service as a member of a faculty. Other kinds of political activity (e.g., intensive campaigning for elective office, serving in a State Legislature, or serving a limited term in a full-time position) will often require that the professor seek a leave of absence from his college or university.
3. In recognition of the legitimacy and social importance of political activity by professors, universities and colleges should provide institutional arrangements to permit it, similar to those applicable to other public or private extramural service. Such arrangements may include the reduction of the faculty member's workload or a leave of absence for the duration of an election campaign or a term of office, accompanied by equitable adjustment of compensation when necessary.
4. A faculty member seeking leave should recognize that he has a primary obligation to his institution and to his growth as an educator and scholar; he should be mindful of the problem which a leave of absence can create for his administration, his colleagues, and his students; and he should not abuse the privilege by too frequent or too late application or too extended a leave. If adjustments in his favor are made, such as a reduction of workload, he should expect them to be limited to a reasonable period.
5. A leave of absence incident to political activity should come under the institution's normal rules and regulations for leaves of absence. Such a leave should not affect unfavorably the tenure status of a faculty member, except that time spent on such leave from academic duties need not count as probationary

service. The terms of a leave and its effect on the professor's status should be set forth in writing.

///Policy FAM 633.6 info start///

Last Revision: Administrative

///Policy info end///

FAM 640.5 RECRUITMENT AND APPOINTMENT OF ACADEMIC AFFAIRS CENTRAL ADMINISTRATORS

Purpose and Scope

The procedures for the recruitment and appointment of Academic Affairs Central Administrators is described herein.

Definition

The term Academic Affairs Central Administrators refers to any administrators in the division of Academic Affairs, including Deputy, Vice, and Associate Provosts (or Vice Presidents), Dean of the College of Extended and Global Education, Dean of the Palm Desert Campus, University Librarian, and University Councilor. It may also cover any future Academic Affairs administrators who interact with faculty as part of their duties.

Policy Statement

The policy described herein represents an equitable joint effort among faculty, students, staff and administration to recruit and appoint the best qualified and most appropriate person to fill a position of an Academic Affairs Central Administrator.

Procedure and Process

1. Recruitment committee composition

- a. A Chair appointed by the Provost and Vice President for Academic Affairs. This person shall be either a tenured faculty member or an academic administrator who holds tenure within the University.
- b. One (1) tenure-track faculty member elected from each College. Elections for these positions must be completed within the three (3) week period immediately following the request that a committee be formed.

In the event these elections are not completed as described above, the Executive Committee of the Faculty Senate shall appoint appropriate members.

- c. In the case of recruitment for a University Librarian, one (1) additional faculty member who shall be a librarian shall be elected.

This person shall be elected by and from among the librarians. In the event this election is not completed as described above, the chair of this committee shall

appoint an appropriate member.

d. In the case of the recruitment for a University Counselor one (1) additional faculty member who shall be a counselor shall be elected. This person shall be elected by and from among the counselors. In the event the election is not completed as described above, the chair of the committee will appoint an appropriate member.

e. One (1) currently registered full-time graduate or undergraduate student shall be appointed by the Associated Students and within the time as stated above.

f. One (1) non-academic staff member who holds permanent status within the University and whose position is directly related to the position being filled shall be appointed by the Provost and Vice President for Academic Affairs.

g. The Provost and Vice President for Academic Affairs may appoint additional faculty members (in consultation with the Faculty Senate Executive Committee), students, staff members, administrators or others so as to reflect such concerns as, but not limited to, community interest, diversity or specific area expertise.

If additional members are appointed to the committee the final composition shall normally consist of a majority of faculty members.

2. Recruitment procedures

FAM 640.5; 2020

Appointment of Central Administrators

3

a. Announcements of position openings shall be made by the Provost and Vice President for Academic Affairs in compliance with state and federal law. In all cases the announcements shall appear in specialized publications which pertain to the position. Other forms such as direct mailings, internet advertising, postings on related message boards and "flyers" may also be used.

b. Additional consultation, including external expertise, such as a search firm, may be used by the committee during the search.

c. Wording of these announcements shall be such that they specify the job description, qualifications necessary for appointment and any academic requirements. All job descriptions must comply fully with legal requirements for affirmative action and equal opportunity employment. A deadline date for completed applications must also be included.

d. Candidates' letters of applications and accrued files shall be maintained and kept in the Office of the Provost and Vice President for Academic Affairs. All files shall remain confidential.

3. Recruitment committee procedures

a. The Academic Affairs Central Administrator's Recruitment Committee shall review all applicants' files. Procedures for doing so shall be established by the committee.

Criteria and standards for the review process shall be established by the committee in consultation with the Provost and Vice President for Academic Affairs.. In consultation with the Provost and Vice President for Academic Affairs, the committee shall select a finalist list of candidates for on-campus interviews.

c. The committee shall take an active part in these on-campus interviews of all finalists.

d. After the completion of all on-campus interviews of all finalists, the committee shall prepare a report on these finalists and submit it without any preferential order to the Provost and Vice President for Academic Affairs.. The Provost and Vice President for Academic Affairs shall present the names of these finalists along with the committee's recommendations and with additional recommendations if appropriate, to the President.

4. Appointment

Academic Affairs Central Administrators are appointed by and serve at the pleasure of the President. Appointments shall be made from a list of candidates provided by the recruiting committee in consultation with the Provost and Vice President for Academic Affairs.

FAM 640.5; 2020

Appointment of Central Administrators

4

5. Conditions of Appointment

a. In order to be appointed Deputy, Vice, or Associate Provost for Academic Programs, Academic Research, or Faculty Affairs and Development, the candidate must possess the qualifications for a tenure-line academic appointment in a department in the university as determined by the Department Evaluation Committee. Should the Department Evaluation Committee not be composed entirely of faculty in the department, the decision to recommend academic appointment shall be made by a majority of the department tenure-line faculty. A positive recommendation will lead to an academic appointment of the candidate. The eventual appointee may also be granted tenure following this approval process.

b. The University Librarian and the Dean of the College of Extended and Global Education may be granted an academic appointment and tenure following the same process as described in Provision a above.

6. Interim Appointment

If circumstances require the appointment of an interim or acting Academic Affairs Central Administrator, the Provost and Vice President for Academic Affairs shall consult appropriate faculty, staff and administrators before making a recommendation to the President.

///Policy FAM 640.5 info start///

Approvals

Approved by the Faculty Senate on __5/26/2020__

Signed by the President on _____

History

First created: _____ [Date] by FAC

Revised: 2012 by FAC

Renumbered: 2013 from FAM255 to FAM 640.5 by FAC

Minorly edited: _2020 by FAC

///Policy info end///

**FAM 640.6 POLICY STATEMENT CONCERNING
RECRUITMENT AND APPOINTMENT OF THE PROVOST/VICE PRESIDENT FOR
ACADEMIC AFFAIRS**

PREAMBLE:

The policy described herein represents an equitable joint effort among faculty, students, staff and administration to recruit and appoint the best qualified and most appropriate person to fill the position of Provost/Vice President for Academic Affairs.

1. Recruitment Committee Composition:

The Provost/Vice President for Academic Affairs' Recruitment Committee shall be constituted as follows:

1.1 A Chairperson appointed by the President of the University. This person shall be either a tenured faculty member or an academic administrator who holds tenure within the University.

1.2 Five (5) tenure-track faculty members elected, one (1) from each College.

Elections for these positions must be completed within the three (3) week period immediately following the request that a committee be formed.

In the event these elections are not completed as described above, the Executive Committee of the Faculty Senate shall appoint appropriate members.

1.3 One (1) currently registered graduate or undergraduate student shall be appointed by the Associated Students and within the time as stated in 1.2 above.

1.4 One (1) non-academic staff member who holds permanent status within the University and whose position is directly related to the position being filled, shall be appointed by the President of the University.

1.5 One (1) librarian elected by the librarians. Elections for the position must be completed within three (3) week period immediately following the request that a committee be formed.

1.6 One (1) counselor elected by the counselors. Elections for the position must be completed within three (3) week period immediately following the request that a committee be formed.

1.7 The President of the University may appoint to the committee additional faculty members (in consultation with the Faculty Senate Executive Committee), students, staff members, administrators or others so as to reflect such concerns as, but not limited to, community interest, diversity or specific area expertise.

If additional members are appointed to the committee the final composition shall normally consist of a majority of faculty members.

2. Recruitment Procedures:

2.1 Announcement of a position opening shall be made by the President of the University in compliance with state and federal law. Other consultation may occur if also desired. In all cases the announcements shall appear in specialized publications which pertain to the position being filled. Other forms such as direct mailings, internet advertising, postings on related message boards, and "flyers" may also be used.

2.2 Additional consultation, including external expertise, such as a search firm, may be used by the committee during the search.

2.3 Wording of these announcements shall be such that they specify the job description, qualifications necessary for appointment and any academic requirements. All job descriptions must comply fully with legal requirements for affirmative action and equal opportunity employment. A deadline date for completed applications must also be included.

2.4 Candidate's letters of application and accrued files shall be maintained and kept in the Office of the President of the University. All files shall remain confidential.

3. Recruitment Committee Procedures:

3.1 The Provost/Vice President for Academic Affairs' Recruitment Committee shall review all applicants' files. Procedures for doing so shall be established by the

committee. Criteria and standards for the review process shall be established by the committee in consultation with the President of the University.

3.2 In consultation with the President of the University, the committee shall select a finalist list of candidates for on-campus interviews (refer to item 3.4 below).

3.3 The committee shall take an active part in these on-campus interviews of all finalists.

3.4 After the completion of all on-campus interviews of all finalists, the committee shall prepare recommendations on these finalists and submit them without any preferential order to the President of the University.

4. Appointment:

The Provost/Vice President for Academic Affairs is appointed by and serves at the pleasure of the President of the University. The appointment shall be made from a list of candidates for the office provided by the Provost/Vice President for Academic Affairs' recruiting committee.

5. Conditions of Appointment:

The Provost/Vice President for Academic Affairs shall qualify for appointment in an academic department, shall receive approval of the appropriate departmental evaluation committee, and following their approval may be granted tenure.

6. Interim Appointments:

If circumstances require the appointment of an interim or acting Provost/Vice President for Academic Affairs, the President of the University shall consult with appropriate faculty, staff, students and administrators before making the appointment.

///Policy FAM 640.6 info start///

Last Revision 2012: FAC

///Policy info end///

FAM 641.3 POLICY STATEMENT CONCERNING RECRUITMENT AND APPOINTMENT OF COLLEGE DEANS

Preamble:

The policy described herein represents an equitable joint effort among faculty, students, staff and administration to recruit and appoint the best qualified and most appropriate person to fill the position of a College Dean in this University.

1. Recruitment Committee Composition:

The College Dean's Recruitment Committee shall be constituted as follows:

1.1 A Chairperson appointed by the Vice President for Academic Affairs. This person shall be either a tenured faculty member or an academic administrator who holds tenure within the University.

1.2 Five (5) faculty members, at least three (3) tenured and of senior rank, elected from within the College whose Dean is to be appointed. In Colleges with five (5) or more departments, no more than one (1) faculty member shall be elected from the same department. In colleges with fewer than five (5) departments, at least one (1) member shall be elected from each Department.

Elections for these positions must be completed within the three (3) week period immediately following the request that a committee must be formed.

1.3 One (1) currently registered full-time graduate or undergraduate student majoring in a subject within the college whose Dean is to be appointed. This person is to be appointed by the Vice President for Academic Affairs in consultations with the Associated Students and within a time period as stated in 1.2 above.

1.4 One (1) non-academic staff member who holds permanent status within the college whose Dean is to be appointed. This person is to be appointed by the Vice President for Academic Affairs.

1.5 The Vice President for Academic Affairs may appoint to the committee additional faculty members (with consultation of the Faculty Senate Executive Committee),

students, staff members, administrators or others so as to reflect such concerns as, but not limited to, community interest, equal opportunity or specific program constituencies.

If additional members are appointed to the committee, the final composition shall consist of a majority of faculty members.

2. Recruitment Procedures:

2.1 Announcements of position openings shall be made by the Vice President for Academic Affairs. In all cases the announcements shall appear in specialized publications which pertain to the appropriate College. Other forms such as direct mailings, internet advertising, postings on related message boards, and "flyers" may also be used.

2.2 Additional consultation, including external expertise, such as a search firm, may be used by the committee during the search.

2.3 Wording of these announcements shall be such that it specifies the job description, qualifications necessary for appointment and academic requirements. All job descriptions must comply fully with legal requirements for equal opportunity employment. A deadline date for completed applications must also be included.

2.4 Candidates' letters of application and accrued files shall be maintained and kept in the office of the Vice President for Academic Affairs. All files shall remain confidential.

3. Recruitment Committee Procedures:

3.1 The College Dean's Recruitment Committee shall review all applicants' files. Procedures for doing so shall be established by the committee. Criteria and standards for the review process shall be established by the committee in consultation with the Vice President for Academic Affairs.

3.2 In consultation with the Vice President for Academic Affairs, the committee shall select a finalist list of candidates for on-campus interviews.

3.3 The committee shall take an active part in these on-campus interviews of all finalists.

3.4 After the completion of all on-campus interviews of all finalists, the committee shall prepare recommendations based on the perceived strengths and weaknesses of these finalists and submit them to the Vice President for Academic Affairs.

3.5 The Vice President for Academic Affairs shall present the names of these finalists along with the committee's recommendations and with additional recommendations, if appropriate, to the President of the University.

4. Appointment:

College Deans are appointed by and serve at the pleasure of the President of the University. Appointments shall be made from a list of candidates provided by the College Deans' Recruitment Committee in consultation with the Vice President for Academic Affairs.

5. Conditions of Appointment:

College Deans shall qualify for appointment in an academic department within the appropriate College shall receive approval of the departmental evaluation committee and following the committee's approval, may be granted tenure.

///Policy FAM 641.3 info start///

Last Revision 2011: FAC

///Policy info end///

FAM 641.5

RECRUITMENT AND APPOINTMENT OF DEPARTMENT CHAIRS

Purpose and Scope

This policy governs all aspects of the recruitment and appointment of department chairs.

Definitions

Department: This term refers to a department or a school (e.g. School of Social Work and School of Computer Science and Engineering).

Department chair: This term refers to both the chair of a department and the director of a school.

Policy Statement

Department chairs are selected from a list of highly qualified candidates who served as instructional faculty recommended by the department. Normally this list will consist of two or more names.

Department chairs are appointed to three-year terms and serve at the pleasure of the Provost. No limit is set to the number of terms, or parts thereof, an individual may serve as chair as long as the department review processes are met satisfactorily. Appointments shall normally begin in the Fall Semester of an Academic Year.

Department chairs perform duties and carry out responsibilities defined by established administrative procedures and stated in FAM 641.65. Department Chairs are expected to provide leadership and facilitate the orderly conduct of the affairs of the department. Additional responsibilities may be assigned by the dean, Provost, or the President.

Department Chair Search Committee

1. When the Provost's decision is to appoint a department chair, the appropriate college dean shall make a request to the department to form a Department Chair Search Committee via an election process.
2. The size of the committee shall be agreed upon by the department involved. A suggested set of limits is from three to five tenure track faculty members with at least one tenured faculty on the committee. Anyone applying for this position shall not serve on the committee. The Committee shall select its own chairperson, who must be a tenured Associate Professor or Professor

3. As long as an internal candidate is viable for the position, the person may not participate in the search process. However, if the candidate is not chosen or withdraws from further consideration, the person may serve in the capacity of a department tenure-line faculty with the right to vote from that point forward.
4. The role of the department chair in the search process is to oversee the process and to ensure that the letter and spirit of this policy is followed and to assist the Search Committee.
5. A college dean shall appoint to the committee, when possible, a student majoring in a subject within the department. This student must be of senior level or graduate level and completed the residency requirement of the university. The student representative serves as the voice for the students but may not vote in the selection process.
6. The college dean may appoint to the committee a non-academic staff member, who holds permanent status within the college office.
7. If the interim department chair is a candidate for the position, the college dean may appoint a department chair from a closely related field to perform the role of the department chair in the search process.

Internal or External Appointment

1. When a Department Chair vacancy occurs, the Provost, following consultation with members of the department involved and in consultation with the appropriate college dean, shall decide whether to appoint a department chair from within (internal to) or from outside (external to) the University.
2. If the Provost's decision is to appoint a department chair from outside (external to) the University, faculty from within (internal to) the University may still apply.

Nomination Procedures for Candidates Internal to the University

1. All proceedings of the search process shall remain confidential.
2. The announcement of a position opening shall be made by the appropriate college dean in consultation with the Search Committee. Wording of the announcement shall be such that it specifies the job description, qualifications necessary for appointment as Chair, and materials to be submitted by applicants. A review date for applications and the rank of the hire shall be included.
3. Candidates shall minimally submit the following in the application: curriculum vitae (CV), statement of managerial style/goals/vision, statement of qualifications, and a list of three references, who can speak on behalf of the candidate.

4. Once the closing date has passed, the Search Committee shall submit a list of applicants who meet the minimum qualifications to all departmental tenure-line faculty members for their review and written comments. All tenure-line faculty will have access to applicants' files during this process. The voting faculty member should state for each applicant if the applicant is acceptable or not-acceptable for further consideration. Applicants who are not accepted by an absolute majority of the faculty eligible to vote shall be removed from further consideration. [Note: an absolute majority in this context means greater than 50% of the tenure-line faculty eligible to vote irrespective of whether they do so.]

5. Applicants accepted by an absolute majority of the tenure-line faculty shall be interviewed by the Search Committee with provisions made for department participation in the interview process. Following the interview, the Search Committee will inform the candidate that additional individuals not on the list provided may be contacted for reference. The Search Committee shall thereupon rank the candidates. Names of applicants and their ranked order accepted by a majority of the tenure track departmental faculty members, along with all written comments and Search Committee recommendations, shall be forwarded by the chair of the Search Committee to the appropriate college dean.

6. If no applicants are accepted by the majority of the tenure track department faculty members and there are no other viable candidates, then an interim chair will be appointed as per the section on Appointment of Interim Chair, below.

7. After receiving the ranked order list of acceptable candidates along with the departmental written comments and Search Committee recommendations, the College Dean shall review all materials and prepare separate written comments and recommendations. These, along with those materials received from the Nomination Committee including the list of nominees, shall then be forwarded to the Provost.

8. The Provost shall consider all materials received, including written comments and recommendations, and shall make the appointment of department chair from the list of nominees submitted.

9. If the Provost does not make an appointment from the list submitted, the search process shall return to Section 3 above and proceed from there.

Procedures for Candidates External to the University

1. All proceedings of the search process shall remain confidential.

2. The Search Committee shall recommend only those candidates whose credentials have been reviewed and selected by the majority of tenure track faculty of the department.

3. The search process for "external" candidate shall follow this modified version of FAM 642.4: Recruiting and appointment of probationary faculty. Internal candidates may also apply for this position. Position description should include rank, tenure status, time base, discipline specific requirements, and date of application review.

4. As a first step in advertising the positions, the department shall develop vacancy announcements. Such announcements shall be approved by the college dean and recommendation from the Assistant Director for Diversity Initiatives before they are distributed. The vacancy announcement should include minimum qualifications (these should relate to job requirements), contents of a dossier, a statement "application review date/position will remain open until filled or closed by the department," rank, certifications, credentials, and any additional current legal requirement to be provided by the Office of Faculty Affairs and Development.

5. Faculty Affairs and Development will pay for the posting of the position announcement on Chronicle of Higher Education, Faculty Affairs and Development website, CSU Careers, and other job websites or publications to reach the broadest possible audience. The department should use a variety of available methods to ensure diversity and maximize application pool. Such activities may include but are not limited to personal contacts, advertisement in appropriate professional resources, graduate programs, and other activities that the department deems appropriate. For purposes of diversity, an effort should be made to contact departments or programs where qualified members of underrepresented groups may be located. The department shall endeavor to maximize the diversity of the applicant pool by taking advantage of personal contacts, and by advertising in organizations that target underrepresented candidates.

6. A dossier should be established in the electronic recruitment management system. The candidate will submit minimally a letter of application, curriculum vitae, letter of application, a list of references and contact information from individuals who are qualified to comment, unofficial transcripts of all post-secondary degrees claimed by the candidate (official transcripts will be required prior to appointment). The department may request additional information, which may include letter of recommendation, philosophy or statement of teaching, leadership, etc., proof of professional licensure and/or credentials, student evaluations of teaching, if available, portfolio, etc.

7. After the application review date, the Search Committee and department chair must review the applications and create a list of minimally qualified applicants.

8. The Assistant Director for Diversity Initiatives will review the list of candidates and make a recommendation for the purpose of diversity.

9. The Assistant Director for Diversity Initiatives has two working days to render a recommendation and justification to the chair of the Search Committee and

director/chair of department.

10. If underutilization of underrepresented groups for a discipline exists in the qualified applicant pool, the Assistant Director for Diversity Initiatives will discuss the concerns with the recruitment committee, chair of department, and appropriate administrators. The Search Committee either can provide an evidence of good faith efforts within the context of the discipline to maximize the applicant pool or reopen the application process.

11. If the recommendation by the Assistant Director for Diversity Initiatives is not to move forward based on diversity concerns, the chair of department and the Chair of the Search Committee will discuss the matter with the college dean. If the college dean agrees with the chair of department and the chair of the search committee, they can appeal the decision to the Provost for moving the process forward. The department chair, chair of the search committee, and/or the college dean will be given an opportunity to present the department's case to the Provost in a timely manner. The Provost renders a decision. If the provost does not approve the list, the search committee must take necessary steps to diversify the pool.

12. If the roster is recommended to move forward, the search committee, in consultation with the department chair, evaluates the contents of the candidates' files and selects candidates for a personal interview initially by phone. The phone interview will be performed by the search committee and department chair. At the end of the call, permission to contact other individuals not on the reference list will be obtained from the candidate. Questions used for reference checks and personal phone interviews must be the same for all candidates being considered. After the phone interview, the department faculty will be given access to applicants' CV, statements from the candidates, and summary of the phone interview. The tenure track faculty in the department will vote whether the candidates are acceptable or unacceptable and rank the candidates for on-campus interview. The search committee and department chair will contact the references on and off the list and summarize the findings for each candidate to be invited for on-campus interview. A separate file with original notes and comments will be kept in the department office for future reference. A list and completed files of candidates being invited for the on-campus interview must be submitted to the college dean with the justifications for final approval prior to inviting the candidates to campus.

13. The on-campus visit scheduled for each candidate should allow department to evaluate/observe candidate's ability to teach and meet the department's expectations in the areas of research/ scholarship/creative activity and of service. All tenure track faculty of the department shall be informed of the date(s) of the visit and be provided a copy of the schedule along with a sign-up sheet to participate fully in the interview process. A copy of the candidate's vita should be made available to on-campus individuals who are planning to meet the candidate.

During the campus visit, the candidate should minimally meet the search committee as

a body, faculty in the department, department chair, and college dean. The candidates may visit directors of campus resources such as Teaching Resource Center, Office of Community Engagement, Sponsored Program, Center for International Studies and Programs (CISP), etc. The candidate meets with the department chair at the end of the interview process. The search committee and department faculty are expected to fully participate in the on-campus interview process. Search committee will solicit comments from those who came in contact with the candidate and a summary of those comments will be placed in the candidate's file.

14. Following completion of on-campus interviews, the search committee and department chair shall meet with tenure track faculty of department to discuss and solicit comments regarding each candidate. Each tenure-track faculty will vote to approve or disapprove the candidates and rank the candidates. Voting on the final recommendation is limited to faculty who participated in the on-campus visits. This result of the vote will be submitted to the college dean.

15. If the list of candidates is not accepted by an absolute majority of the tenure track faculty of the department, then items 7 through 13 shall repeat until 14 is fulfilled. Any applications received after the review date may be considered until the department's vote for phone interview. After that process, the late candidate(s) may be considered only if the existing list of candidates is deemed unacceptable.

16. Based on the vote and comments, the search committee shall then prepare a final list of nominees ranked in preferential order. This final list and the completed files of the nominees on the final list shall be forwarded to the college dean who shall review all materials and prepare written comments and recommendations. The college dean shall then forward all materials to the Provost.

17. The Provost shall consider all materials and shall make the appointment of department chair from the final list of nominees submitted.

18. If the Provost does not make an appointment from the final list submitted, then Section 5 of this policy shall repeat until an appointment is made or interim chair will be appointed.

Appointment of Interim Department Chair

In the event there is a need to appoint an interim department chair, the Provost, following consultation with members of the department involved and in consultation with the appropriate college dean, shall make the appointment. A chair external to the department or college shall not have the voting privileges as a faculty member in the department or college; that person's faculty status remains in the home department or college.

///Policy FAM 641.5 info start///

Approvals

Approved by the Faculty Senate on April 7, 2020

History

First created: [Date] by Faculty Affairs Committee

Revised: 2016 by Faculty Affairs Committee

Renumbered: 2012 from FAM 240 to FAM 641

Revised and Q2S-updated: 2020 by Faculty Affairs Committee

FOR OFFICE USE ONLY

Approved by the CSUSB Faculty Senate on April 7, 2020

Signed and dated by

Beth A. Steffel (Senate Chair) April 14, 2020

Tomas Morales (President) 4/25/2020

///Policy info end///

FAM 641.65

RESPONSIBILITIES OF DEPARTMENT CHAIRS/SCHOOL DIRECTORS

Department Chairs/School Directors serve in a leadership capacity in support of the College's mission. They provide academic and administrative leadership and facilitate the orderly conduct of the affairs of the Department/School and the College. Their responsibilities, to varying degrees, include, but are not limited to, the following: With respect to the representation of the department/school

- Represent the department/school on established College, division, and university councils or committees.
- Maintain active involvement with discipline-based professional association at state, regional, and national levels.
- Articulate and communicate the department's/school's mission, insuring that it fits the overall goals of the College and University.
- Serve as the advocate of the department's/school's goals and needs and whenever major curricular decisions are being made.
- Serve as the spokesperson for the department to the external community.

With respect to the future development of the department/school

- In conjunction with the faculty, develop and implement a strategic plan that emanates from the department's/school's mission and goals statement.
- In conjunction with the faculty, monitor the department's/school's effectiveness in meeting goals based on an assessment plan.
- In conjunction with the faculty, initiate and supervise the department's/school's activities and efforts in the recruiting and retention of students.
- Promote discipline-based contact with appropriate off-campus groups, such as high school teachers, community organizations, professional organizations, etc.
- Provide leadership in development activities that links to the department's/school's alumni.
- Work with school deans and University development office to increase gifts and benefactors.

With respect to the curriculum

- Foster periodic examination and review of the department's/school's curricular offerings and the department's/school's contribution to the General Education Program.
- Develop and maintain programs that meet accrediting and licensing standards where appropriate.
- Exercise leadership in proposing and developing curricular changes when necessary.
- Lead department in carrying out required external reviews of academic programs and assessment of student learning outcomes.

With respect to instruction and related matters

- Supervise arrangements for lectures and public events sponsored by the department/school.
- Supervise the operation of program-related activities such as clinics, and laboratories.
- Promote and support faculty grant applications and sponsored research.
- Determine need and, if appropriate, arrange and assist in the development of distance learning courses.

With respect to budget and resources

- In conjunction with the faculty, develop department/school budgetary plans and other resource requests.
- Allocate and manage departmental/school budgets.
- Work with appropriate University administrators in planning for use of new facilities and the College and University levels.
- Supervise the ordering of department/school equipment and supplies.
- Assume responsibility for the proper use, maintenance and security of equipment assigned to the department/school.
- Develop and implement appropriate procedures for the use, maintenance and repair of equipment.
- Manage FTES targets commensurate with resources, quality of instruction, and department/school mission.

With respect to the scheduling and assignment of workload

- Develop, in consultation with the faculty, an annual schedule of workload assignments. Such workload assignments should reflect the programmatic offerings of the department/school, a balanced distribution of courses, the needs of the students, the professional development of the faculty, the nature of the department's/school's activities, and the mission of the department/school, College, and the University.

With respect to the faculty

- Encourage and support faculty professional development.
- Establish plans for providing mentors for new faculty members.
- Assist probationary faculty in understanding the evaluation process and criteria for retention, promotion, and tenure and in presenting accurate and effective Faculty Activities Reports.
- In conjunction with department, review and maintain a current pool of potential candidates for temporary faculty positions.
- Encourage participation in exchange programs such as Fulbrights and summer institutes.
- Appoint faculty to non-elective department responsibilities.
- Mediate conflicts and attempt to resolve problems between faculty and students/staff.
- Exercise leadership in the recruiting and appointment of tenure-track faculty. Specifically, ensure that requests for positions are appropriately submitted, recruiting

committees elected, candidates are interviewed, and appointments recommended all in accordance with the CBA and the University's policies and procedures.

With respect to the supervision of staff personnel and student assistants

- Exercise leadership in the appointment of staff personnel, both permanent and temporary.
- Appropriately supervise the clerical and technical staff assigned to the department.
- Conduct performance evaluations on the staff personnel.
- Encourage and support staff training and development.
- Arrange for the proper supervision of student assistants.

With respect to the students

- Develop and administer admission processes where appropriate.
- In conjunction with members of the department/school, develop and coordinate a program of orientation and advisement that meets the needs of students.
- Develop and administer student progress reviews where appropriate.
- Foster and promote the development of departmental/school student clubs, as appropriate.
- Encourage student participation in exchange programs.
- Respond to students' requests for waiver of departmental/school regulations, independent study proposals, internships, and related special student concerns.
- Respond to student-initiated concerns and problems, as appropriate.

///Policy FAM 641.65 info start///

Last Revision 1997: Administrative

///Policy info end///

FAM 642.4
RECRUITING AND APPOINTMENT OF
TENURE-LINE FACULTY

PURPOSE

The hiring of a tenure-line faculty requires the election of a faculty recruiting committee and involves position approval, position announcement, initial screening and interview, campus visit, and appointment. This document sets forth policies that govern all aspects of this process.

FACULTY RECRUITING COMMITTEE

The Faculty Recruiting Committee shall be composed of at least three (3) tenure-line faculty, one of whom must be tenured. If the hiring unit-which is typically an academic department or school-does not have three (3) tenure-line faculty or a tenured faculty, it shall elect needed faculty from closely related fields. The head of the hiring unit-the chair of a department or the director of a school-shall serve as an ex officio member, with voting rights. The committee shall select its chair.

The hiring unit shall strive to ensure that the committee is diverse in representation in terms of ethnicity, gender, and sexual orientation. The college dean may appoint to the recruiting committee one additional faculty member for either of the following two purposes:

1. To enhance diversity in the hiring process. The appointee shall preferably be a faculty member in the same college and shall be selected in consultation with the head of the hiring unit and the elected committee. He or she will assist the committee in its efforts to enhance diversity in the hiring process in a range of aspects, for example to attract a diverse pool of applicants and to increase members' awareness of potential biases in the process. The appointee will not have voting rights on the committee.
2. To enhance the composition of the committee, for example to include a variety of employment longevity. The appointment should be made in consultation and agreement with the head of the hiring unit and a majority of the elected committee members. If the appointee is from within the hiring unit, he or she shall have voting rights. If the appointee is from outside the hiring unit, he or she shall not have voting rights.

Deliberations of the Faculty Recruiting committee shall be confidential.

POSITION APPROVAL

The filling of a tenure-line faculty position is typically initiated by the hiring unit and is approved by the college dean and the provost and vice president of Academic Affairs (hereafter "the provost"). The form used for this purpose is the Requisition/Recruitment Form (Appendix A), which shall include the position job description and the rank of the position to be filled.

POSITION ANNOUNCEMENT

The hiring unit is responsible for developing a vacancy announcement and a recruiting and advertising plan. The announcement and plan shall be approved by the college dean and the Office of Diversity. The vacancy announcement should include the rank and minimum qualifications for the position, the statement that salary is commensurate with experience, application deadline, the request for a diversity statement, and any other legal requirement not herein included. The recruitment and advertising plan should include strategies for attracting a diverse and qualified pool of applicants, sources to attract applicants from underrepresented groups, and a set of well-defined evaluation criteria.

The Office of Faculty Affairs and Development shall post and fund the position announcement on its own website, Chronicle of Higher Education, and CSU Careers. The hiring unit is responsible for advertising in its professional organizations' job websites or publications and is encouraged to distribute the job announcement to relevant terminal degree granting institutions.

Special efforts should be made by all parties to promote diversity in the hiring process. These efforts include, but are not limited to, contacting departments or programs where qualified members of underrepresented groups may be located, soliciting applications via personal contacts, and advertising in targeted media outlets that attract underrepresented candidates.

INITIAL SCREENING AND INTERVIEW

The Faculty Recruiting Committee shall select from the candidate pool applicants for initial interview and then select from those interviewed a list of finalists for campus visit.

1. Initial Screening. To be considered for the first screening, a candidate's file on the electronic recruitment management system must include contact information, three (3)

letters of recommendation, copies of transcripts of all degrees, and evidence of teaching effectiveness such as teaching portfolios, reports on teaching observations, and/or student evaluations of teaching (if available), The Faculty Recruiting Committee shall identify applicants who meet required qualifications. Those who meet required qualifications shall constitute the candidate pool. The Office of Diversity shall compile the diversity data of the pool and, within two working days, provide the hiring unit a recommendation \-with justification-whether the search should proceed. If the recommendation is in the negative but the hiring unit does not agree, the hiring unit shall be given the opportunity to request reconsideration by producing evidence of its good-faith effort to obtain a diverse applicant pool.

If the hiring unit and the Office of Diversity still disagree on whether the search should proceed, the matter is referred to the college dean. If the dean agrees with the Office of Diversity, the search is halted and may reopen. If the dean agrees with the hiring unit, the hiring unit, the dean, and the Office of Diversity shall meet together with the provost to discuss the matter. The Provost's decision, which should be rendered either at the meeting or immediately after, is final.

The Faculty Recruiting Committee shall select candidates from the pool for initial interview.

2. Initial Interview. The initial interview can be conducted either electronically (e.g. via telephone or video conferencing) or in person (e.g. at a professional conference). The Faculty Recruiting Committee shall select from the interviewees a list of finalists for campus visit and conduct reference checks of these candidates. For the initial interview and the reference check, the same set of questions should be used for all candidates.

CAMPUS VISIT

Campus visits shall be approved by the college dean. A CV shall be made available to the hiring unit faculty.

The campus visit by a finalist should normally include the following activities:

1. A teaching demonstration.
2. A presentation on research, scholarship, or creative activities.
3. Meetings with the head of the hiring unit and the dean.
4. Meetings with the hiring unit faculty.
5. Meetings with directors of campus resources such as the Faculty Center for Excellence.
6. Meeting with the Center for International Studies and Programs if the candidate self-identifies as a non-US resident or citizen.

Participation in the campus visit by the hiring unit faculty is strongly encouraged. Those who do not participate shall not have the right to cast the advisory vote stipulated below.

APPOINTMENT

1. Process for Appointment. Following the completion of the campus visit, the Faculty Recruiting Committee shall select from the finalists a candidate or candidates to be recommended for appointment. The tenure-line faculty of the hiring unit shall then cast an advisory vote of acceptability of the selected candidate(s).

Recommendations by the Faculty Recruiting Committee, comments by the head of the hiring unit, and the results of the faculty's advisory vote are forwarded to the college dean.

If the college dean agrees with the recommendation(s), an unofficial offer of employment shall be made, with a statement that its final fulfillment is contingent upon the satisfactory completion of a background check by the university central administration and the approval of the provost. If the offer is accepted by the candidate, an appointment folder that includes Forms B and C (Appendices B and C) and the candidate's file is sent to the Associate Provost for Faculty Affairs and Development, who ensures the completeness of the file before presenting it to the provost for appointment. The appointment letter by the provost is the sole representation of the university's commitment to the candidate for employment.

If the dean, after extensive consultation with the hiring unit, does not agree with the recommendation of the Faculty Recruiting Committee, the candidate concerned will be out of contention.

2. Terms of Appointment

A. The period of the initial appointment is normally two (2) years.

B. The probationary period is normally six (6) years.

C. The appointee may be granted up to two (2) years of service credit towards probation based on prior experience. The granting of service credit must be recommended by the head of the hiring unit and the dean and approved by the provost.

D. If the appointee's required terminal degree is pending, s/he will be appointed as visiting professor for one (1) academic year, with the understanding that tenure-line status will be granted when the degree is completed during that period.

3. Documentation for Appointment. The file appointment shall include the following:

A. Position description and copy of the Recruitment/Requisition Form

(Appendix A).

B. Printout of the on line recruitment tool with the applicant's name.

C. Letter of application and vita.

D. Diversity statement.

E. Official transcripts of all degrees.

F. Three (3) letters of recommendation.

G. Documentation on at least three (3) reference checks.

H. Evidence of teaching effectiveness, such as teaching portfolios, reports on teaching observations, and/or student evaluations of teaching (if available).

I. Comments from the initial interview.

J. Comments by members of the university from outside the hiring unit who have met the candidate.

K. Faculty Recruiting Committee comments.

L. The result of the the hiring unit's advisory vote.

M. Comments by the head of the hiring unit.

N. The college dean's comments and recommendation.

O. Signed appointment form by the chair of the Faculty Recruiting Committee, the head of the hiring unit, and the dean.

P. Justification for service credit (if applicable).

Should the appointee be hired out of a lecturer position at CSUSB, his or her file should include, in addition to the above and if available, documents of teaching effectiveness such as SOTEs, class visitation reports, and evaluation reports.

Appendix A: Requisition/Recruitment form and web link

Appendix B: Form B: template and web link

Appendix C: Form C: template and web link

///Policy FAM 642.4 info start///

Approved by the Faculty Senate

Signed and Dated

Karen Kolehmainen, Chair 05/29/2018

Tomas Morales 08/20/2018

///Policy info end///

FAM 642.5

POLICY CONCERNING GRANT-RELATED/SPECIALY-FUNDED INSTRUCTIONAL FACULTY APPOINTMENTS

Article I: Statement of Policy

The purpose of the Grant-Related/Specially-Funded Instructional Faculty (GRSFIF) classification policy is to establish the means by which instructional faculty engaged in substantial grant activity can be granted a GRSFIF classification. GRSFIF appointments allow California State University, San Bernardino (CSUSB) to recognize outstanding research contributions through the use of non-state resources to supplement or augment salary during the period of the GRSFIF appointment.

Article II: Definitions

1. **“Grant-Related/Specially-Funded Instructional Faculty (GRSFIF) member”** means a California State University, San Bernardino instructional faculty member who is awarded a GRSFIF appointment.

2. **GRSFIF appointment** means a non-permanent academic year GRSFIF classification or a 12-month GRSFIF classification. The classification can be used for grant-funded faculty assignments as well as faculty assignments funded by gifts and bequests or by Foundation allocations. The GRSFIF classifications provide for additional salary at a range specified by the Faculty Collective Bargaining Agreement. Differential percentage may range from 5% up to a current maximum of 35% above the faculty member’s academic year or 12 month base salary.

3. **Grant** means a financial contribution to a Recipient to carry out an approved project or activity.

Article III: GRSFIF Application and Award process

1. Eligibility

In order to be considered for a GRSFIF appointment, the faculty member must meet the following criteria:

A. The faculty member must be tenured or tenure track and primarily responsible for annual grant and contract expenditures (direct + indirect) normally exceeding \$550,000 in volume. The \$550,000 minimum is in expenditures, not awards (in case awards are underspent and applicable indirect costs not recovered), and is determined by expenditures in the fiscal year prior to the application.

B. Normally, an individual appointed to the GRSFIF classification shall have the responsibility as a Project Director and/or Principal Investigator. The faculty member's grant and contract funds must buy out a minimum of 20% of the faculty member's 1.0 time base appointment during the academic year.

C. The faculty member's grant and contract activity must clearly be related to the faculty member's regular University responsibilities and must make a substantial contribution to CSUSB's mission and vision.

D. The faculty member must be involved in the instructional program through classroom/laboratory teaching and/or mentoring students in training, research, or creative activities.

E. The faculty member appointed to a GRSFIF classification shall demonstrate exceptional professional merit in scholarship and teaching as evidenced by regional or national stature in his or her discipline with a continuous record of recognized leadership and significant achievement in creative or scholarly work.

2. Source of Funding.

A. Non-state funds must be identified to cover the GRSFIF salary differential percentage (including related benefits) to be added to the General Fund portion of the GRSFIF position. The source of non-state funds cannot be a direct charge to the grant. The Provost will fund the additional salary necessary for the GRSFIF classification appointment. Support of GRSFIF awards are contingent upon annual allocation of funds for this purpose to the Provost's office.

3. Application Process

A. No later than March 15 in the academic year before the requested GRSFIF appointment year, the faculty member applies in writing for the GRSFIF classification appointment by submitting a letter to the Dean, copied to the Department Chair. The application may request a specific differential percentage and must address the GRSFIF classification appointment's eligibility criteria listed in section III.1.A-F. GRSFIF appointments are subject to funding availability.

B. The applicant's Departmental Evaluation Committee (described in FAM 300, 315) will review the application and prepare an evaluation letter. The letter should include the names of the panel chair and other faculty panel members, and be submitted to the Dean and Chair no later than April 1. The evaluation should include whether the GRSFIF applicant is a demonstrably distinguished faculty member who meets criteria 1.C and 1.D. above, and whether the panel recommends approval of the GRSFIF appointment.

C. The application documents are reviewed by the Department Chair who submits a recommendation, no later than April 15, copied to the applicant, which includes a review of the criteria listed above and a recommendation for approval or denial of the GRSFIF appointment.

D. The application and recommendations from the review panel and Department Chair is reviewed by the College Dean. The Dean submits a letter of recommendation, no later than May 1, to the Provost and Vice President for Academic Affairs, copied to the applicant, that confirms the identified sources of funding and, if the College Dean supports the appointment, he or she recommends a specific GRSFIF salary differential.

E. The Provost and Vice President for Academic Affairs, in consultation with the Associate Provost for Research, reviews the application letter and recommendations from the Department and College-level reviewers and approves or denies the GRSFIF appointment and the amount of the GRSFIF salary differential. The Provost's decision to approve or deny a GRSFIF appointment is final. The Provost communicates his or her decision to the applicant by letter, no later than May 15, with copies to the College Dean and Department Chair.

4. Terms of Appointment

A. Appointments to this classification are not permanent and shall be made for only one academic year (for academic year instructional faculty) or one 12-month period (for 12-month instructional faculty).

B. Appointees to these classifications shall receive compensation comprising the base salary of their normal faculty appointment plus a salary augmentation within the range specified for GRSFIF. The letter of appointment from the Provost shall state the amount of the differential salary.

1. Changes in compensation during the course of a GRSFIF appointment shall be limited to any general salary increase, service salary increase, promotion as determined by the campus retention, tenure, and promotion process or any other contractual compensation adjustment granted to the faculty member during this time.

2. When the appointment to a GRSFIF position concludes, the faculty member shall revert back to the salary classification of his or her prior faculty position with any intervening salary adjustments.

3. In addition to responsibilities as a GRSFIF faculty member, the GRSFIF faculty member shall also have normal Departmental, College, and University service responsibilities expected of all other faculty in their regular Appointments.

4. No tenure or salary rights attach to either GRSFIF classification separate from

the tenure rights and salary normally accruing from regular full-time faculty appointment. Appointment to this temporary classification does not constitute a promotion nor does its termination without renewal constitute a demotion. The GRSFIF classification appointment does not adjust base salary in determining General Salary Increases, Service Salary Increases, Merit Salary Increases, etc. nor the base salary for retirement purposes.

5. GRSFIF appointments shall begin on the first day of the Academic Year as follows: September 15 for applicants on Academic Year appointments or September 1 for those on 12-month appointments. The end date for academic year appointments shall be the last day of the following Spring quarter. The end date for 12-month appointments shall be the day prior to the first day of the following Fall quarter.

6. There is no automatic renewal of a GRSFIF appointment.

///Policy FAM 642.5 info start///

Last Revision 2014: FAC

///Policy info end///

FAM 642.56

JOINT FACULTY APPOINTMENTS

Purpose and Scope

This policy sets forth the guidelines and process for tenure-line faculty to obtain joint appointments in more than one academic department either when they are first appointed or during their service at the university.

Definition

1. The term "department" in this policy shall mean an academic department within the Division of Academic Affairs.
2. "Faculty member" shall mean a tenure-line (both probationary and tenured) instructional faculty member.
3. "Administratively responsible department" refers to the primary department of a faculty member holding a joint appointment.

Policy Statement

A temporary shift in the distribution of work load between departments is not grounds for reassigning the faculty member to another department.

A faculty member on a joint appointment is not to be considered a part-time faculty member in each department involved, but rather shall be considered a full-time faculty member by all departments.

At the end of a joint appointment, the appointee has the option to request an extension of the appointment or appointment in one department.

The department involved in a joint appointment may be in more than one college.

Procedures for Appointing New Faculty for Joint Appointment

Departments which wish to recruit faculty for joint appointment between two or more departments shall do so using the same procedures for requesting authorization to recruit for tenure-line faculty as department requesting such authorization for regular faculty appointments. The search process shall also conform to existing University policies and procedures governing faculty recruitment with these additional requirements in the case of joint appointments.

1. The Search Committee shall be composed of an equal number of tenured faculty representatives from each of the departments within which the joint appointment will be made.
2. Recommendations of candidate(s) for joint appointment from the Search Committee shall be accompanied by a recommendation regarding the department that will serve as the administratively responsible department for the joint appointee and the proportion of the appointee's position to be assigned to each department.
3. The pertinent dean(s) shall make a (joint) recommendation to the Provost and Vice President for Academic Affairs regarding the administratively responsible department after appropriate consultation with the affected departments.
4. In order for a new joint appointment to be made with tenure, the evaluation committees of the affected departments shall evaluate the appointee using the criteria and standards in the Procedures and Criteria for Performance Review and Periodic Evaluation and make a recommendation. If any of the department involved recommend against appointment with tenure, the joint appointment can only be a probationary one. If all of the recommendations are positive, the recommendations are forwarded to the Provost and Vice President for Academic Affairs. The President or designee shall make the final decision on appointment with tenure.

Procedures for Appointing Current Faculty to Joint Appointment

Any tenure-line faculty may request a joint appointment. The process of approval is as follows.

1. A memorandum by-the faculty requesting the joint appointment shall be sent to the dean(s) of the affected college(s). This memorandum shall contain a description of the individual 's academic qualifications for such an appointment, a statement detailing the role of the prospective joint appointee in the educational and professional program(s) to which they will be assigned, and the proportion of their position to be assigned to each department, and the department which will serve as their administratively responsible department.
2. The dean(s) shall forward this memorandum to the pertinent departments, including the department in which the prospective joint appointee currently holds appointment, for the consideration of their respective tenure-line faculty and chairs.
3. The appropriate department chairs shall then review the request with the tenure-line members of their respective department. Each department shall vote on whether to recommend or not recommend the joint appointment. All tenure-line faculty members in a department shall be eligible to vote. The vote shall be conducted by secret ballot and requires an affirmative vote of an absolute majority of the tenure-line members of the department for a positive recommendation of the joint appointment. [Note: an

absolute majority in this context means more than 50% of all tenure-line members of the department irrespective of whether they cast a valid ballot.] If any of the involved department do not agree to the joint appointment, the request shall not be approved. If all involved department approve of the joint appointment, their positive recommendations shall be sent to the college dean(s). This recommendation, if positive, shall include a recommendation regarding the department which will serve as the administratively responsible department for the joint appointee and the proportion of the appointee's position to be assigned to each department.

4. The college dean(s) shall then consider the recommendations of the involved department and, following consultation with the pertinent department, shall forward their recommendation(s) and those of the department to the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs shall make the final decision on whether to approve the joint appointment.

Letters of Appointment for Joint Appointment

In addition to the material included in letters of faculty appointment under existing University and California State University system policies, the following shall be inserted into the letters of faculty appointment given to joint appointees:

1. The proportion of the appointee's position assigned to each department shall be specified. In the case of a tenured faculty member at this university who subsequently receives a joint appointment, the appointment letter shall state whether the appointment is permanent or for a specified number of years.

2. The administratively responsible department shall be specified.

3. The appointee shall be informed that the proportion of their teaching assignment in their respective departments may vary from semester to semester within the limits of their appointment.

4. The appointee shall be informed of the right to participate fully as a member of the faculty in each of the department in which the appointment is held. However, the joint

appointee may vote from only the administratively responsible department in college-wide or university-wide elections. Similarly, the joint appointee may only serve on college-wide or university wide committees from the college in which the administratively responsible department is located.

Work Assignment and Support for Joint Appointees

Faculty receiving joint appointments shall receive all of the professional benefits accorded to other members of the faculty. In addition, the following considerations apply:

1. The chair of the administratively responsible department shall be responsible for coordinating and administering the scheduled work load for the joint appointee as well as arranging for their office accommodations. The sources for such accommodation and support shall be determined in consultation with the other pertinent department(s) and dean(s).

2. The participation of jointly appointed faculty in the faculty governance processes within their respective departments and college(s) is encouraged. However, joint appointees should discuss the nature and extent of their participation with the chairs of their respective departments and the appropriate dean(s). A balance should be sought which will not impose more demands for service on joint appointees than falls upon regularly appointed faculty of equivalent rank and tenure status.

Evaluation

1. Departmental Evaluation. In the year when a joint appointee is scheduled to be evaluated, there shall be established one department evaluation committee for the purpose of performing periodic evaluation or performance review of a jointly appointed faculty member.

a. The committee shall consist of three members selected by lot from among the department evaluation committees of the departments within which the candidate holds a joint appointment.

b. As closely as possible, each department shall be represented on the committee in equal proportion to the proportion of the appointee's position assigned to each department.

c. For performance review, a joint department chair recommendation shall be prepared by the relevant chairs.

2. College Evaluation. If a joint appointment involves two or more Colleges, a joint College-level evaluation committee shall be established {when needed} for performance review.

a. The committee shall consist of four members selected by lot from among the evaluation committees of the Colleges within which the candidate holds a joint appointment.

b. As closely as possible, each College shall be represented on the committee in equal proportion to the proportion of the appointee's position assigned to each College.

The dean's recommendation shall be prepared by the dean of the administratively responsible College after consultation with the dean(s) of the other college(s) involved.

Subsequent Appointment in a Single Department

1. A joint appointee tenure-line without prior membership in any of the departments may subsequently request appointment in only one of those departments. Such an appointment shall be requested in the following way: A memorandum requesting the appointment shall be sent to the dean of the affected college. This memorandum shall contain a description of the individual's academic qualifications for such an appointment along with a statement detailing the role of the prospective appointee in the educational and professional program to which they will be assigned.

2. The dean shall forward this memorandum to the pertinent department, including the departments in which the prospective appointee currently holds a joint appointment, for the consideration of their respective tenure-line faculty.

3. The departments being consulted shall forward a recommendation on the request to the dean(s). A positive recommendation forwarded from the department must follow the voting procedures described above.

4. After receiving their recommendations, and following consultation with the pertinent department, the dean(s) shall forward their recommendation(s) and those of the faculty to the Provost and Vice President for Academic Affairs for final decision.

A faculty member who held a full-time tenured or probationary appointment in a single department prior to being given a joint appointment between that department and another department may request and be granted a full-time appointment in his or her original department by the above procedure, but may be appointed fully to the other department only by following the Policy Concerning Departmental Transfer.

///Policy FAM 642.56 info start///

Approvals

Approved by the Faculty Senate on 5/5/2020

Signed by the President on 6/23/2020

History

First created: 2000 by FAC

Renumbered: 2013 from ____ to ____ _

Q2S-Update: 2020 by FAC

Signed and Dated by

Beth A. Steffel (Senate Chair) 05/27/2020

Tomas Morales (President) 06/23/2020

///Policy info end///

FAM 642.76

RECRUITING AND APPOINTMENT OF LECTURERS

Purpose and Scope

Many academic departments (or schools) and programs require lecturers to meet their instructional needs. This document sets forth the process and policies for the initial appointment of lecturers, i.e. the hiring of new lecturers. It does not govern subsequent appointments of lecturers, i.e. the continuing hiring of those lecturers who have taught at CSUSB in the previous year(s).

Definitions

1. Department: Department or school.
2. Department Chair: Chair of a department or director of a school.

Policy Statement

The hiring of lecturers by an academic department or school shall be the responsibility of the department chair, assisted by the Lecturer Recruiting Committee (below) and in collaboration with the Office of Faculty Affairs and Development and/or Human Resources. The hiring of lecturers by a college shall be the responsibility of the dean (or designee) in collaboration with Faculty Affairs and Development and/or Human Resources.

The hiring of lecturers is normally done in two steps: the establishing and maintaining of a candidate pool and the appointment of lecturers from that pool.

To screen applicants for the candidate pool, the department may elect a Lecturer Recruiting Committee of at least three (3) tenure-line faculty or charge its Evaluation Committee with this task. In the event the department does not have three (3) tenure-line faculty, it may elect tenure-line faculty from closely related fields. The Lecturer Recruiting Committee shall elect its

chair.

There may be situations in which the process and policies stipulated in this document cannot be strictly followed or situations in which there arises a specific and unforeseeable need in an department for the hiring of a lecturer. In such situations, the department shall consult with the Office of Faculty Affairs and Development for a mutually accepted process.

CANDIDATE POOL

The candidate pool is established and maintained based on the following:

1. Vacancy Announcement. Vacancy announcements, drafted by the department and approved by the college dean and the Office of Faculty Affairs and Development, are normally distributed to nearby colleges and universities and relevant

professional organizations.

2. Required Application Documents. A candidate's file must minimally contain
 - a. contact information,
 - b. curriculum vitae,
 - c. a cover letter,
 - d. a statement on diversity, equity, and inclusion, and
 - e. any other information deemed necessary by the Lecturer Recruiting Committee.

Upon the receipt of the application packet, the candidate is requested to submit the Biographical Statement and the Affirmative Action Statistical Data Form (AA-1).

3. Decision to Include a Candidate in the Pool. The head of the department shall conduct the first screening of candidates. Those candidates who meet the minimum qualifications are further reviewed by the Lecturer Recruiting Committee.

The Office of Faculty Affairs and Development shall maintain a record of the demographic breakdown of the applicant pool.

APPOINTMENT

1. Process. To hire a lecturer, the chair of the department shall select the most qualified candidate from the candidate pool consistent with Article 12 of the Collective Bargaining Agreement (CBA), arrange an on-campus interview, and-if necessary-conduct telephone checks to ascertain the candidate's qualifications. The department chair shall then forward the successful candidate's file-with all information gathered to that point-to the college dean for approval and appointment.

2. Documentation. Before appointing a lecturer, the dean should obtain three letters of recommendation and transcripts for all post-secondary degrees from the candidate and proof of satisfactory background check from the central administration. The eventual file of the newly-appointed lecturer should include:

- a. Biographical statement and vita.
- b. Copies of transcripts for all post-secondary degrees.
- c. Three (3) letters of recommendation.
- d. Student evaluations of teaching or other evidence of teaching effectiveness (if available).
- e. Notes from telephone inquiries (if applicable).
- f. Lecturer Recruiting Committee' recommendation.
- g. Recommendation by the department chair.

3. Terms of Appointment

- a. The appointment of a lecture can vary from one term to more than one academic year based on the needs of the department and consistent with the CBA.

- b. The employment of lecturers, regardless of the period of appointment, shall be contingent upon the enrollment of the class(es) and the availability of funds.
- c. A class taught by a lecturer may be cancelled any time prior to the third-class meeting. In such a case, the lecturer shall be paid for the hours the class has been taught.

4. Salary. The salary for the appointed lecturer shall be based on prior experience and be consistent with Article 12 of the CBA.

///Policy FAM 642.76 info start///

Approvals

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Signed and dated by

Beth A. Steffel (Senate Chair) 04/12/2021

Tomas Morales (President) 05/24/2021

///Policy info end///

FAM 642.85
APPOINTMENT OF VISITING PROFESSORS,
DISTINGUISHED VISITING PROFESSORS,
ADJUNCT PROFESSORS AND VISITING SCHOLARS

Introduction:

The appointment of visiting professors, distinguished visiting professors, adjunct professors, and visiting scholars is for the purpose of bringing to the campus individuals of special scholarly and/or professional interest and merit.

Appointment Process (Visiting Professors):

Upon the recommendation of a department/school recruiting committee and the College Dean, the University may appoint temporary full-time faculty with the honorary rank of Visiting Assistant/Associate Professor or Professor. Recommendations for such appointments must be justified by the faculty member's previous experience; special area of expertise; or particular circumstances such as leaves replacements, exchange faculty, foreign scholars, etc. The term of appointment for visiting professors may be for a term or more but not to exceed a single academic year.

Appointment Process (Distinguished Visiting Professors):

Upon the recommendation of the College Deans to the Vice President for Academic Affairs/Provost and following consultation with Department Chairs/School Directors and appropriate faculty members, the University may appoint noted individuals as Distinguished Visiting Professors. Positions for such appointments would be assigned campus-wide and therefore not be charged against any particular academic unit. Positions would rotate among Colleges from year to year and the intention is for all segments of the campus to share the educational benefits.

The Dean's recommendation should include:

1. Justification for the appointment with supporting documentation in the form of vita, letters of recommendations, publications and other evidence of distinction.
2. Planned assignments (teaching; lectures/seminars for campus and community; consulting for curricular planning, professional society's relations, accreditation,

faculty professional development, etc.)

3. Academic Year and term of appointment

4. Rank and Step (at the professor level with step to be negotiated).

Appointment Process (Adjunct Professors):

Upon the recommendation of a department recruiting committee and the College Dean, the University may appoint individuals of particular expertise as Adjunct Professors. Such individuals may teach courses without compensation and participate in an advisory capacity in the curricular, programmatic, and community activities of the department. The term of appointment for adjunct professors may be for a year or more, but not to exceed five years.

Appointment Process (Visiting Scholar):

Upon the recommendation of a department and College Dean to the Vice President for Academic Affairs/Provost, a scholar or researcher may be granted the honorary rank of visiting scholar for a period not to exceed one year. Such a visiting scholar would not be paid a salary or have any official responsibilities but would receive

1. An office, desk and appropriate accoutrement
2. Library privileges
3. Suitable social amenities
4. Scholarly and technical assistance when possible
5. Parking privileges

///Policy FAM 642.85 info start///

Last Revision: Admin

///Policy info end///

FAM 643.4

APPOINTMENT OF GRADUATE ASSISTANTS

Nature of the Position:

The Graduate Assistant position is intended to:

- 1) Provide graduate students with part-time employment offering practical experience in fields related to their advanced study;
- 2) Provide professional non-teaching assistance to faculty members.

Graduate Assistants may not be assigned full responsibility for a class, but they should be assigned to assist faculty in the direct instructional program. Graduate Assistants may supervise students in a classroom, workshop, or laboratory. They may assist in research and help faculty prepare course materials and evaluate students' work. They may tutor. Graduate Assistants are not to be responsible for the instructional content of a course, for selection of student assignments, for planning examinations, or for determining the term grade for students, nor are they to be assigned responsibility for instructing the entire enrollment of a course, or for providing the entire instruction of a group of students enrolled in a course.

Graduate Assistants must be enrolled 5th year or graduate students.

Nature of the Appointment:

Although a "full-time" Graduate Assistantship is intended to require approximately 20 hours per week, Graduate Assistants should be assigned responsibilities without regard to the specific number of hours required, in the same manner as faculty. Advertisements for Graduate Assistants should stress that the salary is a stipend for work during the academic year or term and is not an hourly rate. The full stipend is earned upon completion of the work required and the faculty member's certification of such completion. Appropriate appointment fractions for Graduate Assistants are 1/4, 1/2, 3/4 and full time.

Funding:

Graduate Assistants are appointed from faculty salary funds through the conversion of regular positions to Graduate Assistant positions. Systemwide policy limits such conversions to a total of 2% of the University's faculty budget.

Procedure for Appointment:

To appoint a Graduate Assistant, the College Dean should:

1. Set up a folder which includes:
 - a. Biographical Statement
2. Send a completed Graduate Assistant Appointment Form to the Office of Academic Personnel for approval and processing.

Procedures for Terminating and Replacing:

To terminate a Graduate Assistant before the expiration of his term of appointment, the College Dean should send a memo to the Personnel Office stating when the appointment is to be terminated and the reason for the termination. Replacements may be appointed (FSA 79-33, Sup. No. 1), but the reason for such action must be so noted in the Graduate Assistant Appointment form.

FAM 256/650.5
POLICY CONCERNING PERIODIC REVIEW OF
ACADEMIC AFFAIRS CENTRAL ADMINISTRATORS

1. Purpose

Periodic reviews of the Academic Affairs Central Administrators are designed to appraise the administrator's leadership, conduct of office including management of subsidiary administrative offices, establishment of objectives and attainment of administrative goals. Those Academic Affairs Central Administrators to be reviewed are those who deal most directly with the faculty and includes but not necessarily limited to Associate Vice Presidents, Associate Provosts, the Dean of Undergraduate Studies, the Dean of Graduate Studies and Research, the Dean of Extended Education, the Dean of the Palm Desert Campus, as well as any other position which may be deemed related in the future. The review process shall represent a cooperative effort by representatives from faculty, students, staff and administration. These periodic reviews are regarded as constructive and are designed to maintain a sense of collegiality among all persons directly involved with the office being reviewed.

2. Scheduling

Scheduling of all periodic reviews of Academic Affairs Central Administrators shall be the responsibility of the Vice President for Academic Affairs/Provost. An initial periodic review of the Academic Affairs Central Administrators shall occur after three years of service. Thereafter, a periodic review shall normally occur every five years unless an early review is called for by special request. Special requests for reviews shall be approved by the Vice President for Academic Affairs/Provost. Circumstances warranting a special request must be compelling. Special requests shall be made in writing to the Vice President for Academic Affairs/Provost and shall state clearly and in detail the specific reason(s) for the request.

3. Review Panel

3.1 General Provisions

The review panel shall consist of seven or eight members who shall be representative of the constituencies having a direct relationship with the Academic Affairs Central Administrator under review. Other Academic Affairs Central Administrators may be consulted.

3.2 Panel Selection

3.2.1 Five tenured faculty members, one from each College shall be elected. Elections officers shall conduct the election of these members. Elections shall be held in a timely fashion.

3.2.2 In the case of the Dean of Undergraduate Studies, the Dean of Graduate Studies and Research, or the Dean of the Palm Desert Campus, one student, undergraduate or graduate, who shall be a full-time student during the period in

which the review takes place. This student shall be selected by the Academic Affairs Central Administrator who is to be reviewed from a list of at least two submitted by the President of the Associated Student Body.

3.2.3 One non-academic staff member who has permanent status within the University, who has a position within the Division of Academic Affairs, and who has a direct working relationship that is not immediately subordinate to the administrator under review. This member shall be selected by the Vice President for Academic Affairs/Provost from a list of three submitted by the Academic Affairs Central Administrator to be reviewed.

3.2.4 The Vice President for Academic Affairs/Provost may appoint additional members of the review panel to reflect such concerns as, but not limited to, community interests, diversity goals, or specific program constituencies.

3.2.5 Regardless of the size of the final committee, the majority of members shall be from the academic community.

4. Charge to the Review Panel

4.1 The review panel shall consider the performance of the Academic Affairs Central Administrator in the context of the diverse activities of the position. This shall include but may not be limited to the objectives, goals and expectations for leadership and management of the position including the supervisory relationships with subordinates. As part of the review process the panel shall assess the strengths as well as weaknesses of the performance of the Academic Affairs Central Administrator and evaluate that individual's overall effectiveness in terms of relationships with the University as a whole.

4.2 Areas of Evaluation

To assist the review panel in its deliberations, the following items are suggested for consideration. These suggestions should not be taken as limiting, definitive or prescriptive in order. During the process of review, the panel may find areas to be reviewed not specifically noted here. The review panel shall remain free to expand, select from, add to or condense this list of suggestions.

4.2.1 Leadership

Does the Academic Affairs Central Administrator provide effective leadership in her or his primary areas of responsibilities?

4.2.2 Professional Relationships

Does the Academic Affairs Central Administrator maintain effective professional relationships with faculty, students, staff members related to this position, and with the off-campus community as appropriate?

4.2.3 Assigned Tasks

Does the Academic Affairs Central Administrator carry out and complete assigned tasks in a timely and satisfactory manner?

4.2.4 Managerial and Fiscal Skills

Does the Academic Affairs Central Administrator effectively manage the administrative affairs of this office with respect to planning, fiscal matters and personnel?

5. Review Panel Procedures

5.1 The first meeting of the review panel shall be called by the Vice President for Academic Affairs/Provost. At this meeting, the review panel shall elect its chairperson.

5.2 The review panel shall proceed as follows:

5.2.1 Request the Central Administrator under review to prepare and submit a self-study document. The self-study should include the following:

- (a) A listing and brief discussion of primary areas of administrative responsibility. Specific references should be made to goals established at the time of appointment or following subsequent reviews and notes of changes mutually agreed upon with the Vice President for Academic Affairs/Provost.
- (b) A listing and brief discussion of the most significant achievements as a Central Administrator since appointment or last review.
- (c) A listing and brief discussion of major goals for the unit during the next five years.
- (d) A listing and brief discussion of administrative strengths which relate to administrative responsibilities.
- (e) A listing and brief discussion of competencies which the Central Administrator would like to strengthen or develop.
- (f) A response to prior review committee recommendations.

5.2.2 Request the Central Administrator to identify constituencies that should be surveyed or contacted as the review committee deems desirable.

5.2.3 Prepare and distribute a survey instrument to these constituencies as appropriate. The survey instrument should include questions that relate to the Central Administrator's primary areas of responsibility.
See Attachment A for a sample survey instrument.

5.2.4 Announce to these constituencies the schedule for personal interviews and open forums, and announce that signed written statements are also acceptable.

5.2.5 Interview the Central Administrator and provide to her or him the opportunity to discuss with the panel any major issues or specific concerns which may have arisen during the review process and to provide any additional information needed by the Panel.

6. The Report, its Use and Distribution:

6.1 The review panel shall prepare a written report which shall contain the following:

(a) An executive summary.

(b) An analysis of the Central Administrator's self-study.

(c) An analysis of the survey results.

(d) An analysis of all other information obtained from open forums, interviews, and written statements.

(e) A comparison of accomplishments to goals.

(f) Recommendations concerning changes the Central Administrator should undertake with respect to all of the areas evaluated in Section 4.2.

Additional recommendations may be made concerning the Central Administrator's office organizational structure; functions undertaken in the Central Administrator's office; budgetary, personnel and other processes; and any other relevant issues.

6.2 The review panel shall then meet with the Vice President for Academic Affairs/Provost University to present and discuss the report. Upon acceptance of the report by the Vice President for Academic Affairs/Provost, the review panel's work shall be completed. However, the panel may be called upon for clarification of portions of the report that may not be clear.

6.3 Following this meeting and discussion, the Vice President for Academic Affairs/Provost shall provide a copy of the report to the Academic Affairs Central Administrator.

6.4 After review of the report, and within a reasonable period of time, the Vice President for Academic Affairs/Provost shall meet with the Academic Affairs Central Administrator and discuss the findings of the review panel and the specific recommendations.

SAMPLE SURVEY INSTRUMENT

Does the Central Administrator:

1. provide effective leadership in his/her primary areas of responsibility?
2. maintain effective professional relationships with faculty, students, staff members related to the position, and with the off-campus community as appropriate?
3. carry out and complete assigned tasks in a timely and satisfactory manner?
4. effectively manage the administrative affairs of the office with respect to planning, fiscal matters and personnel?
5. encourage a collegial environment for decision making?
6. operate within established university policies, procedures, and expectations?
7. support diversity in personnel matters?
8. represent the university effectively outside the university?
9. manage an efficient and professional office?
10. maintain currency in knowledge of respective areas of responsibility?

These questions may be modified as appropriate and additional questions added to address issues specific to the primary functions of the central administrator being reviewed.

Responses to these queries may consist of marking one of the following categories: **strongly agree, agree, uncertain, disagree, or not enough information.**

///Policy FAM 256/650.5 info start///
Last Revision 1998: FAC
///Policy info end///

FAM 650.7
POLICY STATEMENT CONCERNING PERIODIC REVIEW
OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS/PROVOST

1. Purpose

Periodic reviews of the Vice President for Academic Affairs/Provost are designed to appraise the administrator's leadership, conduct of office including management of subsidiary administrative offices, establishment of objectives and attainment of academic and administrative goals. The review process shall represent a cooperative effort by representatives from faculty, students, staff and administration. These periodic reviews are regarded as constructive and are designed to maintain a sense of collegiality among all persons directly involved with the office being reviewed.

2. Scheduling

Scheduling of all periodic reviews of the Vice President for Academic Affairs/Provost shall be the responsibility of the Office of the President of the University. An initial periodic review of the Vice President for Academic Affairs/Provost shall occur after three years of service. Thereafter, a periodic review shall normally occur every five years unless an early review is called for by special request. Special requests for reviews shall be approved by the President of the University. Circumstances warranting a special request must be compelling. Special requests shall be made in writing to the President of the University and shall state clearly and in detail the specific reason(s) for the request.

3. Review Panel

3.1 General Provisions

The review panel shall consist of at least eight members who shall be representative of the constituents having a direct relationship with the Vice President for Academic Affairs/Provost.

The review panel shall be assisted in an active consultative role by the five College Deans and the Associate Vice Presidents for Academic Personnel and Academic Programs. At the discretion of the review panel, other members of the University community may be consulted.

3.2 Panel Selection

3.2.1 Five tenured faculty members, one from each College shall be elected. Elections officers shall conduct the elections of these members.

Elections must be held in a timely fashion and may not take longer than three weeks.

3.2.2 One administrative representative from this campus shall be appointed by the President of the University. This member shall be selected from a list of at least two nominees submitted by the Vice President for Academic Affairs/Provost who is to be reviewed. This member must be an area administrator.

3.2.3 One student, undergraduate or graduate, who shall be a full-time student during the period in which the review takes place. This member shall be selected by the President from a list of at least two nominees submitted by the President of the Associated Student Body.

3.2.4 One non-academic staff member who has permanent status within the University and must have a position which is related to the Office of the Vice President for Academic Affairs/Provost. This member shall be selected by the President of the University from a list of three nominees submitted by the Vice President for Academic Affairs/Provost to be reviewed.

3.2.5 The President of the University may appoint additional members to the review panel to reflect such concerns as, but not limited to, community interest, diversity goals or specific program constituencies.

If additional members are appointed to the review panel, the final composition normally shall consist of a majority of faculty members, and the total size of the committee shall not exceed 11 members.

4. Charge to the Review Panel

4.1 Review

The review panel shall consider the performance of the Vice President for Academic Affairs/Provost in the context of the broad range of the diverse activities of the position. This shall include but may not be limited to the objectives, goals and expectations for leadership and management of the position including the supervisory relationships with the Colleges and any subsidiary offices. As part of the review process the panel shall assess the strengths as well as weaknesses of the performance of the Vice President for Academic Affairs/Provost and evaluate that individual's overall effectiveness in terms of relationships with the University as a whole.

4.2 Areas of Evaluation

To assist the review panel in its deliberations, the following items are suggested for consideration. During the process of review, the panel may find areas to be reviewed not specifically noted here. The review panel shall remain free to expand on this list of suggestions.

4.2.1 Leadership

Does the Vice President for Academic Affairs/Provost provide effective leadership in the following areas: faculty recruitment, development and evaluation; student retention; curriculum development; educational equity and diversity programs; and in any other areas related to leadership skills required of this position?

4.2.2 Professional Relationships

Does the Vice President for Academic Affairs/Provost maintain effective professional relationships with faculty, students, staff members related to this position, and with the off-campus community?

4.2.3 Supervision Skills

Does the Vice President for Academic Affairs/Provost provide effective supervision of the following: College deans, staff of the Office of Academic Affairs, and subsidiary offices, such as Dean of Extended Education, Dean of Undergraduate Studies, Dean of Graduate Studies and Research, and the Associate Vice Presidents for Academic Personnel and Academic Programs? Other positions under the directions of this office, which may be added in the future, shall also be included.

4.2.4 Managerial and Fiscal Skills

Does the Vice President for Academic Affairs/Provost effectively manage the administrative affairs of this office with respect to planning, fiscal matters and personnel?

5. Review Panel Procedures

5.1 The First meeting of the review panel shall be called by the President of the University. At this meeting, the review panel shall elect its chairperson.

5.2 The review panel shall assemble the following items: the published job description of the office, any available data or materials which define the responsibilities of the Vice President for Academic Affairs/Provost, descriptive statements of the relationship between the Vice President for Academic Affairs/Provost and any subsidiary offices solicited from the holders of the subsidiary office, and a self-study solicited from the Vice President for Academic Affairs/Provost. These materials shall be solicited from the appropriate persons and a deadline for their receipt shall be given.

5.3 The review panel shall ensure that all members of the University community who are directly involved with the Vice President for Academic Affairs/Provost, are represented by members of the review panel, shall be given the opportunity to communicate with the panel. These shall include faculty, students, staff, and administrators.

5.4 The means whereby the members of the University community communicate with the review panel shall be determined by the panel. Written statements, personal interviews, and open forums may be employed.

5.5 The review panel shall provide the Vice President for Academic Affairs/Provost and opportunity to discuss with the panel any major issues which may arise and any specific concerns identified during the review process.

6. The Report, Its Use and Distribution

6.1 The review panel shall prepare a written report which shall contain a description of the review process, of the data collected, and of the solicited materials including results of the interviews. The report shall include specific recommendations for future action by the Vice President for Academic Affairs/Provost.

6.2 The review panel shall then meet with the President of the University to present and discuss the report.

6.3 After this discussion, a copy of the report shall be presented to the Vice President for Academic Affairs/Provost.

6.4 Upon acceptance of the report, and within a reasonable period of time, the President of the University shall meet with the Vice President for Academic Affairs/Provosts to discuss the findings of the review panel and the specific recommendations.

///Policy FAM 650.7 info start///

Last Revision 1998: FAC

///Policy info end///

FAM 651.3

PERIODIC REVIEW OF ACADEMIC DEANS

Purpose and Scope

The policy described herein governs the periodic review of the university's deans of academic colleges: Colleges of Arts and Letters, the Jack H. Brown College of Business and Public Administration, College of Education, College of Natural Sciences, and College of Social and Behavioral Sciences. It is not meant to be applicable to the review of other positions bearing the title of dean, such as that of the Dean of the College of Extended and Global Education, Dean of the Palm Desert Campus, the Dean of Undergraduate Studies, the Dean of Graduate studies, or the Dean of Students.

Policy Statement

Periodic reviews of College Deans are designed to renew the understandings among the various constituencies of a College regarding a Dean's leadership, conduct of office, establishment of objectives and attainment of administrative goals. The review process shall represent a cooperative effort by representatives from faculty, students, staff and administration. These periodic reviews are regarded as constructive and designed to maintain a sense of collegiality among all persons directly involved with the dean being reviewed.

Procedure and Process

1. Scheduling

Scheduling of all periodic reviews of College Deans shall be the responsibility of the Provost and Vice President for Academic Affairs .

Periodic Review: _An initial periodic review of a College Dean shall occur after three years of service. Thereafter, a periodic review shall normally occur every five years unless an early review is called for by special request.

Early Review: _An early review of a college dean can occur at any time during the term of the dean. An early review can be called for in two ways. First, the Provost and Vice President for Academic Affairs may call for a review of any college dean at any time. Secondly, college faculty may request an early review of their dean using the following procedure :

- a. Faculty may write a letter to the Provost and Vice President for Academic Affairs requesting an early review of the dean. The letter must include the reasons or rationale for holding the review and the signatures of over 20% faculty members of the college faculty making the request. A faculty member may sign only one letter in

an academic calendar year.

b. Within thirty (30) days of receiving the letter, the Provost and Vice President for Academic Affairs, after having conferred with the dean, will respond in writing to the requesting faculty as to why or why not the review will move forward .

c. If the request for review is not granted, the faculty members may appeal to the Faculty Senate by requesting that a vote be taken by the tenured-line faculty of the college.

d. The Chair of the Faculty Senate will contact the University Elections Officer to conduct the election. If the University Elections Officer resides in the college in question, the Chair of the Faculty Senate, in consultation with the Senate's Executive Committee, shall appoint an Elections Officer to conduct the election and complete it within 45 days.

If over 50% of the tenure-line faculty of the college vote in favor of holding an early review, the review will proceed. An eligible faculty member who does not vote will be counted as a no vote.

2. Review Committee

a. General Provisions

The review committee shall consist of eight (8) members (A chair from outside the college and seven (7) members representative of the constituencies within the college).

The Associate Vice Presidents for Faculty Affairs and Development and Academic Programs and other appropriate Academic Affairs administrators may serve as resource persons for the review committee. At the discretion of the review committee, other members of the university community may be consulted.

b. Review Committee Selection

The chair of the committee will be appointed by the Provost and Vice President for Academic Affairs from outside the college. It is the responsibility of the chair of the review committee and Provost and Vice President for Academic Affairs to ensure that the review is conducted in accordance with this policy . Should there be a procedural concern, it should be conveyed in writing to the Chair of the review committee and Provost and Vice President for Academic Affairs.

i. Five tenured faculty members elected from the college whose Dean is to be reviewed . No more than one faculty member shall be elected from each department . However, if there are fewer than five departments in a college, department(s) with the largest number of faculty may elect two tenured faculty members as needed to assure that five tenured faculty members are elected. If any elections are not completed within forty-five (45) days, the remaining

members of the committee shall be appointed by the Faculty Senate Executive Committee from a list of nominees from those departments whose elections were not completed.

ii. One student, undergraduate or graduate, majoring in a subject offered within the college. Department chairs may forward the name of a student in their major to the Provost and Vice President for Academic Affairs, along with a brief explanation why the student was selected. From these student candidates the Provost and Vice President for Academic Affairs will make the final selection.

iii. One permanent staff member in the college who has a working relationship with but is not directly subordinate to the Dean. This member shall be selected by the Provost and Vice President for Academic Affairs from a list of all eligible staff members in the college.

3. Areas of Review

a. General Provisions

The review committee shall consider the broad range of diverse educational philosophies within the College and its constituent departments; interpret the objectives, goals and expectations for leadership and management within the constituencies of the College; assess the strengths as well as the weaknesses of the performance of the Dean in the role of the principal administrator of the College; and evaluate the overall effectiveness of the operation of the College as well as its relationship with the university as a whole. The review committee shall conduct the evaluation in a fair and equitable manner. All members of the committee must reveal if they have a conflict of interest with the dean in question and shall recuse themselves from the committee if one is disclosed. In the end, it is the committee's responsibility to conduct a fair and unbiased review of the dean in question.

b. Areas of Evaluation

To assist the review committee in its deliberations, the following items are suggested for consideration. These suggestions should not be taken as limiting, definitive or prescriptive in order. During the process of review, the committee may find areas to be reviewed not specifically noted here. The review committee shall remain free to expand, select from, add to or condense this list of suggestions.

i. Leadership

Does the Dean foster confidence, trust and respect in the area leadership? Considerations here might include such items as availability for assistance and consultation, fairness and honesty in dealing with problems, resolution of conflicts, and other items of a general nature related to leadership, such as equity and inclusion, integrity, and transparency.

ii. Fiscal Management

Does the Dean maintain the fiscal affairs of the College in an appropriate manner and keep the faculty informed of the same? Considerations here might include items such as preparation and maintenance of the budget, allocation of funds, appropriate purchases and/or repair of equipment, handling of special money allocations, and other items related to the business of the College.

iii. Instruction

Does the Dean maintain appropriate curriculum standards within the College? Considerations here might include items such as establishment of appropriate educational policies, assistance in curriculum development, quality control of instruction, and other items related to curriculum and instruction.

iv. Faculty Relationships

Does the Dean maintain appropriate professional relationships with the instructional faculty within the College? Considerations here might include items such as consultative and collegial decision making, performance reviews or periodic evaluations, recruiting practices, concern regarding the issue of diversity, handling of problems and complaints, committee work, assistance in faculty development such as grants and assigned time, and other items related to the instructional faculty of the College.

v. Student Relationships

Does the Dean maintain appropriate professional relationships with students? Considerations here might include items such as resolution of registration problems and practices, acceptable handling of complaints, involvement in outreach programs, involvement in student evaluation of teaching effectiveness, availability for advisement and consultation, and other items appropriately related to students.

vi. Staff Relationships

Does the Dean maintain appropriate professional relationships with the members of the non-academic staff of the College? Considerations here might include items such as recruiting practices, concern regarding the issue of diversity, appropriate work assignments, recognition of job performance, disciplinary or removal procedures, and other items related to staff.

vii. Administrative Items

Does the Dean handle the administrative affairs of the College in an appropriately professional manner? Consideration here might be items such as relationships with Department Chairpersons, interactions with other Deans or University and/or Central Administrators, and other items which are related to the administration of the College.

viii. Office Management

Does the Dean maintain a current knowledge of relevant policies and procedures, follow them appropriately, and carry out day-to-day functions of the office in an orderly and organized manner. This includes, but is not limited to, the office organizational structure, allocation of responsibilities to the support staff and associate dean.

a. Process of Review

The first meeting of the review committee shall be called by the Provost and Vice President for Academic Affairs. The review committee shall proceed as follows:

b. Request a self-study document from the College Dean under review . The self-study should include the following:

i. A listing and brief discussion of primary areas of administrative responsibility . Specific references should be made to goals established at the time of appointment or following subsequent reviews and notes of changes mutually agreed upon with the Provost and Vice President for Academic Affairs.

ii. A listing and brief discussion of the most significant achievements as a College Dean since appointment or last review.

iii. A listing and brief discussion of major goals for the College during the next five years.

iv. A listing and brief discussion of administrative strengths which relate to administrative responsibilities.

v. A listing and brief discussion of competencies which the College Dean would like to strengthen or develop.

vi. A response to prior review committee recommendations.

c. Request the College Dean to identify constituencies that should be surveyed or contacted as the review committee deems desirable.

d. Prepare and distribute a survey instrument to these constituencies as appropriate. The survey instrument should include questions that relate to the College Dean's primary areas of responsibility. See Attachment A for a sample survey instrument.

e. Announce to these constituencies the schedule for personal interviews and open forums, and announce that signed written statements are also acceptable.

f. Interview the College Dean and provide to him or her an opportunity to discuss with the committee any major issues which may have arisen or any specific concerns identified during the review process.

5. Structure and Dissemination of the Review Report

a. The review committee shall prepare a written report which shall contain the following:

- i. An executive summary.
- ii. An analysis of the College Dean's self-study.
- iii. An analysis of the survey results.
- iv. An analysis of all other information obtained from open forums, interviews, and written statements.
- v. A comparison of accomplishments to goals.
- vi. Recommendations concerning changes the College Dean should undertake with respect to all of the areas evaluated in~ 3.b "Areas of Evaluation" above.

Additional recommendations may be made concerning the College Dean's office organizational structure; functions undertaken in the College Dean's office; budgetary, personnel and other processes; and any other relevant issues.

b. The review committee shall then meet with the Provost and Vice President for Academic Affairs to present and discuss the report. Upon acceptance of the report by the Provost and Vice President for Academic Affairs, the review committee's work shall be completed. However, the committee may be called upon for clarification of the report.

c. Following this meeting and discussion, the Provost and Vice President for Academic Affairs shall provide a copy of the report to the College Dean.

d. After review of the report and within 10 calendar days after receipt of the report, the College Dean may submit a response to the report addressing the evaluation. The response will be submitted to the Provost and Vice President for Academic Affairs. A copy of the response from the Dean will be shared with the review committee and the committee will meet with the Provost and Vice President for Academic Affairs to discuss the response and revisions may be made to the report by the review committee, if necessary. Upon acceptance of the review committee report (including revisions, if any), the review committee's work shall be completed. However, they may be called upon for clarification if portions of that report may not be clear.

e. The Provost and Vice President for Academic Affairs shall meet with the College

Dean to discuss the findings of the review committee and the specific recommendations.

f. The Dean shall prepare a five-year plan in response to her or his discussions with the Provost and Vice President for Academic Affairs regarding the review committee's findings and recommendations.

g. The Provost and Vice President for Academic Affairs shall then arrange a meeting with the faculty, staff and students of the College whose Dean has been reviewed. In addition, the executive summary of the review committee will be circulated by the Provost and Vice President for Academic Affairs to the College. The purpose of this meeting is to discuss the findings and recommendations of the review committee. The form which this meeting takes shall be determined by the Provost and Vice President for Academic Affairs but shall ensure that a spectrum of the members including faculty, students, staff, administrators and others directly involved with the Dean may attend. At this time, copies of a summary of the report and the Dean's plan shall be made available to the faculty, staff, and students of the College. Copies of the report, the response (if any), and plan shall be available in the office of the Provost and Vice President for Academic Affairs.

Sample Survey Instrument

Does the College Dean:

1. make personnel decisions that improve the quality of faculty in the College?
2. provide leadership in promoting promising educational innovations?
3. provide leadership in encouraging the recruiting of competent and productive faculty?
4. encourage a collegial environment for decision making?
5. establish good working relationships with faculty, staff, students, and external constituencies?
6. provide assistance to faculty in securing external resources?
7. encourage the development of effective teaching, research, and service?
8. make herself/himself accessible to the faculty?
9. provide for faculty participation in making major decisions?
10. maintain appropriate professional relationship with the staff personnel?
11. represent the interests of the College's faculty to the university administration in a manner consistent with the overall interests of the university?
12. explain the rationale for major decisions which do not follow faculty recommendations?
13. communicate clearly university policies, procedures, and expectations that affect the faculty?
14. operate within established policies, procedures, and expectations?
15. allocate human and support resources wisely?
16. support diversity in personnel matters?
17. represent the university effectively to external audiences?
18. manage an efficient and professional College dean's office?

19. work to develop effective plans for the College?

20. make priority decisions for the development of the College?

These questions may be modified and additional questions added as appropriate to address issues specific to the primary functions of the College Dean.

Responses to these queries may consist of marking one of the following categories: strongly agree, agree, uncertain, disagree, or not enough information.

///Policy FAM 651.3 info start///

Approvals

Approved by the Faculty Senate on 6/9/2020

History

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Q2S-Updated: 2020 by FAC

Signed and dated by

Beth A. Steffel (Senate Chair} 06-20-2020

Tomas Morales (President) 08/12/20

///Policy info end///

FAM 651.533

DEPARTMENT OF ACCOUNTING AND FINANCE TENURE-TRACK FACULTY RPT EVALUATION GUIDELINES

Preamble

In order to achieve greater clarity and consistency in the expectations for tenure-track faculty to go through the retention, promotion, and tenure process, the Department of Accounting and Finance, of the College of Business and Public Administration, agrees on the following guidelines. These guidelines are set forth in accordance with the relevant CSUSB Faculty Administrative Manual (FAM) sections and clauses and specify the kinds of expectations that the department faculty deems most appropriate for the disciplines of accounting and finance.

Expectations in the area of teaching

The Department of Accounting and Finance recognizes that teaching is the key mission in CSUSB. The department encourages its faculty to explore the effectiveness of various teaching modes and methods and adopt those that best suit the courses they teach.

1. 1. Expectations for tenure and promotion to associate professor

The faculty member being evaluated for tenure and promotion to associate professor will be evaluated in the following areas.

- a. Course design: Course objectives are set up in accordance with the requirement of the relevant academic program and, if applicable, department course guidelines; the mode and method of instruction are appropriate to the course being taught; different aspects of the course are coherently organized and different parts of the course content are logically sequenced.
- b. Content delivery: Information is conveyed to students clearly; teaching methods and classroom activities are suited to course objectives and student population; assignments and assessment instruments reflect course content and are appropriate in terms of level of difficulty.
- c. Academic standards: Appropriate level of rigor is maintained in all aspects of the course, but particularly in course content and assessment. d. Instructional Effectiveness: Effectiveness in helping students learn is evidenced by SOTEs, visitation reports, and other information in the file. If applicable, concerns raised by students in SOTEs and/or colleagues in visitation reports are addressed and the issues of concern are resolved or improved upon over time.

1.2. Expectations for promotion to full professor

The faculty member being evaluated for promotion to professor should demonstrate sustained performance in all four areas of teaching as seen in 1.1.a-d, above.

II. Expectations in the area of research, scholarly, and creative contributions

The Accounting and Finance Department also recognizes that its faculty is entrusted with the mission to contribute to knowledge making. In accordance with the FAM, which encourages both “qualitative and quantitative standards” to be used for the assessment of faculty members’ contributions, the department agrees to the following expectations for its faculty.

2.1. Expectations for tenure and promotion to associate professor

According to FAM 300, faculty members at the rank of associate professor must demonstrate successful accomplishment in research. For faculty members in Accounting and Finance who are being reviewed for tenure and promotion to associate professor, successful accomplishment in research may be demonstrated by meeting the expectations set forth below. a. Typically, two to four (2-4) publications in blind peer reviewed, Cabell-listed academic/professional journals evaluated according to the following criteria:

- 1) Quality: The quality of a publication may be evidenced by the journal’s circulation, acceptance rate, or its ranking by recognized agencies; the citation frequency, reviews of, or comments on the publication, or any other pertinent information such as its use or citation in the public arena.
- 2) Significance: Defined as the contribution to knowledge, significance is assessed through, for example, the originality of the topic of the publication, the soundness and innovation of its methodology, and the validity and significance of its findings.
- 3) Authorship: The department encourages joint research and recognizes that joint-authorship is common in the disciplines it houses. However, it also recognizes that a single-authorship may indicate a greater amount of contribution by the author to the publication than a joint-authorship. Hence extra weight may be given to a single-authored publication.

For disciplines whose journals are not normally listed in Cabell’s and/or are not usually double blind peer reviewed but in which journal publication is the usual outlet of scholarship, a publication in such journals may be assessed on the same criteria herein stipulated.

b. Evidence of any of the following, though not required, may also demonstrate the significance of the contributions the faculty member has made to advancing the knowledge in his or her disciplines.

- 1) Keynote speeches at conferences.
- 2) Invited talks at different venues such as universities, businesses, or a public event related to the faculty member’s profession/discipline.
- 3) Conference presentations.

- 4) Appearances in public media about a topic in the faculty member's profession/discipline.
- 5) Editing of monographs and publication of textbooks.
- 6) Receipt of grants, contract, award, prize, or other indication of professional growth.
- 7) Leadership and/or service in recognized professional societies.
- 8) Service on editorial boards of journals.
- 9) Any other pertinent contributions to knowledge making.

2. 2. Expectations for promotion to full professor

FAM 300 calls for both accomplishment and recognition of faculty members at the rank of full professor. The faculty member applying for promotion to full professor is expected to accomplish the following since the last promotion.

a. Typically, two to four [2-4] publications in blind peer reviewed, Cabell-listed academic/professional journals evaluated according to the following criteria:

- 1) Quality: The quality of a publication may be evidenced by the journal's circulation, acceptance rate, or its ranking by recognized agencies; the citation frequency, reviews of, or comments on the publication, or any other pertinent information such as its use or citation in the public arena. The quality of these publications is expected to be higher than the quality of those for the purpose of tenure and promotion to associate professor as seen in 2.1.a.1.
- 2) Significance: Defined as the contribution to knowledge, significance is assessed through, for example, the originality of the topic of the publication, the soundness and innovation of its methodology, and the validity and significance of its findings. The publications for promotion to full professor are expected to be more significant to knowledge making in the faculty member's discipline or profession than those for the purpose of tenure and promotion to associate professor as seen in 2.1.a.2.
- 3) Authorship: The department encourages joint research and recognizes that joint-authorship is common in the disciplines it houses. However, it also recognizes that a single-authorship may indicate a greater amount of contribution by the author to the publication than a joint-authorship. Hence extra weight may be given to a single-authored publication. For disciplines whose journals are not normally listed in Cabell's and/or are not usually double blind peer reviewed but in which journal publication is the usual outlet of scholarship, a publication in such journals may be assessed on the same criteria herein stipulated.

b. Evidence of any of the following, though not required, may also demonstrate the significance of the contributions the faculty member has made to advancing the knowledge in his or her disciplines.

- 1) Keynote speeches at conferences.
- 2) Invited talks at different venues such as universities, businesses, or a public event related to the faculty member's profession/discipline.
- 3) Conference presentations.
- 4) Appearances in public media about a topic in the faculty member's profession/discipline.

- 5) Editing of monographs and publication of textbooks.
- 6) Receipt of grants, contract, award, prize, or other indication of professional growth.
- 7) Leadership and/or service in recognized professional societies.
- 8) Service on editorial boards of journals.
- 9) Any other pertinent contributions to knowledge making.

III. Expectations in the area of service Service is broadly defined as service in university governance, student advising, and community and professional service. Underlying all these broad areas is the notion of citizenship: The expectation that the faculty member is an effective contributor in the various areas of service and a collegial professional in the day-to-day functioning of the department and the university.

3.1.Expectations for tenure and promotion to associate professor

A faculty member reviewed for tenure and promotion to associate professor will be evaluated in light of the following expectations.

- a. University governance: Actively participation in and notable contributions to university governance at the department and college level. Some participation at the university level.
- b. Student advising: The faculty member has supported student learning through advising and other services.
- c. Community and professional service: Some participation in service activities in the community and/or in the faculty member's profession.

3.2.Expectations for promotion to full professor A faculty member reviewed for promotion to full professor is evaluated in light of the following.

- a. University governance: Significant contributions to and a leadership role in university governance at the department and college level. Active participation at the university level.
- b. Student advising: Continued support for student learning through advising and other services.
- c. Community and professional service: Notable contributions to the community or to his or her profession. Implementation The department chair will make sure that this document is a. Provided to the newly hired tenure-track faculty member and to the department evaluation committee.
- b. Distributed to the College of Business and Public Administration and its evaluation committee and relevant units in the university. Together with the department evaluation committee, the department chair will implement these guidelines by applying the standards and expectations in the RPT process. The chair and the department evaluation committee are encouraged to make explicit reference to the expectations in this document to achieve clarity and consistency both longitudinally (in the evaluation of a faculty member over time) and latitudinally (in the evaluations of different faculty members in the same cycle)

FAM 651.536
DEPARTMENT OF ANTHROPOLOGY GUIDELINES FOR THE
EVALUATION OF PROBATIONARY AND TENURE TRACK FACULTY

I. OVERVIEW

The purpose of these departmental guidelines is to guide faculty in meeting and exceeding university expectations by clarifying their meaning in the specific disciplinary and departmental context of Anthropology at CSUSB.

II. GUIDELINES

A. Teaching

The Department of Anthropology follows the criteria for performance review of teaching set forth in the University document ("Procedures and Criteria"). As with the University, the Department will not recommend anyone for promotion or tenure who does not at least "meet expectations" in the area of teaching.

To be deemed as "above expectations" in terms of teaching, the faculty member must not only meet the criteria set out in the University document but also i) require substantive written work in upper-division and/or graduate courses except in cases where the faculty member can demonstrate that other forms of student evaluation are more appropriate for a particular course; ii) routinely earn higher SOTE scores than the means for the College of Social and Behavioral Sciences for similar types of courses (e.g. labs, large lectures) at the appropriate class levels.

B. Research, Scholarly or Creative Contributions

The Department of Anthropology expects faculty to develop and maintain a continuing program of research and scholarship that demonstrates intellectual and professional growth and recognition in the broader anthropological community appropriate to their area of anthropological specialization.

In preparing the Faculty Activities Report a faculty member in Anthropology is encouraged to situate her or his research within the discipline in terms of peer review, juried, refereed processes, publication venues, funding (as applicable), importance of her or his work to the field, and levels of productivity relative to expectations within her or his area of specialization. The faculty member is encouraged to contextualize his or her role in the research in terms of how it is situated within the discipline's frameworks, methods, and publication practices in terms of expectations of numbers of peer reviewed products, authorship, publication venue and other relevant factors. The Department of Anthropology recognizes that the diversity of research, scholarly, and creative activities produced by anthropologists varies depending on many factors, including the faculty member's area of expertise, disciplinary and sub-disciplinary frameworks,

methods, and publication practices. Given this diversity, the Department also does not quantify expectations for “meeting” and “exceeding expectations”. However, unless the faculty member convincingly situates his or her research (see previous paragraph) outside widely if tacitly accepted disciplinary norms, the department loosely ranks common scholarly activities as follows in evaluating a faculty member for tenure and promotion:

1. Peer-reviewed academic publications: In all cases faculty members should provide proof of the peer-reviewing, e.g. in the form of copies of referees reports or information from a journal’s website about its reviewing process. The best peer-reviewed products are papers in professionally recognized peer-reviewed journals and books published by recognized academic presses. Peer-reviewed chapters in edited books published by academic presses are also highly regarded by the Department, as is the editing of such books provided the faculty member also has a substantive contribution to the volume.
2. A successful externally funded peer-reviewed fiscal award in support of research and scholarship for which the faculty member is the PI or co-PI.
3. A college-level textbook whose content has been peer-reviewed prior to publication.
4. A successfully juried multimedia or film product equivalent to a publication in which the faculty member took a leading role. (This does NOT mean conference presentations.)
5. Non-peer reviewed chapters and articles in edited volumes and academic journals, as well as invited contributions to academic encyclopedias and similar publications. These will be evaluated based on the prestige of the publication as evident from such factors as the publication venue, and the status and reputations of other contributors to the same works.
6. Substantive professional involvement in activities such as refereeing scholarly proposals for external funding agencies at the request of such agencies, refereeing manuscript submissions to peer-review journals and academic publishers, and (co-)editing peer-review journals.
7. Scholarly presentations at conferences, workshops, and symposia. Such presentations will be evaluated on several criteria, such as whether a written paper or well-prepared PowerPoint presentation is included in the FAR, and the importance and prestige of the venue.
8. Book reviews in academic journals.

In all cases evaluators will attempt to evaluate the quality, as well as the quantity, of publications and activities. To assist with this, faculty are strongly encouraged to include in their FAR such things as published reviews of their books, and evidence that their work has been cited and discussed and has therefore made an impact upon the discipline.

The Department recognizes that a productive and well-rounded scholar within our discipline will engage in many of the activities listed above. Thus, the Department’s ranking of the activities of a scholar in anthropology is an attempt to ensure that a faculty member does not concentrate too much effort in activities such as conference presentations, which on their own will not normally lead to tenure or promotion. Moreover, for tenure and promotion evidence of peer-reviewed publications is essential. Given the varied natures of the sub-disciplines of

anthropology and the products of scholarship, the Department does not quantify the number of peer-reviewed publications required for promotion and tenure. However, the Department recognizes that this lack of quantified expectations may be a source of concern to a probationary faculty member. Therefore, probationary faculty are strongly encouraged to create a written Professional Development Plan at the beginning of each academic year and discuss it with a tenured mentor in the Department and the Department Chair. This will help the Department to guide the probationary faculty member towards tenure. According to the University criteria, a faculty member to be considered as having achieved “above expectations” in the area of research and scholarship must “have attained recognition beyond the University in research, scholarly activity and/or creative activity.” A faculty member who believes that her or his professional activities are “above expectations” is encouraged to request an external review of professional activities materials, as explained in the “Procedures and Criteria...”. C. University and/or Community Service The Department of Anthropology follows the criteria for performance review of Service set forth in the University document (“Procedures and Criteria”) both in terms of what is deemed as “meeting expectations” and “above expectations”. However, with reference to service activities in the community outside the University, the Department expects that such service should clearly draw upon the faculty member’s professional expertise.

FAM 651.537

DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY RETENTION, PROMOTION, AND TENURE (RPT) TENURE-TRACK FACULTY EVALUATION GUIDELINES

I. Preamble

The purpose of these departmental guidelines is to assist faculty in meeting and exceeding expectations in the promotion and tenure process by summarizing the criteria published in the Faculty Administrative Manual (FAM 300) and clarifying their meaning where appropriate in the specific disciplinary and departmental context of Chemistry and Biochemistry at CSUSB. Throughout these guidelines, criteria for retention before tenure in the RPT process is significant involvement and progress towards the goals set forth for promotion to the next rank.

II. Expectations in the Area of Teaching

The Department of Chemistry and Biochemistry follows the criteria for performance review of teaching set forth in the University FAM 300 document ("Procedures and Criteria . . .": Chapter 2, Section II.A.). As with the University (Chapter 2, Section IV.B.), the Department will not recommend anyone for tenure or promotion to associate professor who does not at least "meet expectations" in the four areas of teaching: 1) command of subject matter, 2) course design/preparation, instructional material, and organization, 3) effectiveness in instruction, and 4) academic assessment of students.

To be rated as "above expectations" in the area of teaching for the purposes of tenure and promotion to associate professor, the faculty member must also meet the criteria set forth in the University document in that the above four areas are met and in addition at least one of the following is met: 1) a preponderance of evidence demonstrating excellence in teaching as indicated in classroom visitation reports, Student Opinions of Teaching Effectiveness (SOTEs or alternative student evaluation instruments), the Faculty Activities Report (FAR), or additional appropriate documentation related to teaching; 2) demonstrate a record of involvement and achievement indicative of a commitment to continued professional performance in teaching; or 3) a record of distinction for some aspect of teaching at or beyond the University.

To "meet expectations" for promotion to full professor, the department follows the criteria set forth in FAM 300 for the university. The faculty member must demonstrate sustained proficiency in the four areas and also demonstrate a record of involvement and achievement indicative of a commitment to continued professional performance in teaching.

To be rated as "above expectations" for promotion to full professor, the faculty member in addition to the criteria for "meets expectations", must meet at least one of the following: 1) a preponderance of evidence demonstrating excellence in teaching as indicated in classroom

visitation reports, SOTEs (or alternative student evaluation instruments), the Faculty Activities Report, or additional appropriate documentation related to teaching; 2) demonstrate a record of involvement and achievement indicative of a commitment to continued professional performance in teaching; 3) a record of distinction for some aspect of teaching at or beyond the University.

The following are examples that demonstrate expectations in the four areas of teaching. Throughout the language that follows, the term “majority” is meant to be loosely applied in that statistics and counting will not be performed. It should be obvious to the reviewer whether a majority exists or not. This might require closer and more thorough inspection by the reviewer to be sure; therefore it may be that “majority” is actually at least 60-75% and “large majority” is more like 75-90%.

The department weighs SOTEs from lecture sections more highly than laboratory sections, which in turn are more highly weighted than discussion or recitation sections (e.g. Chem 215) due to the amount of time, effort, and course structure that is provided by the faculty member.

- 1) “Command of subject matter.” The majority of student comments pertaining to this should be positive. The majority of the remarks in classroom visitation reports regarding this should also be positive. The faculty member must have attained a terminal degree in the field.
- 2) “Course design/preparation, instructional material, and organization.” The majority of student comments pertaining to this should be positive. The majority of the remarks in classroom visitation reports regarding this should also be positive. The department evaluation committee will also look at syllabi, course material, and expected student learning outcomes to determine if the subject is covered adequately. This can typically be evaluated with respect to established textbooks in the subject area and comparison to materials prepared in recent years for similar classes at other universities.
- 3) “Effectiveness in instruction.” The majority of student comments pertaining to this should be positive. The majority of the remarks in classroom visitation reports regarding this should also be positive. This is also demonstrated by a majority of students progressing through the class and being appropriately prepared for subsequent courses requiring prerequisite knowledge from the course under consideration. Although not in the FAR, this could be observed by inspection of course grades. This in general is not done by the review committee (because grades are not part of the FAR) unless it is apparent that a problem may exist. In other words, if it is known through regular advising that students are failing the class at a very high rate, or are passing with good grades but are poorly prepared and therefore suffering bad grades in a subsequent course, an inspection of grades could ensue and trigger a more thorough review of the academic assessment of the students (below). Faculty members can document effectiveness in instruction by providing in their FAR data on course pass rates, grade distributions, performance on standardized exams (at the end of the course or subsequently on comprehensive examinations, for example), success rates in subsequent courses, or graduation rates for students who have completed their courses. These data are not required, but may be used to support a faculty member's claim of effectiveness in instruction.

4) “Academic assessment of students”. The majority of student comments pertaining to this should be positive. The majority of the remarks in classroom visitation reports regarding this should also be positive. The department evaluation committee will also look at the midterms, final exams, quizzes, homework assignments, laboratory assignments, and grading scales to determine if the course material is being assessed properly and if the organization of the course is conducive to the student in meeting the learning objectives of the course. Faculty will review these documents to ensure an appropriate range of assessment activities for the course mode and level, and that the assessment items themselves are in line with the rigor expected of students in the department, as well as the student learning outcomes for the course. The mean SOTE score for questions regarding overall quality of the course and contributions made by the instructor towards learning have normally in the past been greater than 4 (on a 6-point scale) to “meet expectations”

The following are examples of additional documentation required to demonstrate “above expectations” in teaching.

1) “A preponderance of evidence demonstrating excellence should be present in the classroom visitation reports, the SOTEs, and the Faculty Activities Report (FAR).” The visitors should clearly be remarking in all areas that the faculty member is doing an excellent job. A large majority of the SOTE comments should be highly positive with no more than a small minority of negative comments. The mean scores for questions regarding overall quality and contributions made towards learning have normally in the past been greater than 5. A representative sampling of all the courses taught by the faculty member should be SOTE’d. Excellence should be demonstrable in both lower and upper-division courses, service- and major courses as applicable. The FAR should thoroughly document the excellence of course materials.

2) “Demonstrate a record of involvement and achievement indicative of a commitment to continued professional performance in teaching.” This may include documented attendance at Teaching Resource Center seminars and educational conferences. The faculty member should be trying to implement new methods learned or continually trying to improve student learning, and provide appropriate evaluation or assessment of the learning. The FAR should thoroughly document any innovation or revision of courses performed by the faculty member. A record implies sustained effort and performance.

3) “A record of distinction for some aspect of teaching at or beyond the University.” This may include any on- or off-campus teaching awards, published teaching modules, techniques, experiments, or textbooks. A record implies multiple examples. In addition the department highly regards the following as supplemental in the demonstration of “meeting expectations” or “above expectations” in Teaching:

4) A record of teaching, mentoring, and encouraging students in supervised undergraduate research projects for credit, or through grants or contracts. A record implies multiple examples.

5) Supervision and mentoring as chair of graduate M.S. projects. Service as an additional member of an M.S. student committee is also acknowledged, although not as highly as the committee chair.

III. Expectations in the Area of Research, Scholarship, or Creative Activity The Department of Chemistry and Biochemistry follows the general criteria for performance review of research,

scholarship, or creative activity set forth in the University FAM 300 document ("Procedures and Criteria . . .": Chapter 2, Section II.B.).

As explained in FAM 300, Chapter 2, Section IV.C., at the rank of assistant professor during years two and three of the probationary period, the faculty member is expected to demonstrate involvement in research, scholarship, or creative activity. In subsequent years and for the purposes of tenure, continued active involvement in and successful completion of some professionally evaluated activities is expected. To "meet expectations" for the purposes of tenure and promotion to associate professor, the faculty member must demonstrate a record of active involvement in and successful accomplishment of research, scholarship, or creative activities. Successful accomplishment requires completed activities that are professionally evaluated. To "meet expectations" for the purposes of promotion to full professor, the faculty member must continue to demonstrate a record of successful accomplishment and recognition in research, scholarship, or creative activity. Recognition beyond the University is required for "above expectations" for the purposes of promotion to both associate and full professor.

The department recognizes the following accomplishments in research, scholarship, or creative activity. Active involvement constitutes productive work towards these goals. The department does not quantify the number of examples that "meets expectations" or is "above expectations", but loosely ranks below the types of accomplishments in terms of weight. Within each of these categories, quality varies. Journal and symposia stature, the size and competitiveness of grants, etc., document higher quality in general, but the department does not quantify specific benchmarks for the number of publications, the amount of the awards, journal impact factors, etc., in order to evaluate the faculty member as "meet expectations" or "above expectations". External peer review and acceptance constitutes recognition beyond the University. To "meet expectations", at least one of the accomplishments must demonstrate acceptance by external peer review in addition to other examples; to be "above expectations", at least two accomplishments must demonstrate acceptance by external peer review in addition to other examples. Awards and special off-campus recognitions further document "above expectations." "Meets expectations" might constitute a smaller combination of items, and "above expectations" should constitute a greater quantity. A smaller combination of higher quality or weighted examples might be roughly equivalent to a larger number of lower quality or weighted examples. In general we are looking for a faculty member's abilities in obtaining funding for scholarly activities or research projects, completion of the objectives and goals of the proposed project involving CSUSB students, and successful presentation of the results of the activity to a larger audience. In addition to discipline-specific research, the department considers scholarly activity to include educational research, and pursuit of external funding for instrumentation, student scholarships, or other resources. Publications, presentations, awards, etc. should address some aspect of chemistry or biochemistry in the broadest sense.

1. Peer-reviewed publication in journals or books published by recognized academic presses. The faculty member should be the first or senior author. Journal titles are field or sub-discipline specific, but should be of commonly respected quality.

2. A successful externally funded peer-reviewed fiscal award in support of research and scholarship for which the faculty member is the principal investigator (PI). In these examples, scholarly blind review is normally provided by at least two independent people that are established experts in the field in which the research is proposed, which is subsequently returned to the PI for consideration. These awards tend to be nationally competitive, e.g. NSF, NIH, DOE, ACS-PRF, etc.
3. A successfully funded external fiscal award in support of research, scholarship, or professional activity for which the faculty member is the PI. In these examples, grant proposals are reviewed and awarded, but not necessarily by scholarly experts in the field proposed. These reviews may or may not be returned to the PI, and contain notably less scientific detail. These awards may be more regionally targeted with proposals being reviewed by advisory boards, for example, instead of being sent out to established leaders in the field.
4. Publication, book chapter, report, white paper, invited contributions, etc., by the faculty member that is not peer-reviewed.
5. Peer-reviewed publication in journals, book chapter, etc., in which the faculty member is a co-author contributing significant intellectual value.
6. A successful externally funded fiscal award in support of research and scholarship for which the faculty member is a co-PI.
7. Scholarly presentations at conferences, workshops, and symposia. Platform presentations are generally regarded more highly than poster presentations. National and international conferences with a wider audience influential to the field of study are generally regarded more highly than local or regional ones.
8. Refereeing of scholarly proposals for external funding agencies or manuscript submissions at the request of the agencies or publishing editors. This may also be regarded as professional service in the Service category.
9. External consultant ships. Examples include being retained as an expert scientific witness or writing an opinion or deposition in a legal case; as an advisor in a company research and development project; and technical assistance on a project, method, or instrumentation. This may also be regarded as professional service in the Service category.
10. Successful internally-funded fiscal awards in support of research and scholarship.
11. Book, software, or product reviews. This may also be regarded as professional service in the Service category.
12. Scholarly off-campus presentations by the faculty member's students on research or scholarly activity performed under the guidance and/or in the faculty member's research laboratory.
13. Scholarly presentations on campus by the faculty member or his/her students.
14. Other evidence of productive research or scholarly activity. This includes submitted manuscripts that were not published or proposals that were not funded, attending professional or research-orientated training workshops or conferences, conducting research at other laboratories, work in progress, etc. Attendance at educational training or teaching workshops and conferences should be documented in the area of Teaching.
15. Completed M.S. theses or

projects for which the faculty member served as committee chair. This may also be regarded as documentation of effectiveness in the Teaching area. Service as a secondary committee member or “reader” should be documented under Teaching, unless evidence can be produced indicating a significant amount of creative, scholarly contributions to the project was made. 16. Number and duration of research/project undergraduate students who receive academic credit, and/or payment. Evidence of student success in graduating, and attaining placement in productive employment in science, and/or acceptance and Last Revision 2015: FAC FSD: 14-02 FAM 651.537 Previous FAM N/A 8 persistence in graduate or professional programs. This may also be regarded as documentation of effectiveness in the area of Teaching. IV. Expectations in the Area of Service The Department of Chemistry and Biochemistry follows the criteria for performance review of Service set forth in the University FAM 300 document (“Procedures and Criteria . . .”: Chapter 2, Section II.C. and IV.D.) both in terms of what is evaluated as “meets expectations” and “above expectations” in department, college, university, or community service. For the purposes of tenure and promotion to associate professor, the expectations are a demonstration of significant participation in the area of service in at least two of the areas listed below. The department doesn’t quantify “significant” and a combination of quantity and quality is considered. For the purposes of promotion to full professor, the faculty member is expected to participate significantly in at least three of the areas listed below, and provide effective leadership in some of these activities. To be evaluated as “above expectations”, exceptional service must be clearly documented as to quantity and quality, with the demonstration of unusual effectiveness or performance as a contributor or leader in the University, off-campus community, or a combination of both. Examples of documented service follow, arranged by scope. There are too many examples of possible service activities to list in each category. Any official university committee or other service is acknowledged. Community and professional service should be related or focused on chemistry or biochemistry and/or science education in the broadest sense. Mere documentation of presence or attendance on committees does not imply high quality. Documentation of work performed and accomplishments in the service is required. The more work required on a committee assignment, the more highly regarded that service is. Chairing committees is highly regarded. Reassigned time or lack thereof may be considered when evaluating the quantity of work performed. University, college, and department service is weighted somewhat more than community or professional service (although professional services may also count as research and scholarly activity). Weight is better determined here by the magnitude and quality of any accomplishment and service rendered in a given area of scope.

1. Department committees such as the department evaluation committee and curriculum and assessment committee. Other highly regarded department service activities include advising the student chemistry club; providing, arranging, or supervising the technical support, maintenance and repair of instruments; supervision and coordination of the student computer laboratory; supervision and coordination of multiple teaching laboratory sections; effective advising of individual students in their planned program, career objectives, and performance in their courses; writing and completion of departmental reports such as for program review, certification, and assessment; and maintaining the department web site.

2. College committees such as the evaluation or curriculum committees. Any official college committee is regarded as important.

3. There are numerous university committees in which one can participate in, such as the professional development, evaluation, and curriculum committees, and the WRI Faculty Council. In general the department doesn't judge one committee assignment as more important than another for a given equity of contributed work. Non-committee services include departmental representation to the California Faculty Association (CFA) or as an officer to the CFA, and advisor of student clubs on campus. Membership in the Faculty Senate and any of its committees is highly regarded as an important university service.

4. There are many ways in which one can participate in community service, including but not limited to judging science fairs or volunteering for Olympiads, visiting local schools to give presentations, serving on advisory boards pertaining to science education or applied chemistry, mentoring or tutoring students outside CSUSB, etc. Service in local, state, national or international government is highly regarded.

5. Professional service such as reviewing manuscripts or grant proposals, software, or book chapters, etc., can be considered as scholarly activity as well as community and university service. Serving on editorial boards or in offices of professional societies are further examples. External consultantships or serving as a scientific advisor for a private company or public agency, and performing chemistry-related services such as obtaining or analyzing data for another entity or agency, are acknowledged. Compensation or lack thereof may be considered when evaluating the quantity of work in the professional service category. Media commentary as an expert is considered, although not as highly.

///Policy FAM 651.537 info start///

These guidelines were approved by the chemistry tenured and tenure-track faculty on January 27, 2015.

Approved by the Faculty Senate

Treadwell Ruml, Chair Date Last Revision 2015: FAC

///Policy info end///

FAM 651.4

POLICY CONCERNING PERIODIC REVIEW OF DEPARTMENT CHAIRS/SCHOOL DIRECTORS

1. Purpose

The purpose of this FAM is to develop a policy for the review of department chairs/school directors. Chairs/directors are appointed to three year terms. Periodic reviews of department chairs/school directors are designed to evaluate their performance and accomplishments and to provide constructive feedback to a department chair/school director who is seeking reappointment.

2. Scheduling

2.1 Periodic Reviews: The College dean is responsible for scheduling the periodic reviews of the department chair/school directors. Such reviews normally occur in the third year, but the College dean may conduct an earlier review at his/her discretion.

2.2 The chair/director shall notify the College dean, in writing, by October 15 of the third year of service if she/he wishes to be considered for a further three year term.

2.3 Reviews shall be completed by April 1.

3. Review Committee

3.1 At the discretion of the College dean, the review committee for a department chair/program director shall consist of five to seven members, with the proviso that a majority of the committee shall be faculty.

3.2 The department shall elect two members to serve on the review committee from among the tenured and tenure track faculty. The dean shall solicit nominations from all departmental faculty. The names of all nominees who have agreed to serve, (including self-nominations), will be forwarded to the College Elections Officer by the dean. The College Elections Officer will then distribute ballots and oversee the election.

3.3 At the discretion of the College dean, s/he shall appoint one to three additional tenured faculty external to the department to serve on the review committee. An external faculty member will serve as the chair of the review committee

3.4 One student, undergraduate or graduate, who is majoring within the department or school, will be appointed to serve on the committee. This student member will be selected from a list of at least two students recommended by faculty in the department/school to the College dean. The final selection of a student representative shall be made by appropriate College dean.

3.5 One non-academic staff member who has permanent status within the College containing the department or school will serve on the committee. The staff member will be selected by the appropriate College dean.

3.6 The College dean shall charge the committee at its first meeting.

3.7 The deliberations of the committee shall remain confidential.

4. Charge to the Department Chair/School Director Review Committee

4.1 The chair will prepare a self-study describing her/his areas of responsibility and accomplishments in the period under review and identifying any issues that are expected to arise during the next term. S/he shall be invited to furnish a list of people from within the university and the general community, as appropriate, from whom comments could be solicited.

4.2 The review committee shall consider the performance of the department chair in the context of the activities of the position. These shall include but may not be necessarily limited to the responsibilities of the position as stated in Responsibilities of Department Chairs/School Directors policy.

4.3 As part of the review process, the review committee shall evaluate that individual's overall effectiveness within the college and the University as a whole, and assess the strengths and the weaknesses of the performance of the department chair/school director.

5. Areas of Evaluation To assist the review committee in its deliberations, the following items are suggested for consideration. These items shall not be considered as definitive or limiting.

5.1 Leadership FSD: 87-27.R5 FAM 651.4 Previous FAM 246 Last Revision 2017: FAC

3

5.2 Fiscal Management

5.3 Instruction

5.4 Faculty Relationships

5.5 Student Relationships.

5.6 Staff Relationships

5.7 Administrative Items

5.8 Community Relations

5.9 Office Management

5.10 Any other items listed in the Chair Appointment Letter, not included in the areas listed above.

6. Department/School Review Committee Procedures

6.1 The first meeting of the committee shall be called by the college dean to charge the review committee.

6.2 The review committee shall:

6.2.1 Interview the department chair/school director and offer an opportunity to discuss with the review committee any substantive issues affecting the department and its effective operation

6.2.2 Request a list of people outside the department whom the chair wishes to be included in the review. The committee may expand this list at its discretion

6.2.3 Prepare and distribute a survey instrument to constituencies, as appropriate. Such an instrument should include questions that relate to the department chair's primary areas of responsibilities. (See Attachment A for a Sample Instrument).

6.2.4 Announce to constituents a schedule for personal interviews and open forums and invite written statements from faculty staff and students.

6.2.5 Consider any previous periodic review's recommendations for improvement, if applicable

7. The Review Committee's Report: Use and Distribution

After thorough consultation and deliberation, the review committee shall prepare a written report which shall contain the following:

7.1.1 An executive summary of the report.

7.1.2 An analysis of the survey results.

7.1.3 An analysis of all other information obtained from open forums, interviews, and written statements.

7.1.4 An assessment of strengths and weaknesses and an overall evaluation of the department chair's/school director's effectiveness with respect to the college and the University as a whole.

7.1.5 An assessment of how well the department chair/school director followed previous recommendations for improvements.

7.1.6 A recommendation for reappointment or non-reappointment for a three year term. If the recommendation is for reappointment, the review committee shall include specific recommendations for improvements.

7.2 The review committee shall then submit its report to the college dean, with a copy to the department chair. This completes the review committee's work

8. Action by the College Dean

8.1 The College dean shall, within a reasonable period of time, meet with the department chair/school director to discuss the review committee's findings and recommendations.

8.2 The College dean shall provide a copy of the executive summary of the review committee's report to the members of the department/school, following that meeting.

8.3 The dean shall prepare and transmit to the chair/director her/his written recommendation for re-appointment or non-reappointment to the position.

8.4, The Chair/Director shall have 10 calendar days in which to respond. Any response will be included with the materials to be sent to the Provost/Vice President for Academic Affairs.

8.5 The dean shall then submit all materials to the Provost/Vice President for Academic Affairs. These shall include the review committee's report, the dean's recommendation and any response from the department chair/school director.

9. Action by the Vice President for Academic Affairs/Provost

9.1 Upon receipt of the materials from the dean, the Vice President for Academic Affairs/Provost shall review the performance of the department chair/school director and shall make the decision to reappoint or not to reappoint him/her to a further three-year term.

9.2 Notification of this decision shall be in writing to the department chair/school director, the dean, and the faculty and staff of the department/school.

9.3 If the decision is for non-reappointment, the Vice President for Academic Affairs/Provost shall notify the college dean to put into operation the Policy for Recruitment and Appointment of a Department Chair/School Director.

10. General Provisions of the Review

10.1 The department chair/school director review committee report, along with any response, shall become a part of the department chair's/school director's PAF.

10.2 A department chair/school director may not participate in his/her own review except to submit the response and meet with the review committee . At the conclusion of the review committee's work, all remaining items used in the review process shall be destroyed.

FSD 87-27.R5 Approved by the Faculty Senate Karen Kolehmainen, Chair Date: 6/6/17
Reviewed by the Academic Affairs Council Shari McMahan, Provost and Date: 8/27/17 Vice
President for Academic Affairs Approved by the President Tomás Morales Date: 9/13/17

FAM 651.538
(RPT: Department/School Guidelines): Department of Communication Studies
Retention, Promotion, & Tenure (RPT) Evaluation Guidelines

Department of Communication Studies
California State University, San Bernardino

v. 161104

Introduction

This document was written to complement the CSUSB Faculty Administrative Manual Procedures and Criteria for Performance Review and Periodic Evaluation, Volume 1: Instructional Faculty, FAM 652.4 (Revised 2013; appended to this document). For the most part, the document that follows specifies criteria that are to be applied at the point of application for tenure or tenure and promotion, although some criteria for the second and fourth year performance reviews are given for Research, Scholarly, or Creative Contributions. Per the FAM: to be given tenure, the faculty member must achieve a minimum rating of "Meets Expectations" in all three evaluation areas. To be promoted to associate professor, the faculty member must achieve a rating of Above Expectations in one area and ratings of at least Meets Expectations in the other two areas (see FAM 652.4, Chapter 2: Criteria for Performance Review, Section III: Evaluation Rating System and Section IV: Application of Criteria and Rating System.)

These guidelines assume a teaching load of three courses per term. Particularly in considering the applicant's record in the area of Research, Scholarly, or Creative Contributions, evaluators should take into account any increase in teaching load during the period under review, for example if the nominal workload requirement increases to four courses per term after conversion

to a semester system.

The faculty member may cross-list activities in the three FAR sections (Teaching; Service; Research, Scholarly and Creative Contributions). If an activity is cross-listed, then the faculty member should include a parenthetical note after the activity, such as "(also listed under Service:

S-8)," and submit only one set of supporting document(s) placed under the primary category for that activity.

A. TEACHING

I. Preamble

The Department of Communication Studies believes that faculty should maintain a scholarly level of instruction, show commitment to high academic and pedagogic standards, be effective in

instructing and advising students, guide and motivate students, and apply evaluative standards fairly and appropriately with respect to all students. Faculty are expected to demonstrate proficiency in the four aspects of teaching as specified in FAM 652.4, including 1. command of subject matter, 2. course design/preparation, instructional material, and organization, 3. effectiveness in instruction, and 4. academic assessment of students.

II. Factors to Consider

Evaluators should consider factors that may influence official student evaluation scores including

class size, subject matter, teaching medium (e.g. online), whether the course is required, and number of new class preparations of the faculty member under review. For example, general education (GE) classes, departmental undergraduate and graduate core courses, most of which focus on theory and research methods, large lecture classes (40 and above), and courses dealing

with sensitive topics may receive lower student evaluation scores. Evaluators should be aware that all tenured and tenure-track faculty in the Department contribute considerable time as academic advisors to students pursuing the B.A. in Communication Studies. Some faculty members also serve on committees for students completing the culminating requirement (comprehensive exam, thesis, or project) for the M.A. degree.

III. Faculty Member's Teaching Narrative

The faculty member should include with the FAR a succinct narrative that contextualizes his/her teaching for RPT reviewers. Most narratives will be under one page; however, if needed, the narrative can run up to 500 words. In this narrative, faculty may describe such elements as the relationships among his/her teaching goals, materials, approaches and assignments; and, where

relevant, efforts made to improve his/her teaching, particularly if those efforts are in response to feedback from students or peers.

IV. Criteria for Proficiency in Teaching

Above expectations

A rating of Above Expectations at the point of application for tenure or tenure and promotion requires these achievements listed below.

1. Predominantly positive student evaluations as assessed by the official student evaluation instrument. As a general guideline, median scores of "very good" to "excellent" on the official student evaluation instrument along with predominantly positive student written comments suggest Above Expectations performance in teaching.

2. Qualitative student comments are commensurate with the aforementioned student evaluation scores and reflect evidence of the quality of instruction in all four areas specified by FAM 654.2.

3. Classroom visitation reports that are consistently positive with regard to the four areas of teaching proficiency described above.

4. Syllabus and other course materials should follow FAM 820.9.

5. Evidence that course expectations for student performance are appropriately current, rigorous and challenging.

6. Evidence of student advisement activities. This could include advisement of individual undergraduate and graduate students, and services to advisees (e.g., petitions, letters of support).

7. Any of the following additional forms of evidence of teaching effectiveness valued by the Department:

- a. Evidence of new course development, instructional innovations, and contributions to curricula or program change.

3

b. Attendance of instructionally-related training activities such as workshops, seminars, and conferences.

8. Any of the following additional forms of evidence of teaching effectiveness valued by the Department:

- a. Instructionally-related grants
- b. Teaching awards or other forms of professional recognition.
- c. Development of textbooks, workbooks, anthologies, online resources, or other teaching resources

9. Any of the following evidence of individual mentoring of undergraduate and graduate students resulting in superior student work, including

- a. the supervision of honors students,
- b. the chairing of thesis/project committees,
- c. directing independent study projects and internships,
- d. participating as an advisor on thesis/project committees
- e. the granting of awards to supervised students
- f. the advancement of supervised students into graduate school
- g. contributions toward improved advisement
- h. advisement or supervision of student organizations
- i. special Department assignments related to student advisement.

Meets Expectations

A rating of Meets Expectations at the point of application for tenure or tenure and promotion requires these achievements:

- 1. Predominantly positive student evaluations as assessed by the official student evaluation instrument. As a general guideline, median scores of “good” to “very good” on the official student evaluation instrument along with predominantly positive student written comments suggest Meets Expectations performance in teaching.
- 2. Qualitative student comments are commensurate with the aforementioned student evaluation scores and reflect evidence of the quality of instruction in all four areas specified by FAM 654.2.
- 3. Classroom visitation reports that are consistently positive with regard to the four areas of teaching proficiency described above.
- 4. Syllabus and other course materials should follow FAM 820.9.
- 5. Evidence that course expectations for student performance are appropriately current, rigorous and challenging.
- 6. Evidence of student advisement activities. This could include advisement of individual undergraduate and graduate students, and services to advisees (e.g., petitions, letters of support).
- 7. Any of the following additional forms of evidence of teaching effectiveness valued by the Department:

a. Evidence of new course development, instructional innovations, and contributions to curricula or program change.

b. Attendance of instructionally-related training activities such as workshops, seminars, and conferences.

Below Expectations

1. Mixed (positive-negative) student evaluations as assessed by the official student evaluation instrument. As a general guideline, median scores of “poor” to “good” on the official student evaluation instrument along with mixed student written comments suggest Below Expectations performance in teaching.

2. Qualitative student comments are commensurate with the aforementioned student evaluation scores and reflect evidence of the quality of instruction in only few of four areas specified by FAM 654.2.

3. Classroom visitation reports that are mixed with regard to the four areas of teaching proficiency described above.

4. Limited evidence of significant effort to address student and visiting faculty comments to improve teaching.

Well-below expectations

1. Predominantly negative student evaluations as assessed by the official student evaluation instrument. As a general guideline, median scores of “poor” on the official student evaluation instrument along with predominantly negative student written comments suggest Well-below Expectations performance in teaching.

2. Qualitative student comments are commensurate with the aforementioned student evaluation scores and reflect evidence of the lack of necessary quality of instruction in all four areas specified by FAM 654.2.

3. Classroom visitation reports that are mostly negative with regard to the four areas of teaching proficiency described above.

4. Lack of evidence of significant improvement in teaching and effort to address student and visiting faculty comments to improve teaching.

B. RESEARCH, SCHOLARLY OR CREATIVE CONTRIBUTIONS

I. Preamble

The Department of Communication Studies strongly believes that scholarship complements and enriches teaching while contributing to the advancement of the discipline. Faculty members are expected to engage in an ongoing program of focused scholarship and/or creative work that demonstrates professional growth in communication studies, and results in scholarly achievements that contribute to the discipline and receive favorable review from their peers. To the extent possible this work shall be integrated into their teaching activities.

II. Faculty Member’s Narrative for Research, Scholarly, or Creative Contributions

The faculty member should include with the FAR a succinct narrative that contextualizes his/her professional work for RPT evaluators. Most narratives will be under one page; however, if needed, the narrative can run up to 500 words. The narrative should describe the foci of the professional activities, the faculty member’s interest in them, and the contributions that they make to the faculty member’s discipline and possibly other communities. Faculty may also

discuss the value and significance of their work by including information on such elements as the following:

- Reviews or citations of the work
- The importance, quality, prestige, and/or selectivity (e.g., acceptance rates) of the venues where the work appears
- Reader reports for accepted manuscripts or manuscripts under review
- Impact of the work on the discipline and/or other communities
- The value of the methodologies, approaches, or processes involved in the work
- Awards or other recognition for the work
- Invitations to present or publish the work
- Invitations to review a book or article manuscript
- The scope of dissemination of the work
- Other testimony from experts about the work
- Other information that indicates the importance of the work and/or the faculty member's reputation in the field
- Book contract and/or acceptance letters for journal articles or chapters in edited volumes. Such documentation should be provided for work accepted for publication but not yet published.

III. Evidence of Research, Scholarly or Creative Contributions

The following are representative of scholarly, research, and creative activity upon which evaluation is based:

Category 1

Author of a peer-reviewed book

Author of a peer-reviewed journal article

Author of an invited journal article

Author of a peer-reviewed book chapter

Author of an original contribution to a scholarly handbook or yearbook

Author of a textbook

Editor of a book and/or journal special issue

Author of or contributor (PI or co-PI) to a research or creative project funded grant: government or prestigious foundation

Director, writer, or creative producer of a peer-reviewed or juried documentary or other media production

Category 2

Author of an original contribution to a prominent encyclopedia

Author of a competitively selected paper presented at a regional/national/international conference

colloquia Author of an original contribution to a textbook

Author of or contributor to a funded grant: external, but not government or prestigious foundation Author of a non-refereed journal article

Creator and distributor of educational and/or professional materials (e.g., audiotape, videotape, computer software)

FAM 651.577
DEPARTMENT OF PSYCHOLOGY Guidelines for the Evaluation of
Probationary and Tenure Track Faculty

Each section below (teaching, research, scholarly, or creative contributions, and service) delineates what is considered necessary to meet expectations when applying for tenure and/or promotion and are aligned with the FAM. Information is also provided regarding activities that are considered to be above expectations (in the event that all aspects of performance considered to be a marker of meets expectations have been met). Faculty who are missing elements of practice considered to be necessary for meeting expectations may be rated as below expectations or well below expectations as indicated in the FAM.

According to the current FAM (652.1), “the President or designee may award tenure to a faculty member after a six-year probationary period. Upon application by a candidate and consideration of positive recommendations from evaluation committees, Department Chairs, and/or College Dean, the President or designee may award tenure before the end of the six-year probationary period.” The FAM also notes that “a probationary faculty member shall normally be considered for promotion at the same time he/she is considered for tenure.” In addition to these guidelines, revisions of the FAM indicate that four years of service (including service credit, if applicable) is required to be eligible to apply for promotion to associate professor and there is no retroactive application of the new criteria to faculty who came in under the old criteria. The FAM does not specifically address an expected timeframe for promotion from Associate Professor to Full. The expectation is that benchmarks, such as those outlined in the document below, will be met for anyone wishing to apply for promotion to Full Professor. Faculty being evaluated with regard to retention should either demonstrate success in attaining indicators necessary to be rated as meeting expectations or demonstrate progress towards acquiring these benchmarks. In addition, faculty being evaluated for retention will be judged in terms of progress towards what is needed at the time of tenure and/or promotion.

According to the FAM, to be considered for tenure, faculty should score at least meets expectations in all three areas (teaching, research, scholarly, or creative contributions, and service). To be considered for promotion (either to associate professor or professor), faculty should score at least meets expectations in two areas and above expectations in at least one area. Faculty rated as below expectations or well below expectations in any of the three areas will not be granted tenure and/or promotion.

I. Teaching

Faculty in the psychology department are expected to demonstrate proficiency in several areas of teaching including command of subject matter, course preparation and organization, instructional material, effectiveness of instruction, academic assessment, and student advisement, supervision, and mentorship.

Proficiency shall be determined on the basis of student evaluations, course materials, peer review of teaching, developed curriculum materials, evidence of student supervision/mentoring, outcome measures of effectiveness, and/or other instructional contributions to the department. In order to earn tenure and promotion to the rank of associate professor, the psychology faculty member is expected to demonstrate the following accomplishments. Accomplishments vary with regard to a rating of meets versus above expectations, as noted below. For promotion to full professor, a continuation of these accomplishments across the post-tenure period is required. Elements indicative of meets expectations (all must be met to be given a rating of meets expectations):

1. Classroom visitation reports that are consistently positive with regard to the various areas of classroom teaching described above.
2. Predominantly positive student evaluations, including the written comments, as assessed by the SOTE instrument. As a general guideline for what constitutes predominantly positive student evaluations, faculty members typically receive median scores of at least 4.5 or higher on the two SOTE items (or demonstrate progression to this standard over time), with an absence of negative themes in student commentary across courses and time.
3. Course materials that are judged current and reflective of research-based and departmental standards.
4. Course materials and course approach that demonstrate comprehensive and objective coverage. Examples of objective coverage include the presentation of research-based evidence, opportunity to discuss and debate controversial topics, and use of evidence-based sources of written material.
5. Evidence of individual mentoring of undergraduate and graduate students resulting in tangible student accomplishments. Mentoring may include the supervision of honors students, the chairing of thesis/project committees, directing independent study projects and internships, supervising student presentations, and participating as a reader on thesis/project committees.
6. Evidence in the form of syllabi and course materials that expectations for student performance are appropriately rigorous and challenging. This can include, but is not limited to, evidence based reading materials appropriate to the course level, assignments that encourage critical thinking, and high impact practices.

7. Evidence of being generally available and accessible to students, as reflected, for example, in student comments on the SOTEs and consistently providing the requisite number of hours for office hours.

8. Evidence of student advisement activities. This could include advisement of individual undergraduate and graduate students, special department assignments related to student advisement, special services to advisees (e.g., petitions, letters of support), contributions toward improved advisement, and/or advisement or supervision of student organizations.

9. Participation in instructionally-related training activities such as workshops, seminars, and conferences. Elements indicative of above expectations in teaching (must meet at least three of these for tenure and/or promotion to associate professor and at least five for promotion to professor)

1. Very good to excellent student evaluations as indicated by the two SOTE items and written comments from students, as assessed by the SOTE instrument. As a general guideline for what constitutes very good to excellent student evaluations, faculty members typically receive median scores of 5.0 or higher on the two SOTE items, with predominantly positive themes in student commentary across courses and time.
2. Extensive student advisement activity, which goes above and beyond the advising expected of every faculty member (as outlined in the Meets Expectations section) and includes Departmental Leadership related to student advising (e.g., PAC, serving as an external member for a thesis/dissertation) or recognition of advising activity (e.g., Outstanding Faculty Advisor Award, student presentation activity).
3. Development of textbooks, workbooks, anthologies, online resources, or other teaching resources for use in courses beyond an instructor's personal course load.
4. Evidence of new course development, instructional innovations, and contributions to curricula or program change. Such products are often supported via funding, earn an award, or are recognized and/or used by entities outside of the department.
5. Teaching awards or other forms of professional recognition.
6. Instructionally-related grants that lead to curriculum and/or new course development, wherein the fruits of faculty labor are actualized in course revision or new course offerings.
7. Certifications and/or similar additional training related to teaching and instructional quality such as CSU sponsored training for certification in online instruction.

II. Research, Scholarly, or Creative Contributions

Psychology faculty members are expected to engage in on-going scholarship. In light of the diversity of scholarship, the following minimum criteria for tenure and/or promotion to associate professor apply to all ranked faculty. In order to earn tenure and promotion to the rank of associate professor, the psychology faculty member is expected to demonstrate the following accomplishments. For promotion to full professor, a continuation of these accomplishments across the post-tenure period is required. Elements indicative of meets expectations (all must be met to be given a rating of meets expectations):

1. Typically obtain at least three scholarly publications (or in press at the time of consideration) of high quality or at least five scholarly publications of variable quality in some combination of peer-reviewed journals, or other recognized forms of publication such as books, book chapters, or monographs. Evidence of high quality publication can be presented in various forms such as impact factor or citations received. Work disseminated through open-access publishers that have been identified as predatory will not be counted and such sources can be identified through a list provided online and through the CSUSB library). Also, since collaboration is common in psychological research, the level of authorship will be considered to the extent that it reflects the proportion of each author's contributions to the manuscript. The scientific rigor of a faculty member's scholarship is valued by the Department. Accordingly, papers in journals with higher impact factors and lower acceptance rates will be weighted more heavily. The import of impact factors, with regard to a particular area of scholarly work, should be demonstrated by faculty in their FAR. The procurement of a significant external grant or contract is generally equivalent to a publication. A significant grant is one that has direct benefits for the department, students, and/or greater community in the form of indirect funding, payments for release time, funding opportunities, or service.
2. Regular activity presenting at peer-reviewed regional, national or international professional meetings. Prestige of presentation will be considered. Evidence of prestige should be presented in the form of rejection rates or other such indicators.
3. Provision of research opportunities for students. Examples of research opportunities for students include student authorship on conference presentations, publications, or other manner of scholarly work or active participation in a faculty research laboratory.

Elements indicative of above expectations (must meet at least three of these for tenure and/or promotion to associate professor and at least five for promotion to professor)

Publication Activity

1. Publication activity beyond what is indicated above as necessary for a ranking of meets expectations.

Editorial Work

1. Editor or member of an editorial board of a professional journal.
2. Reviewer of manuscripts for professional journals, book chapters for professional texts, or abstracts for professional society meetings.
3. Reviewer of grant proposals for funding agencies.
4. Membership on committees that utilize professional expertise.

Professional Organizations

5. Mentoring or serving as a research consultant for professional boards, societies, or individuals.
6. Organizing state, regional, local, or department professional or research conferences, training, or workshops.
7. Invited presentations at other colleges and universities or at professional conferences, that are based upon the faculty member's scholarly activities and/or reputation.

Continuing Education

8. Participation in continuing education, retraining, and the development of new skills relevant to one's current or potential assignment, or area of scholarly activity, as indicated by completion of courses or participation in professional conferences, seminars, workshops, institutes, or special programs which lead to systematic updating of knowledge or licensure that are above and beyond the requirements for hire.

Grant Activity

9. Internal grant activity that has resulted in publication or an external award.
10. Submission or procurement of an external grant or contract.

III. Service

Psychology faculty are expected to make service contributions at multiple levels. This should include the department, the college and university, and the community. The latter is broadly construed to include local, city, county, state, national, or professional groups, agencies, and organizations. In evaluating

service activities, it is important to recognize several factors. One is that there are numerous, diverse ways in which faculty make service contributions. It is also understood that while some service activities represent instances of genuine leadership, others produce significant results through joint effort. Finally, it is important to note that involvement in leadership roles is especially important for promotion to full professor. Related to this, there is an expectation that service activity will grow across time, as faculty move from establishing teaching and research activity, to serving more fully as a contributing member of the department, college, and university. Documentation for any and all service activity is expected (e.g., hours spent, duties, meetings attended). Paid activities

do not constitute service to the university.

In order to earn tenure and/or promotion to the rank of associate professor, the psychology faculty member is expected to demonstrate the following accomplishments. For promotion to full professor, a continuation and move towards increased responsibility of these accomplishments across the post-tenure period is required.

Elements indicative of meets expectations (all must be met to be given a rating of meets expectations):

1. Serving as a member of university, college, and departmental committees. It is expected that faculty will serve as a member on at least one departmental committee per year and one college or university committee prior to applying for promotion. While committee placement should not present a challenge due to the size of the Psychology Department and the number of committees available, faculty are encouraged to contact the Chair if they are experiencing difficulty in reaching this expectation. Indications that the faculty is growing in their commitment to service across time will be evaluated, as indicated by service on a growing number of committees or participating in committees for which sustained service is an expectation.
2. Chairing faculty committees at the university, college, or departmental level. For tenure and/or promotion to associate professor chairing at least one committee at any level is sufficient. For promotion to full faculty should chair at least one departmental committee that requires significant and sustained work, such as the DEC, or a committee outside of the department.
3. Sustained (i.e., consecutive appointments involving continuing for an extended period or without interruption) involvement in at least one service activity. Sustained activity will vary as a function of each committee.

Elements indicative of above expectations (must meet at least three of these for tenure and/or promotion to associate professor and at least five for promotion to professor)

1. Providing administrative services to the Department such as director of an undergraduate or graduate program, director of an institute or center, coordinator for advising services, or associate or assistant department head.
2. Serving as a consultant to business, not-for-profit organizations, social service agencies, or other universities.
3. Regularly serving as a judge/adjudicator for an academic or scholarly competition.
4. Regular or sustained provision of training, guidance, advising, or other manner of professional services to schools, business, institutions,

associations, or not-for-profit organizations.

5. Giving invited lectures to the greater community such as arranged talks at schools or other community venues on a regular basis.

6. Holding office or otherwise contributing to the governance and functioning of international, national, or regional associations and professional organizations.

7. Membership on regional, state, or national professional boards.

8. Serving as an external reviewer for tenure/proposal or department accreditation.

9. Procurement of grants and/or external contracts that serve students and/or the institution that do not relate specifically to teaching or research, scholarly, or creative contributions.

FAM 651.578

PUBLIC ADMINISTRATION DEPARTMENT RPT GUIDELINES

Preamble

“Each academic department has the option of preparing written discipline/program specific guidelines for application of criteria in the areas of teaching, research, scholarly or creative contributions, and service contained in the Procedures and Criteria for Performance Review and Periodic Evaluation. These discipline-specific guidelines must strictly conform to the university-wide criteria, and are intended to provide guidance to faculty on those items that tend to have greater applicability for their academic area. The departmental guidelines are not intended to supersede the listing of criteria contained in the campus document nor to impose any pedagogical technique, and as such may not eliminate or exclude any criterion listed in the areas of teaching, research, scholarly or creative contributions and service” (Procedures and Criteria for Performance Review and Periodic Evaluation, 2013, p. 41).

Criteria for Performance Review—Teaching

FAM 652.4, previously FAM 300
Chapter 2 A TEACHING
AREAS OF EVALUATION

A. TEACHING

The primary function of the California State University is the provision of rigorous, high quality instruction. Evidence of teaching effectiveness is crucial to the overall evaluation process of faculty in the Public Administration Department (PAD).

Teaching effectiveness shall be evaluated by the quality of performance of the faculty member in varied aspects of instruction. These may include, but are not limited to any mode of instruction; comprehensive exam development and assessment; assurance of learning activities; supervision of individual and graduate research projects; and student support. Those persons involved in the evaluation process shall recognize the existence of differences in teaching styles and student assessment standards. While no single style or manner of teaching can be established as best for all instructors or for all students, faculty members are expected to work effectively with students individually and in groups. Evaluation of teaching shall be based upon the particular methods used by the instructor, and whether or not they are likely to produce the desired results. PAD faculty must include a brief personal reflection on their professional growth as an educator. This may include teaching related roles in the department, college, and university as well as external activities which bring credit to the university and enhance teaching expertise. External activities related to teaching for other universities will normally be regarded as service.

Primary sources for evidence concerning the quality of instruction shall be faculty activities reports, classroom visitation reports, with appended materials gathered during the pre- and post-visit conferences; SOTEs; alternative teaching evaluation instruments; and syllabi and major assessment instruments for each new or revised course taught by the faculty member. The faculty member may include a teaching portfolio. Items appended to classroom visitations or included from other courses may include (but are not limited to) course syllabi, examinations and quizzes, hand-out materials, contributions in curricular development, innovations in teaching, related recognition awards, and other appropriately demonstrative materials.

Evaluation committees, Department Chairs (if applicable), and the appropriate College Dean shall consider all materials related to teaching, determine the appropriateness and quality of teaching, and evaluate the faculty member's teaching relative to academic rank. Quality of instruction shall be evaluated in the following areas:

1. Command of Subject Matter

Credentials presented by a faculty member upon appointment attest to the faculty member's initial command of the subject matter. However, because refinement and change are inherent in any area of knowledge, faculty members must possess current knowledge within their area(s) of expertise.

2. Course Design/Preparation, Instructional Material, and Organization

Faculty members must design or prepare and develop courses that are (a) aligned with course descriptions, and include learning outcomes and student assessments; (b) organized to include learning activities and strategies that will achieve course learning outcomes; and (c) delivered with appropriate instructional materials, including technology. A course syllabus will be designed and developed for each course in compliance with University requirements. At the beginning of each course, faculty members should make clear to students the course description, expected learning outcomes, the design of student assessment mechanisms, and the overall plan for each course.

3. Effectiveness in Instruction

Faculty are required to review and to modify course content regularly to meet changing curricular needs and developments in the field. PAD faculty must articulate how public service values are integrated into their classes. Public service values include “pursuing the public interest with accountability and transparency; serving professionally with competence, efficiency, and objectivity; acting ethically so as to uphold the public trust; and demonstrating respect, equity, and fairness in dealings with citizens and fellow public servants” (National Association of Schools of Public Affairs and Administration, 2009, p. 2).

Instructional effectiveness requires course content to reflect relevance, timeliness, and comprehensive understanding of central issues and prevailing perspectives in the discipline. The course content is to be communicated and delivered using suitable instructional modes and teaching techniques/strategies for instruction in terms of difficulty and relative size of each class. Demonstration of effectiveness of instruction shall include evidence of periodic pedagogical training and growth in teaching expertise. This includes development of online teaching skills. Effectiveness in contributing to student learning is evidenced by SOTEs, course visitation reports, and the addressing of any issues of concern with improvement over time. In addition, effective teaching requires that content, organization, and delivery are suitable for both the overall course and the individual class sessions. Successful experimentation with, and/or teaching research on, innovative teaching strategies and methods shall also be viewed as effective teaching.

4. Academic Assessment of Students

Faculty are responsible for fair and thorough assessment of student achievement. Assessment methods need to be consistent with program goals, course descriptions, and learning outcomes. Methods of assessment vary markedly, but may include examinations, term papers, written assignments, applied exercises, group discussions, case studies, presentations, and other means appropriate to the type of class or instructional mode involved.

Faculty members should make clear to students what measurement mechanisms will be used to assess student work. They are required to apply standards appropriate to the level of the course and sufficient to make meaningful distinctions among different levels of student achievement. A faculty member's methods of assessing student achievement shall be documented by exemplary copies of items used, as appended to the classroom visitation report or the FAR. As part of a teaching portfolio, faculty members may also include examples of assessed student

work. 5. Student Support Faculty members are responsible for non-technological course related support to students. Such support shall model public service values while promoting professionalism, accessibility, and responsiveness in all student contacts.

APPLICATION OF CRITERIA AND RATING SYSTEM

A. GENERAL PROVISIONS

1. Faculty members who request early promotion are evaluated by the same standards according to rank as faculty considered at the end of the normal probationary period.
2. Faculty members who request early tenure shall be considered to be at the end of the normal probationary period and be evaluated the same as any faculty requesting tenure or promotion. In addition, faculty members requesting early tenure shall have demonstrated an outstanding and sustained record of involvement and achievement, on this campus or elsewhere, indicative of a commitment to continued professional performance in teaching, research, scholarly or creative contributions, and service to the University.
3. A faculty member applying for Early Tenure must receive ratings of Meets Expectations or Above Expectations in each of the categories to be recommended for Early Tenure. A faculty member applying for Early Promotion must receive ratings of Above Expectations in at least one category and Meets Expectations or Above Expectations in the final two categories to be recommended for Early Promotion.
4. In progressing through the levels of Assistant Professor, Associate Professor, and Professor, an increasingly rigorous application of the criteria shall be applied.

B. RATING SYSTEM IN THE AREA OF TEACHING

1. Rank of Assistant Professor

a. MEETS EXPECTATIONS

During years two and three of the probationary period, the MEETS EXPECTATIONS teacher at the rank of Assistant Professor must demonstrate satisfactory performance in command and currency of the subject matter. Strong indications of developing abilities also must be demonstrated in the other teaching criteria.

During subsequent years, satisfactory performance in all teaching criteria must be evident. The teaching criteria include the following:

- (1) Command and currency of the subject matter.
- (2) Design/preparation of courses to deliver appropriate instruction under University requirements.

- (3) Effectiveness in instruction reflecting relevance, public service values, timeliness, and comprehensive understanding of central issues and prevailing perspectives in the discipline while appropriately delivered with pedagogical growth in teaching expertise.
- (4) Fair and thorough student assessment methods appropriately communicated.
- (5) Student support that models public service values while promoting professionalism and responsiveness in student contacts.

b. ABOVE EXPECTATIONS Exemplary performance in at least three teaching criteria and satisfactory performance on the remaining criteria.

c. BELOW EXPECTATIONS Unsatisfactory performance in one or two of the teaching criteria.

d. WELL BELOW EXPECTATIONS Unsatisfactory or failing performance in three or more of the teaching criteria.

2. Rank of Associate Professor

a. MEETS EXPECTATIONS

Demonstrated proficiency in each of the five teaching criteria.

b. ABOVE EXPECTATIONS

Exemplary proficiency in at least three teaching criteria and proficiency in the remaining criteria. Furthermore, the faculty member must meet at least one of the following additional criteria:

- (1) A preponderance of evidence demonstrating excellence in teaching as indicated in classroom visitation reports, SOTEs, the FAR, or additional appropriate documentation related to teaching.
- (2) Demonstrate a record of involvement and achievement indicative of a commitment to continued professional performance in teaching.
- (3) A record of distinction for some aspect of teaching at or beyond the University.

c. BELOW EXPECTATIONS

Unsatisfactory proficiency in one or two of the teaching criteria.

d. WELL BELOW EXPECTATIONS

Unsatisfactory or failing proficiency in three or more of the teaching criteria.

3. Rank of Professor

a. MEETS EXPECTATIONS

Demonstrated proficiency in each of the five teaching criteria and a record of involvement and achievement indicative of a commitment to continued professional performance in teaching.

b. ABOVE EXPECTATIONS

Exemplary proficiency in at least three teaching criteria and a demonstrated record of involvement and achievement indicative of a commitment to continued professional performance in teaching. Furthermore, the faculty member must meet at least one of the following additional criteria:

- (1) A preponderance of evidence demonstrating excellence in teaching as indicated in classroom visitation reports, SOTEs, the FAR, or additional appropriate documentation related to teaching.
- 2) A record of distinction for some aspect of teaching at or beyond the University.

c. BELOW EXPECTATIONS

Unsatisfactory proficiency in one or two of the teaching criteria.

d. WELL BELOW EXPECTATIONS

Unsatisfactory or failing proficiency in three or more of the teaching criteria.

**PA will not elaborate on the Guidelines in FAM 652.4, previously FAM 300 Chapter 2 B
RESEARCH, SCHOLARLY OR CREATIVE CONTRIBUTIONS**

FAM 652.4, previously FAM 300
Chapter 2 C

C. UNIVERSITY AND/OR COMMUNITY SERVICE

University and/or Community Service Guidelines

Public Administration Service RPT Value Statement

The Public Administration (PA) Department at California State University, San Bernardino values service as an integral part of a faculty member's work. It is part of the holistic work life of a faculty member. Service is done to enhance teaching and research as well as providing service to the department, college, university, and community at large. Public service is a core value for Public Administration, therefore, public service values are an important component to PA. We believe in pursuing the public interest with accountability and transparency, serving professionally with competence, efficiency, and objectivity, acting ethically so as to uphold the public trust, and demonstrating respect, equity, and fairness in dealing with citizens and fellow public servants" (NASPAA Accreditation Standards, 2009 p. 2). With this in mind, we believe that the university guidelines found in FAM 652.4 for service meet the department's needs with just a few minor changes to the language.

C. UNIVERSITY AND/OR COMMUNITY SERVICE

In addition to demonstrated teaching effectiveness and continued research, scholarly activity, faculty members must also participate in professionally related service to the University and community.

1. Scope of University and/or Community Service

Faculty are uniquely qualified to contribute to the mission of the University in a variety of ways, such as participating in institutional governance, evaluating the teaching of their colleagues, advising students, sponsoring student organizations, etc.

Community service related to the mission of the University brings recognition not only to the University but to the faculty as well. Service should be consistent with the teaching abilities, expertise, and leadership qualities of the faculty member, and should foster an intellectual relationship with the off-campus community. The term "community" may refer to local, regional, state, national, or international entities. Service to the University and the community shall be demonstrated by documented evidence submitted with the FAR. Such documentation should include descriptive materials that speak to the quantitative and/or qualitative scope of the service. The following list provides examples of items that may be used. This list provides examples only and must not be construed as limiting, definitive, or prescriptive in its order.

a. University Service

- Active participation in service to and/or governance of programs, departments, colleges, the campus, and/or the University System. If a faculty member is given reassigned time to perform such service or governance, this shall not be considered in evaluating the quality of such work. However, having received reassigned time may be considered when evaluating the quantity of such work.

- Attendance and active participation at program, department, and college meetings.
- Active participation on committees at all levels of the University and the University System, with emphasis on the departmental and the college levels while at the Assistant Professor rank.
- Authorship of documents, reports, or other materials pertinent to the University's mission or operation.
- Advisor or sponsor to student groups on campus.
- Assisting with grants, documents, contracts, proposals, reports, or other materials pertinent to the University's mission or operation.
- Active participation in program, Department, College, Campus and/or University-wide Advisory Groups.
- Completion of classroom visitation reports.
- Academic and/or career advisement of students.

b. Community Service

1. Service and consultantships at local, state, federal, or international government levels.
2. Consultantships and/or working with community service groups as a board member or other similar type of contribution. This can also include developing widely disseminated reports for use by community groups.
3. Media presentations such as interviews, articles, speeches, or other presentations in newspapers, magazines, radio, television, or film.
4. Lectures, speeches, talks, presentations, and/or displays given to schools, community groups, or the University community.
5. Judge at science fairs, art shows, music contests, etc.
6. Active participation and/or office holding in civic, educational, service, or humanitarian groups.
7. Participation in community partnership activities which enhance social, economic, and cultural conditions.

c. Other items related to University and/or community service.

1. Holding office in professional societies or associations at the local, state, national, and/or international levels.
2. Serving on editorial boards for academic or professional journals.
3. Reviewing manuscripts for academic or professional journals and conferences.
4. Serving as conference program organizers, session chair or paper discussant for academic conferences or meetings

2. Evaluation of University and/or Community Service

a. The faculty member shall describe and provide documentation for University and/or community service. Such documentation should include descriptive materials that speak to the quantitative and/or qualitative scope of the service. Evidence may include, but

shall not be limited to, letters of invitation, memoranda documenting service, programs, membership lists, and other appropriate items.

This evidence shall be attached to the FAR.

b. The evaluation committees as well as Department Chairs and the appropriate Dean shall evaluate the nature of the service to the University and/or community. They shall also determine if it is appropriate to the faculty member's rank.

IV. APPLICATION OF CRITERIA AND RATING SYSTEM (To view Section III and A-C of Section IV please refer to FAM 652.4 at http://senate.csusb.edu/FAM/Policy/%28FSD85-187v1.R20%29RPT_Faculty.pdf)

D. MEETS EXPECTATIONS AND ABOVE EXPECTATIONS IN THE AREA OF UNIVERSITY AND/OR COMMUNITY SERVICE

1. MEETS EXPECTATIONS in the Area Service

a. At the rank of Assistant Professor

The MEETS EXPECTATIONS faculty member should demonstrate a developing level of participation particularly at the departmental and college levels within the area of service. (See above for examples of service activities.) For the purpose of awarding tenure, the MEETS EXPECTATIONS faculty member must demonstrate significant participation in the area of service.

b. At the rank of Associate Professor

The MEETS EXPECTATIONS faculty member at this rank must demonstrate significant participation in the area of service. (See above for examples of service activities.) For a faculty member hired at this rank, a MEETS EXPECTATIONS rating may be assigned for demonstrating sufficient progress towards achieving this standard by the third probationary year.

c. At the rank of Professor

In addition to significant participation in service activities, the MEETS EXPECTATIONS faculty member is expected to provide effective leadership in some of these activities. (See above for examples of service activities.) For a faculty member hired at this rank, a MEETS EXPECTATIONS rating may be assigned for demonstrating sufficient progress towards achieving this standard by the third probationary year.

2. Above Expectations in the Area of Service

A rating of ABOVE EXPECTATIONS in this area is awarded for exceptional service that has been clearly documented as to quantity and quality. To be considered ABOVE EXPECTATIONS in the area of service, the faculty member must meet the FSD: 14-05 FAM 651.578 Previous FAM N/A Last Revision 2015: FAC 12 qualifications set forth above for MEETS EXPECTATIONS appropriate to academic rank. In addition, the faculty member must demonstrate exceptional effectiveness or performance as a contributor or leader in the University, the off-campus community, or a combination of both.

FAM 651.576 SCHOOL OF SOCIAL WORK DEPARTMENTAL/SCHOOL GUIDELINES FOR THE EVALUATION OF PROBATIONARY AND TENURE TRACK FACULTY, INCLUDING POST- TENURE REVIEW

I. OVERVIEW

Each academic department/school has the option of preparing written discipline/program specific guidelines for application of criteria in the areas of teaching, research, scholarly, and creative contributions, and service contained in the Procedures and Criteria for Performance Review and Periodic Evaluation. These discipline-specific guidelines must strictly conform to the universitywide criteria, and are intended to provide guidance to faculty on those items that tend to have greater applicability for their academic area. The departmental/school guidelines are not intended to supersede the listing of criteria contained in the campus document nor to impose any pedagogical technique, and as such may not eliminate or exclude any criterion listed in the areas of teaching, research, scholarly, and creative contributions and service.

II. GUIDELINES

1. Teaching Departments may describe, in general terms, instructional techniques or pedagogical approaches which are perhaps better suited for the discipline/program. Each faculty member may have the option of including Student Assessment of Supervisory Effectiveness (SASE) results to help assess teaching effectiveness. The departmental/school SASE form is shown in Attachment 1.

III. PROCEDURE FOR APPROVAL

Department Chairs/School Directors are responsible for ensuring that the guidelines are developed, or amended, with the full participation of all tenured and tenure-track faculty. Last Revision 2000: FAC FSD: 99-16 FAM 651.576 Previous FAM 306 2 in the department/school and in consultation with the appropriate College Dean. Guidelines and any subsequent modifications must receive approval from a majority of the Department/School faculty, and approval through the normal faculty senate process, prior to implementation. Faculty senate consideration shall be limited to determining whether or not the proposed guidelines fall within the general parameters of the Procedures and Criteria for Performance Review and Periodic Evaluation document.

IV. DISTRIBUTION OF GUIDELINES

Department Chairs/School Directors are responsible for distributing copies of department/school guidelines each Fall to faculty involved in the review process. For new faculty, Chairs/Directors shall both provide a written copy of the guidelines and meet with the individuals to discuss the content of guidelines.

Attachment 1

STUDENT ASSESSMENT OF SUPERVISORY EFFECTIVENESS

School of Social Work

No.	Point to Evaluate	Excellent	Good	Fair	Poor
1.	Rate how well your liaison made themselves available to you for consultation and problem solving as necessary				
2.	Rate how well prepared your liaison was to address client, agency, procedural or other field issues that were important to you				
3.	Rate the quality of the feedback that you received on your learning agreement				
4.	Rate how well your liaison was able to hear, understand, and assess any questions, issues, or concerns that you may have had regarding your field experience				
5.	Rate how well your liaison responded to questions, issues, or concerns you raised regarding your field experience				
6.	Rate your liaison's ability to mediate any difficulties or differences in expectations among you, the agency, and the school				
7.	Rate the level of your liaison's ability to facilitate your field learning				
8.	Rate the quality of the feedback that you received regarding your progress from your liaison during their visits to your field agency				
9.	Rate the quality of assistance that your liaison provided in addressing any special academic needs that you presented				
10.	Rate the overall effectiveness of your liaison Please continue on back page [Comments on back] Last Revision 2000: FAC				

FAM 651.579 DEPARTMENT OF CHILD DEVELOPMENT
Guidelines for the Evaluation of
Probationary and Tenure Line Faculty

Each section below (teaching, research, scholarly, or creative contributions, and service) delineates what is considered necessary to meet expectations when applying for tenure and/or promotion and are aligned with the FAM. Information is also provided regarding activities that are considered to be above expectations (in the event that all aspects of performance considered to be a marker of meets expectations have been met). Faculty who are missing elements of practice considered to be necessary for meeting expectations may be rated as below expectations or well below expectations as indicated in the FAM.

According to the current FAM (652.4), “the President or designee may award tenure to a faculty member after a six-year probationary period. Upon application by a candidate and consideration of positive recommendations from evaluation committees, Department Chairs, and/or College Dean, the President or designee may award tenure before the end of the six-year probationary period.” The FAM also notes that “a probationary faculty member shall normally be considered for promotion at the same time he/she is considered for tenure.” In addition to these guidelines, revisions of the FAM indicate that four years of service (including service credit, if applicable) is required to be eligible to apply for promotion to associate professor and there is no retroactive application of the new criteria to faculty who came in under the old criteria. The FAM does not specifically address an expected timeframe for promotion from Associate Professor to Full but it should be noted that as of 2020 the FAM states that “an associate professor may apply for promotion to Professor earlier but not until after three years of service, i.e., in the fourth year since promotion to Associate. The expectation is that benchmarks, such as those outlined in the document below, will be met for anyone wishing to apply for promotion to Full Professor.

Faculty being evaluated with regard to retention should either demonstrate success in attaining indicators necessary to be rated as meeting or above expectations or demonstrate progress towards acquiring these benchmarks. In addition, faculty being evaluated for retention will be judged in terms of progress towards what is needed at the time of tenure and/or promotion.

According to the FAM, to be considered for tenure, faculty should score at least meets expectations in all three areas (teaching, research, scholarly, or creative contributions, and service). To be considered for promotion (either to associate professor or professor), faculty should score at least meets expectations in two areas and above expectations in at least one area. Faculty rated as below expectations or well below expectations in any of the three areas will not be granted tenure and/or promotion.

I. Teaching

Faculty in the Department of Child Development are expected to demonstrate proficiency in several areas of teaching including command of subject matter, course preparation and organization, instructional material, effectiveness of instruction, academic assessment, and student advisement, supervision, and mentorship. Proficiency shall be determined on the basis of student evaluations, course materials, peer review of teaching, developed curriculum materials, evidence of student supervision/mentoring, outcome measures of effectiveness, and/or other instructional contributions to the department.

In order to earn tenure and promotion to the rank of associate professor, the child development faculty member is expected to demonstrate the following accomplishments. Accomplishments vary with regard to a rating of meets versus above expectations, as noted below. For promotion to full professor, a continuation of these accomplishments across the post-tenure period is required.

Elements indicative of meets expectations (all must be met to be given a rating of meets expectations):

1. Classroom visitation reports that are consistently positive with regard to the various areas of classroom teaching described above.
2. Predominantly positive student evaluations, including the written comments, as assessed by the SOTE instrument. As a general guideline for what constitutes predominantly positive student evaluations, faculty members typically receive median scores of at least 4.5 or higher on the two SOTE items (or demonstrate progression to this standard over time), with an absence of negative themes in student commentary across courses and time.
3. Course materials that are judged current and reflective of research-based and departmental standards.
4. Course materials and course approach that demonstrate comprehensive and objective coverage. Examples of objective coverage include the presentation of research-based evidence, opportunity to discuss and debate controversial topics, and use of evidence-based sources of written material.
5. Evidence of individual mentoring of undergraduate and/or graduate students resulting in tangible student accomplishments. Mentoring may include the supervision of honors students, the chairing of thesis/project committees, directing independent study projects and internships, supervising student presentations, and participating as a reader on thesis/project committees.
6. Evidence in the form of syllabi and course materials that expectations for student performance are appropriately rigorous and challenging. This can include, but is not limited to, evidence-based reading materials appropriate to the course level, assignments that encourage critical thinking, and high impact practices.
7. Evidence of being generally available and accessible to students, as reflected, for example, in student comments on the SOTEs and consistently providing the requisite number of hours for office hours.

8. Evidence of student advisement activities. This could include advisement of individual undergraduate and graduate students, special department assignments related to student advisement, special services to advisees (e.g., petitions, letters of support), contributions toward improved advisement, and/or advisement or supervision of student organizations.
9. Participation in instructionally-related training activities such as workshops, seminars, and conferences.

Elements indicative of above expectations in teaching (must meet at least three of these for tenure and/or promotion to associate professor and at least five for promotion to professor)

1. Very good to excellent student evaluations as indicated by the two SOTE items and written comments from students, as assessed by the SOTE instrument. As a general guideline for what constitutes very good to excellent student evaluations, faculty members typically receive median scores of 5.0 or higher on the two SOTE items, with predominantly positive themes in student commentary across courses and time.
2. Extensive student advisement activity, which goes above and beyond the advising expected of every faculty member (as outlined in the Meets Expectations section) and includes Departmental Leadership related to student advising (e.g., serving as an external member for a thesis/dissertation) or recognition of advising activity (e.g., Outstanding Faculty Advisor Award, student presentation activity).
3. Development of textbooks, workbooks, anthologies, online resources, or other teaching resources for use in courses beyond an instructor's personal course load. Not including self-published work.
4. Evidence of new course development, instructional innovations, and contributions to curricula or program change. Such products are often supported via funding, earn an award, or are recognized and/or used by entities outside of the department.
5. Teaching awards or other forms of professional recognition related to teaching.
6. Instructionally-related grants that lead to curriculum and/or new course development, wherein the fruits of faculty labor are actualized in course revision or new course offerings.
7. Certifications and/or similar additional training related to teaching and instructional quality such as CSU sponsored training for certification in online instruction.

II. Research, Scholarly, or Creative Contributions

Child Development faculty members are expected to engage in ongoing scholarship. In light of the diversity of scholarship, the following minimum criteria for tenure and/or promotion to associate professor apply to all ranked faculty.

In order to earn tenure and promotion to the rank of associate professor, the child development faculty member is expected to demonstrate the following accomplishments. For promotion to full professor, a continuation of these accomplishments across the post-tenure period is required.

Elements indicative of meets expectations (all must be met to be given a rating of meets expectations):

1. Typically have at least three scholarly publications (or in press at the time of consideration) of high quality or at least five scholarly publications of variable quality in some combination of peer-reviewed journals, or other recognized forms of publication such as books, book chapters, or monographs. Evidence of high quality publication can be presented in various forms such as impact factor or citations received. Work disseminated through open-access publishers that have been identified as predatory will not be counted and such sources can be identified through a list provided online and through the CSUSB library). Also, since collaboration is common in child development research reviewers will consider level of contribution when weighing collaborative efforts. The scientific rigor of a faculty member's scholarship is valued by the Department. Accordingly, papers in journals with higher impact factors and lower acceptance rates will be weighted more heavily. The import of impact factors, with regard to a particular area of scholarly work, should be demonstrated by faculty in their FAR. The procurement of a significant external research grant or contract (as the principal investigator) could be used in place of one high quality publication. A significant grant is one that has direct benefits for the department, students, and/or greater community in the form of indirect funding, payments for release time, funding opportunities, or service.
2. Regular activity presenting at peer-reviewed regional, national or international professional meetings. Prestige of presentation will be considered. Evidence of prestige should be presented in the form of rejection rates or other such indicators.
3. Provision of research opportunities for students. Examples of research opportunities for students include student authorship on conference presentations, publications, or other manner of scholarly work or active participation in a faculty research laboratory.

Elements indicative of above expectations (must meet at least three of these for tenure and/or promotion to associate professor and at least five for promotion to professor)

Publication Activity

1. Publication activity beyond what is indicated above as necessary for a ranking that meets expectations.

Editorial Work

1. Editor or member of an editorial board of a professional journal.
2. Reviewer of manuscripts for professional journals, book chapters for professional texts, or abstracts for professional society meetings.
3. Reviewer of grant proposals for funding agencies.
4. Membership on committees that utilize professional expertise.

Professional Organizations

5. Mentoring or serving as a research consultant for professional boards, societies, or individuals.
6. Organizing state, regional, local, or department professional or research conferences, training, or workshops.
7. Invited scholarly or research presentations at other colleges and universities or at professional conferences, that are based upon the faculty member's scholarly activities and/or reputation.

Continuing Education

8. Participation in continuing education, retraining, and the development of new skills relevant to one's current or potential assignment, or area of scholarly activity, as indicated by completion of courses or participation in professional conferences, seminars, workshops, institutes, or special programs which lead to systematic updating of knowledge or licensure that are above and beyond the requirements for hire.

Grant Activity

9. Internal grant activity that has resulted in publication or an external award.
10. Submission or procurement of an external grant or contract.

III. Service

Child Development faculty are expected to make service contributions at multiple levels. This should include the department, the college and university, and the community. The latter is broadly construed to include local, city, county, state, national, or professional groups, agencies, and organizations. In evaluating service activities, it is important to recognize several factors. One is that there are numerous, diverse ways in which faculty make service contributions. It is also understood that while some service activities represent instances of genuine leadership, others produce significant results through joint effort. Finally, it is important to note that involvement in leadership roles is especially important for promotion to full professor. Related to this, there is an expectation that service activity will grow across time, as faculty move from establishing teaching and research activity, to serving more fully as a contributing member of the department, college, and university. Documentation for any and all service activity is expected (e.g., hours spent, duties, meetings attended). Paid activities do not constitute service to the university.

In order to earn tenure and/or promotion to the rank of associate professor, the child development faculty member is expected to demonstrate the following accomplishments. For promotion to full professor, a continuation and move towards increased responsibility of these accomplishments across the post-tenure period is required.

Elements indicative of meets expectations (all must be met to be given a rating of meets expectations):

1. Serving as a member of university, college, and departmental committees. It is expected that faculty will serve as a member on at least one departmental committee per year and one college or university committee prior to applying for promotion. While committee placement should not present a challenge due to the size of the Department of Child Development and the number of committees available, faculty are encouraged to contact the Chair if they are experiencing difficulty in reaching this expectation. Indications that the faculty is growing in their commitment to service across time will be evaluated, as indicated by service on a growing number of committees or participating in committees for which sustained service is an expectation.
2. Chairing faculty committees at the university, college, or departmental level. For tenure and/or promotion to associate professor chairing at least one committee at any level is sufficient. For promotion to full faculty should chair at least one departmental committee that requires significant and sustained work, such as the DEC, or a committee outside of the department.
3. Sustained (i.e., consecutive appointments involving continuing for an extended period or without interruption) involvement in at least one service activity. Sustained activity will vary as a function of each committee.

Elements indicative of above expectations (must meet at least three of these for tenure and/or promotion to associate professor and at least five for promotion to professor)

1. Providing administrative services to the Department such as director of an undergraduate or graduate program, director of an institute or center, coordinator for advising services, or associate or assistant department head.
2. Serving as a consultant to business, not-for-profit organizations, social service agencies, or other universities.
3. Regularly serving as a judge/adjudicator for an academic or scholarly competition.
4. Regular or sustained provision of training, guidance, advising, or other manner of professional services to schools, business, institutions, associations, or not-for-profit organizations.
5. Giving invited lectures to the greater community such as arranged talks at schools or other community venues on a regular basis.
6. Holding office or otherwise contributing to the governance and functioning of international, national, or regional associations and professional organizations.

7. Membership on regional, state, or national professional boards.
8. Serving as an external reviewer for tenure/proposal or department accreditation.
9. Procurement of grants and/or external contracts that serve students and/or the institution that do not relate specifically to teaching or research, scholarly, or creative contributions.

FAM 651.580

DEPARTMENT OF BIOLOGY GUIDELINES FOR THE EVALUATION OF TENURE-LINE FACULTY

Introduction

The purpose of these departmental guidelines is to provide faculty applying for retention, tenure or promotion, and the committees and administrators evaluating them, with guidance regarding meeting and/or exceeding Departmental and University expectations. This document clarifies the meaning of the University criteria specified in FAM 652.1 (previously FAM 300) in terms of the specific disciplinary and departmental context of Biology at CSUSB. The Department Evaluation Committee (DEC) and the Department Chair (Chair) will evaluate the documentation submitted under each category listed below on a case-by-case basis in order to determine both the quality and significance of the overall contribution of the faculty member being evaluated to the advancement of the science and practice of biology, and to the mission of the Department of Biology. The mission of the Department is to provide high-quality training in the science of Biology, so as to prepare students (undergraduate and graduate) for entry-level careers in science, to pursue advanced training in graduate and professional schools, and to contribute to the science of biology through faculty and students conducting and disseminating research in this field.

Overview of the Retention, Tenure and Promotion Process

The University document FAM 652.1 states that candidates will be evaluated in three basic areas:

Teaching

Research, Scholarly or Creative Contributions

University and/or Community Service

Evidence of achievements in these three areas shall be presented in the form of a Faculty Activities Report (FAR) (See FAM 652.1 for details on preparing a FAR and any additional documentation). All faculty members who are subject to periodic evaluation or performance review have the sole responsibility for assembling the FAR and providing the necessary explanations and documentation. Nonetheless, if the DEC or the Chair finds any deficiencies in the faculty member's documentation of teaching, and/or research, scholarly and creative contributions, and/or service contributions, the committee or chair may request clarification, expansion, or additional information from the faculty member through the Office of Faculty Affairs and Development before preparing an evaluation. Evidence of achievement shall encompass only the period under review (see FAM 652.1 for details). A faculty member subject to future performance review should begin assembling the appropriate materials as soon as possible, and should maintain and continually update his or her FAR. Each faculty member is responsible for ensuring that items included in his or her FAR are explained and appropriately documented. Failure to do so could result in the DEC and/or Chair not considering that item for evaluation. Items listed in more than one category should be noted as such, and their contribution to each category explained.

As per FAM 652.1, faculty members under review will be rated for each of the three areas noted above as **ABOVE EXPECTATIONS**, **MEETS EXPECTATIONS**, **BELOW EXPECTATIONS**, or **WELL BELOW EXPECTATIONS**. Although faculty members are given separate ratings for each of these three areas in each area of evaluation (i.e., tenure, promotion), the Department recognizes that the three areas are related and should be looked at collectively. In assigning ratings, the DEC and Chair will also take into account the faculty member's overall contribution to the Department.

For *retention after the second year*, a faculty member should at least **meet expectations** in at least two categories and should be rated no lower than **below expectations** in the third category. A rating of **below expectations** in two categories and **meets expectations** or higher in the third category is also permissible for retention but will result in recommendations from the President or designee as to what needs to be done to obtain successful future reviews.

For *retention after the fourth year*, a faculty member should at least **meet expectations** in all three categories. A rating of **below expectations** in one category is permissible for retention but will result in recommendations from the President or designee as to what needs to be done to obtain successful future reviews.

For *tenure*, a faculty member must at least **meet expectations** at present rank in all three categories.

To earn a positive recommendation for *promotion* from the DEC and Chair, the faculty member must earn an evaluation of **above expectations** (at the present rank) in at least one of the three categories, TEACHING, RESEARCH or SERVICE, with a minimum rating of **meets expectations** (at the present rank) in the other two. The faculty member is strongly encouraged to work towards an **above expectations** record in Teaching and/or Research as above expectations in service would normally require serving in leadership roles that are usually unavailable to junior faculty.

In the case of a rating **below** or **well below expectations** (at any rank) the DEC and/or Chair shall explain and justify the rating.

Guidelines

A. TEACHING IN THE BIOLOGICAL SCIENCES

The Department of Biology follows the criteria for performance review as set forth below in accordance with the University document FAM 652.4. One instrument used in evaluations as specified in the FAM is student evaluations. While we describe the usage of the student evaluations herein, an important postscript to this section (see below) describes why the Department of Biology devalues student evaluations as a meaningful instrument for evaluating teaching effectiveness.

The categories considered for evaluation include:

1. Command of Subject Matter

Command of subject matter is assessed by classroom visitation reports and by instructional materials submitted by the faculty member under review as attachments to his or her FAR. Student evaluations also provide an indication of student perceptions of the faculty member's command of the subject matter. Student comments are taken into consideration in the context of the other indicators mentioned below, with the understanding that students have a limited basis on which to judge a faculty member's command of the subject matter. Student perceptions of a faculty member's command of the subject matter may be colored by a number of factors such as the instructor's confidence level, the instructor's ease in relating to students, and the student's degree of comfort with the instructor's teaching style. These factors are important in creating a positive learning environment for students, but do not necessarily provide reliable indicators of command of the subject matter. The FAR should also document the faculty member's efforts to remain abreast of new developments in the fields in which he or she teaches, including evidence of conference attendance, evidence of reading current literature in the field, and incorporating new advances in the field into his or her classes, where appropriate.

2. Course Design/Preparation, Instructional Material, and Organization

Course design/preparation, instructional materials and organization are assessed by syllabi and by samples of teaching materials attached to the FAR, as well as by classroom visitation reports and student evaluations. The faculty member may also include statements in his or her FAR describing the rationale for the design and organization of his or her courses. The faculty member should also describe in his or her FAR his or her contribution to departmental curricular initiatives, including any new courses that were proposed and/or developed.

3. Effectiveness of Instruction

Effectiveness in teaching is assessed by student evaluations, by classroom visitation reports, and by samples of teaching materials attached to the FAR. The faculty member may also comment in his or her FAR on their own observations as to what particular aspects of their teaching have been most effective.

4. Academic Assessment of Students

Academic assessment of students is evaluated by samples of tests, quizzes, assignments, etc., attached to the FAR. As noted in FAM 652.4, faculty may also attach samples of assessed student work (with student identifying information removed). Student comments on the types of assessment, on the clarity of instructions for assessments, and particularly on the quality of feedback received are also taken into consideration. Course syllabi are also reviewed for clarity of explanation of the assessments used in the course.

In addition, a faculty member may also optionally submit evidence of participation in the collection and review of departmentally agreed upon (and/or individually developed, course-based) assessment measures, and by designing and implementing new exercises and/or new methods of teaching (e.g., active learning) aimed at improving student performance. Faculty may also include documentation to illustrate success in helping students achieve course-based or departmental learning outcomes.

All of these criteria are evaluated and used in assessing the faculty member's performance under this heading. Classroom and laboratory instruction, as well as supervision of individual student projects (undergraduate and graduate), and supervision of research (undergraduate and graduate), are the primary areas of consideration of teaching effectiveness.

For supervision courses, the faculty member should include in the FAR a list of supervision courses taught during the period under review that includes the semester and year the course was taught, names of students supervised, and titles of research projects undertaken by each student. For regular courses, please attach syllabi for all courses taught during the period under review. Normally one representative syllabus for each course is sufficient, but if any significant changes occurred in either the teaching of a particular course or in the syllabus itself during the period of review, then a copy of the syllabus showing these changes should also be attached. Although samples of instructional materials and assessment instruments are normally attached to the classroom visitation reports, faculty should also submit samples of instructional and/or assessment materials they have developed in classes not visited during the period under review in order to fully document their commitment to effective teaching.

Postscript

Student evaluations, regardless of whether they are quantitative or qualitative, are inherently biased and may have biases founded in gender (Mitchell and Martin, 2018), nonverbal behavior or physical appearance (Ambady et al., 1993), sexual orientation (Russ et al., 2010), or race (Reid, 2010). As such, these types of evaluation instruments may be discriminatory. The Dept. of Biology recognizes that student evaluations are an instrument of evaluation officially mandated by the Collective Bargaining Agreement with the California Faculty Association, and that it is important for student voices to be heard. Nonetheless, we are cognizant of the severe shortcomings of student evaluations, and we believe that its role in making decisions on promotion and retention should be strongly diminished; our DEC evaluations will reflect this point of view.

References:

Ambady, Nalini, Rosenthal, and Robert (1993). Half a minute: predicting teacher evaluations from thin slices of nonverbal behavior and physical attractiveness. *J. Personal. Soc. Behav.* 64(3):431-441.

Mitchell and Martin (2018). Gender bias in student evaluations. *Polit. Sci. & Policy* 51(3):648-652. doi:10.1017/S104909651800001X

Reid (2010). The role of perceived race and gender in the evaluation of college teaching on ratemyprofessors.com. *J. Diver. Higher Ed.* 3(3):137-152. doi:10.1037/a0019865

Russ, Simonds, and Hunt (2010). Coming out in the classroom... an occupational hazard? The influence of sexual orientation on teacher credibility and perceived student learning. *Comm. Ed.* 51,2002(3):311-324. doi:10.1080/03634520216516

MEETS EXPECTATIONS OR ABOVE EXPECTATIONS IN THE AREA OF TEACHING

Meets Expectations

a. At the rank of Assistant Professor

During years two and three of the probationary period, the MEETS EXPECTATIONS faculty member at the rank of Assistant Professor must demonstrate command of the subject matter. Strong indications of developing abilities must also be demonstrated in the other teaching criteria. During subsequent years, proficiency in all teaching criteria must be evident.

b. At the rank of Associate Professor

The MEETS EXPECTATIONS faculty member at the rank of Associate Professor must demonstrate proficiency in each of the four teaching criteria. See above for examples.

c. At the rank of Professor

The MEETS EXPECTATIONS teacher at the rank of Professor must continue to demonstrate proficiency in each of the four teaching criteria (see above for examples).

In addition, he or she must also demonstrate a record of involvement and achievement indicative of a commitment to continued professional performance in teaching. Involvement can be demonstrated by participating in departmental curricular initiatives, by continuing to develop new courses when needed, by updating content in existing courses, by participating in collection and review of departmentally agreed upon (and/or individually developed, course-based) assessment measures, by designing and implementing new exercises and/or new methods of teaching (e.g., active learning) aimed at improving student performance, etc. Achievement may be demonstrated by exercising leadership in departmental curricular initiatives, by successful approval and teaching of new courses proposed, and/or by SOTE scores that show evidence of excellence in teaching.

Above Expectations

To be considered ABOVE EXPECTATIONS in the area of teaching, the faculty member must meet the requirements set forth above for MEETS EXPECTATIONS appropriate to rank. In addition, the faculty member must provide clear documentation as to quality of performance in at least one of the following additional criteria:

a. A preponderance of evidence in the FAR demonstrating excellence in teaching as indicated by 1) classroom visitation reports, 2) student evaluations, 3) additional appropriate documentation related to teaching.

b. At the rank of Assistant Professor and Associate Professor, demonstrate a record of involvement and achievement indicative of a commitment to continued professional performance in teaching. This can be demonstrated by participating in departmental curricular initiatives, by continuing to develop new courses when needed, by updating content in existing courses, by participating in collection and review of departmentally agreed upon (and/or individually

developed, course-based) assessment measures, by designing and implementing new exercises and/or new methods of teaching (e.g., active learning) aimed at improving student performance, etc.

c. Provide a fully documented record of an award for some aspect of teaching within or outside of the University, or provide information related to a nomination for a teaching-related award, e.g. nomination letter(s) and or form(s) that clearly document the faculty member's excellence in teaching. Examples of such awards include but are not limited to the Golden Apple Award, the College of Natural Sciences Outstanding Professor for Teaching Award, etc. In addition, the publication of a laboratory manual or textbook by a nationally/internationally recognized publishing house (cross-listed with Research) provides evidence of excellence in a teaching related activity.

B. RESEARCH, SCHOLARLY AND CREATIVE CONTRIBUTIONS IN THE BIOLOGICAL SCIENCES

All Department of Biology faculty members are expected to be active in research. Acceptable scholarship may take a variety of forms and may evolve over the course of a career. Specific examples are explained in the Priority lists below. The Department of Biology recognizes that the nature of research and scholarly activities conducted by biologists depends on many factors, including the faculty member's expertise, disciplinary and sub-disciplinary frameworks, methods, and publication practices. Given this diversity, the Department has not fully quantified criteria for **“meets expectations”** and **“above expectations”**. The Department of Biology expects that faculty members will be active in research throughout their careers. The DEC and Chair considers each case on its own merits. To this end the DEC and Chair look not just at the faculty member's number of publications, but also at the faculty member's research productivity in terms of its originality, quality, consistency, and the importance of the faculty member's scholarly contribution to his or her field of the biological sciences.

Primary consideration in the evaluation of a faculty member's research efforts is the quality of the research and publications. The guidelines below specify a quantitative range of products and/or activities that are expected at each rank, but within this range, the Department recognizes that a small number of high-quality publications may be as valuable as, or more valuable than, a large number of lower quality publications. For publications, the quality of the article is evaluated, regardless of the journal in which it is published. However, peer-reviewed publications receive more weight than non-peer reviewed publications. In cases where the nature of the review process for a particular publication may not be common, the faculty member should document not only the publication of the article but also the type of review it underwent. For co-authored articles, the first authorship and corresponding authorship (which is typically last authorship in journals in the biological sciences) is counted most heavily, but co-authored publications also count toward the ranges listed below. For all co-authored publications, the faculty member's contribution should be thoroughly described and documented, including any particular mechanisms the journal in question uses to determine order of authorship. The Department of Biology also places high value on the inclusion of student co-workers in faculty research, and for that reason publications with student co-authors are given special consideration in the evaluation process. The Department of Biology recognizes that the faculty member may

have the role of the senior author, or the corresponding author, despite not being listed as the first author, and this is given special consideration in the evaluation process.

As with publications, peer-reviewed research proposals to recognized external agencies/institutions on which the faculty member is the sole or principal investigator are considered important. In addition, the Department recognizes the value of collaborative research, particularly interdisciplinary research, for the advancement of science. For cases of collaborative work, the faculty member's contribution to the proposal must be fully documented. Additionally, research proposals that provide funding for student research reinforce the faculty member's application for tenure and/or promotion.

The criteria for meeting or exceeding expectations within the Department of Biology are dominantly taken from the area termed below as Productivity, with additional consideration if substantial activity is evident in Recognition and/or Professional Service. Productivity has been subdivided into three priorities with Priority 1 being the most important in terms of assessing a faculty member's contribution in terms of **meeting expectations** or being **above expectations**. The categories within each priority are not listed in order of importance. In all cases below, publications with CSUSB students as co-authors will be given greater weight in consideration, to reflect the significance the Department of Biology places on faculty-student mentorship.

PRODUCTIVITY

Priority 1: Items in one or more of the categories below are considered essential in order to meet expectations in year 6 at the rank of assistant professor as well as at all higher ranks.

- Authorship or co-authorship of research articles published in appropriate discipline-specific, widely circulated, blind peer-reviewed journals, published by recognized professional societies or publishing houses.
- Authorship or co-authorship of research articles published in other nationally or internationally recognized, blind peer-reviewed regular publication series, such as Memoirs, Special Papers, or other multi-author special-focus volumes.
- Authorship or co-authorship of entire volumes of research results, such as Monographs, Memoirs, Special Papers, blind peer-reviewed and professionally edited and published by nationally or internationally recognized professional societies or publishing houses.
- Authorship or co-authorship of major review articles in blind peer-reviewed series (Annual Reviews, etc.) that summarize the state of knowledge in the faculty member's discipline.
- Authorship or co-authorship of peer-reviewed textbook(s) in the faculty member's field published by a nationally/internationally recognized publishing house (cross-listed with Teaching under above expectations).
- Principal Investigator or co-Investigator on successful grant applications for external funding. Additional recognition is given to funding from highly competitive sources (e.g., the National Institutes of Health, National Science Foundation, etc.). It is expected that research funding will normally lead to peer-reviewed publications or to other disseminated products, but it is understood that this may take several years depending on the type of research.

- Principal Investigator or co-Investigator on successful grant applications for external funding from specialized funding sources (e.g., private foundations, non-profit organizations, etc.). This becomes more important if it supports research that results in major publications and/or significant external funding from more competitive sources.

Priority 2: Items in these categories are viewed as positive signs that progress is being made toward the essential items above. They are considered sufficient to meet expectations for retention at years 2 and 4. Activity in one or more of these areas is also considered necessary but normally not sufficient on its own to meet expectations in year 6 at the rank of assistant professor or at higher ranks.

- Authorship or co-authorship of abstracts or presentations of research work presented at regional, national, or international professional conferences. Abstracts that involve student co-authors will be given special consideration. It is expected that at least some of the work that is presented in abstract form will eventually lead to peer-reviewed publications.
- Authorship or co-authorship of conference publications. Blind peer-reviewed work carries more weight than those that are not so reviewed.
- Principal Investigator (or PI for the campus on multi-institution proposals) on external funding for non-research grants.
- Supervision of student research (undergraduate and graduate) that is expected to lead to presentations and/or publications with students as co-authors.
- Principal Investigator or co-Investigator on successful proposals for funding from on-campus sources. This becomes more important if it produces research results that result in major publications and/or significant external funding.
- Principal Investigator or co-Investigator on unsuccessful proposals written to external funding agencies to fund research work.

Priority 3: Important for Retention, useful for Promotion and Tenure but not sufficient on their own. Items in this category are sufficient to meet expectations at year 2 at the assistant professor rank. In later years and at higher rank items in these categories demonstrate activity toward meeting expectations but are not in themselves sufficient to meet expectations.

- Principal Investigator or co-Investigator on unsuccessful proposals written to internal funding agencies to fund research work
- Authoring other books, such as general interest treatments of the faculty member's discipline. This becomes more important if published by a recognized publishing house.
- Authorship or co-authorship of subsequent editions of textbook(s) in the faculty member's field published by a nationally/internationally recognized publishing house. Documented evidence that the textbook was significantly rewritten, could move this achievement into the corresponding category in Priority 1.

PROFESSIONAL RECOGNITION

Important additional material. Not required, but adds strength to an application for Retention, Promotion and/or Tenure. Provides evidence for off-campus recognition of faculty member's research.

- Receipt of an honor or award from a professional society.
- Election to Fellowship in a professional society.
- Being named as a Distinguished Lecturer in a professional society or organization.
- Receipt of an honor or award from professional or educational entities, other than professional societies.

PROFESSIONAL SERVICE

Useful for Retention, Promotion and Tenure but not sufficient on their own.

- Participation (e.g. departmental representative) in non-research grants (e.g., grants for student scholarships and outreach grants).
- Authoring general interest articles in the faculty member's discipline.
- Proposal and manuscript reviews.
- Serving on proposal review panels.
- Appointment as editor or assistant editor for a discipline-recognized journal or other publication series.
- Service to professional societies (e.g., meeting-planning committees, technical program committees, development work, governance roles).

The last four activities also provide a measure of the faculty member's service to the scientific community, and as such are also considered under Service.

MEETS EXPECTATIONS AND ABOVE EXPECTATIONS IN THE AREA OF RESEARCH

Meets Expectations

a. At the rank of Assistant Professor

During years two and three of the probationary period, the MEETS EXPECTATIONS faculty member at the rank of Assistant Professor must demonstrate the steps toward a viable research program as indicated by items listed under Priority 2.

By year 4, the faculty member must show documented evidence of continued active involvement in, and successful completion of professionally evaluated activities from within Priorities 1 and/or 2.

Under normal circumstances the criteria required to MEET EXPECTATIONS in year 6 at the rank of Assistant Professor should include evidence of all three of the following:

- (1) An acceptable number of activities of types listed in Priority 1. An acceptable minimum number of Priority 1 activities should lie between 2 and 3. Faculty with fewer than the minimum Priority 1 activities should have a strong record of Priority 2 activities in order to meet expectations.
- (2) One or more publications in Priority 1 or 2 that present work initiated after appointment at CSUSB. If this criterion is met with Priority 2 publication(s) it is expected that some of these results will eventually be published in Priority 1 venues.

(3) Substantial involvement of students (undergraduate and/or graduate) in published research (students as co-authors on abstracts and/or published papers).

Success in obtaining external funding to support a faculty member's research is not required, but it strongly reinforces the faculty member's application, especially if it also supports student research.

b. At the rank of Associate Professor

The MEETS EXPECTATIONS faculty member at the rank of Associate Professor must continue to demonstrate a record of active involvement in, and successful accomplishment of, research or scholarly activities in the biological sciences. Under normal circumstances the criteria to meet expectations at the rank of Associate Professor should include evidence of both of the following:

(1) An acceptable number of publications or activities of types listed in Priority 1, based on work initiated after appointment at CSUSB. An acceptable minimum of number of Priority 1 publications or activities, since promoted to the current rank, should lie between 2 and 4.

Faculty with fewer than the minimum Priority 1 publications or activities should have a strong record of Priority 2 activities in order to meet expectations.

(2) Substantial involvement of students (undergraduate and/or graduate) in published research (students as co-authors on abstracts and/or published papers).

Success in obtaining external funding to support a faculty member's research is not required, but it strongly reinforces the faculty member's application, especially if it also supports student research.

c. At the rank of Professor

The MEETS EXPECTATIONS faculty member at the rank of Professor must demonstrate a continuing record of successful accomplishment and recognition in research or scholarly activities in the field of biological sciences. Under normal circumstances it is expected that a Full Professor will continue to publish Priority 1 papers at a reasonable rate and to maintain a substantial involvement of students (undergraduate and/or graduate) in his or her published research (students as co-authors on abstracts and/or published papers). Success in obtaining external funding to support a faculty member's research is not required, but it strongly reinforces the faculty member's research record, especially if it also supports student research.

Above Expectations

To be considered ABOVE EXPECTATIONS in the area of research or scholarly contributions in the field of biological sciences the faculty member must, as a minimum, have met the requirements set forth above for **meets expectations** appropriate to rank. In addition to this, the faculty member must also have attained recognition beyond the University in research and/or scholarly activity in the field of biological sciences that is clearly documented by, but not limited to, such activities as: 1) publication of an invited article or book chapter in a publication that was blind peer-reviewed and professionally edited and published by a nationally or internationally recognized professional society or publishing house; 2) recognition in the form of an award or honor bestowed on the faculty member for his or her research activity by a recognized biological entity or agency; 3) invited/keynote presentations given by the faculty member on his or her research at a nationally/internationally recognized meeting, or selection of the faculty member as a distinguished speaker by a society or agency; 4) a request from a

regional/national/international external agency/entity for the faculty member to act as a expert consultant within his or her field of expertise on a scientific project; 5) a publication record that exceeds the criteria for meeting expectations at the faculty member's current rank, thus demonstrating the faculty member's significant contribution to, and expertise in, his or her field of biology, 6) a clearly demonstrated record of the faculty member's ability to obtain significant external funding to support his or her research and that of his or her students.

C. UNIVERSITY AND/OR COMMUNITY SERVICE

The Department of Biology follows the criteria for performance review of University and/or Community Service set forth in the University document FAM 652.4 both in terms of what is deemed to **meet expectations** and to be **above expectations**. Performance in this area includes participation in departmental, college, university and CSU system-wide committee activities. While the Department of Biology typically has committees, composed of a subset of the faculty (e.g. Departmental Evaluation Committee, search committees, Chair Evaluation Committee, etc.), the Department also values its commitment to shared governance. Functions such as scheduling, graduate coordinator, and curriculum are "chaired" by an individual faculty member but governed by the faculty as a whole. Thus, active participation by faculty at all levels is vital to the effective function of the Department. Every faculty member should explain in the FAR (and document where possible) the role he or she played in departmental matters that were addressed by a committee of the whole (e.g., curricular issues, textbook adoption, self-study report preparation, departmental assessment, etc.), as well as their role in specialized committees. Service expectations also include advising of students (undergraduate and graduate). The Department practices mandatory advising for all undergraduate students; students are not assigned to specific advisors, but rather are free to seek out advice from faculty of their choice. Hence, advising loads can vary considerably from person to person, and from semester to semester. The Department also values other professional service activities both within and outside of the university system. With reference to service activities in the community outside the University, the Department expects that such service should clearly draw upon the faculty member's professional expertise. Examples of such service could include, but are not limited to, undertaking proposal and manuscript reviews, serving on proposal review panels, appointment as editor or assistant editor for a discipline-recognized journal or other publication series, service to professional societies (e.g., meeting-planning committees, technical program committees, development work, governance roles), giving talks on biology to local schools, community colleges, universities, local professional societies and civic organizations, and interviews with the media. While there is no formal evaluation of service activities, exemplary work (e.g., being elected as committee chair, or serving on a committee that is exceptionally demanding, or being elected to a position in a national biological organization) is given special consideration by the DEC and Chair. Examples of any exemplary work especially, need to be fully explained and documented.

MEETS EXPECTATIONS AND ABOVE EXPECTATIONS IN THE AREA OF UNIVERSITY AND/OR COMMUNITY SERVICE

Meets Expectations

a. At the rank of Assistant Professor

The MEETS EXPECTATIONS faculty member should demonstrate a developing level of participation particularly at the departmental level within the area of service. For the purpose of awarding tenure, the MEETS EXPECTATIONS faculty member must demonstrate significant participation in the area of service. The faculty member should describe in his or her FAR the workload of the committees on which he or she has served and/or particular contributions to service activities conducted jointly with others. Where assigned time was given for service work, this should be noted in the FAR.

b. At the rank of Associate Professor

The MEETS EXPECTATIONS faculty member at this rank must demonstrate significant participation in the area of service at the departmental and College level, as well as service at University or System level and off campus where appropriate. The faculty member should describe in his or her FAR the workload of the committees on which he or she has served and/or particular contributions to service activities conducted jointly with others. Where assigned time was given for service work, this should be noted in the FAR. For a faculty member hired at this rank, a MEETS EXPECTATIONS rating may be assigned for demonstrating sufficient progress towards achieving this standard by the third probationary year.

c. At the rank of Professor

In addition to significant participation in service activities, the MEETS EXPECTATIONS faculty member is expected to provide effective leadership in some of these activities, especially at the departmental, College, and University or system level, as well as service off campus where appropriate. The faculty member should describe in his or her FAR the workload of the committees on which he or she has served and/or particular contributions to service activities conducted jointly with others. Where assigned time was given for service work, this should be noted in the FAR.

Above Expectations

A rating of ABOVE EXPECTATIONS in this area is awarded for exceptional service that has been clearly documented as to quantity and quality.

To be considered ABOVE EXPECTATIONS in the area of service, the faculty member must meet the qualifications set forth above for MEETS EXPECTATIONS appropriate to academic rank. In addition, the faculty member must demonstrate unusual effectiveness or performance as a contributor or leader in the University, the off-campus community, or a combination of both.

///Policy FAM 651.580 info start///

Approved by the on Faculty Senate February 8, 2022

///Policy info end///

FAM 651.581
HISTORY DEPARTMENT GUIDELINES FOR THE EVALUATION OF
PROBATIONARY AND TENURE TRACK FACULTY

Preamble

This document is designed to provide clarification and direction in the evaluation of teaching, research, scholarly or creative contributions, and service in relation to files submitted by faculty in the Department of History. It should be read as a supplement to the university guidelines published in the FAM.

Faculty in the department utilize a wide variety of methodologies and pedagogies requiring a flexible document that provides guidance but does not hinder academic freedom. The focus of this document is to clarify ways in which faculty members may assist evaluators in understanding the significance of their individual contributions in the three areas of evaluation.

Narrative Introduction

In their retention, promotion, and tenure (RPT) documents, faculty members are strongly encouraged to write a narrative summary introduction to the file that explains their teaching philosophy, plan for research, scholarly and creative activities, and approach to service. This section should be less than 1,500 words. It should provide guidance to evaluators in understanding the faculty members' choices in terms of how they organize their approach to each area, any particular items that the faculty members would like to highlight, and/or specific approaches that may not be readily apparent through a simple listing of activities and attachments. It can also explain any overarching plan or philosophical approach that ties together two or more areas of evaluation, as advised by the American Historical Association (AHA), the Organization of American Historians (OAH), and the National Council on Public History (NCPH) in their white paper on the publicly engaged historian. In the narrative, the faculty member may also mention any extenuating circumstances, such as natural disasters, leaves, budget restrictions, that affected teaching, research and scholarly, and service activities. This narrative introduction can help explain choices in terms of pedagogy, teaching philosophy, specific decisions regarding research, scholarly and/or creative activities, and service that may clarify connections between the areas, assist evaluators in determining impact and significance of activities, and explain faculty choices regarding distribution of time and effort.

Areas of Evaluation

I. Teaching

The department accepts the following four areas of evaluation as described in the FAM as the basic criteria for teaching: 1) Command of Subject Matter; 2) Course Design/Preparation, Instructional Material and Organization; 3) Effectiveness in Instruction; 4) Academic Assessment of Students.

The department accepts the application of criteria and rating system for teaching as described in the FAM, and it adds the following clarification for faculty to be considered “Above Expectations” in the area of teaching. The FAM lists the two considerations for “Above

Expectations”: “A preponderance of evidence demonstrating excellence in teaching as indicated in classroom visitation reports, SOTEs (or alternative student evaluation instruments), the Faculty Activities Report, or additional appropriate documentation related to teaching”; and “A record of distinction for some aspect of teaching at or beyond the University.”

A Department of History faculty member may also demonstrate “Above Expectations” in the area of teaching with extraordinary activities that demonstrate significant curricula and instructional effort that goes above the norm such as participation in one or more of the following: study abroad experiences, field trip opportunities, engaging students in research that goes beyond the scope of the classroom, engaging students in systematic and sustainable service-learning activities, innovations in teaching, especially those that are developed over time and that are sustainable, substantial supervision of internships, independent studies, honors theses, and graduate student theses. This list is not exhaustive or exclusive. It is meant only to demonstrate possibilities not already listed in the FAM, and the onus should be on faculty member to explain how and why these activities reflect extraordinary efforts, with a specific focus on the ways that these experiences contribute to students’ learning outside of the traditional classroom setting

The current maximum teaching load expectation for full-time faculty is 4/4 (24 WTU total), or the equivalent. A large lecture class of 120 or more students, without the assistance of an instructional assistant or teaching assistant, is currently equivalent to two courses (6WTU). Teaching less than the 4/4 expectation is acceptable due to negotiated or granted course releases, fellowships, administrative or research course releases, other approved academic activities, medical/family leave, sabbaticals, or difference in pay leaves.

II. Research, Scholarly or Creative Contributions

The Department of History accepts the general guidelines for evaluating the research and scholarly or creative contributions as outlined in the FAM. In evaluating a faculty member’s professional record, the department emphasizes the quality and significance of the faculty member’s professional contributions rather than a set number of particular activities. We also value the faculty member’s continuing engagement in an active scholarly and/or creative program. We do, however, recognize the need for transparency and clarity. Therefore the following is an attempt to outline both the quantitative and qualitative expectations for faculty at various levels.

Evaluation committees and others involved in performance review recognize that no single method exists whereby faculty may demonstrate research, scholarly or creative contributions. Regardless of its diversity, however, scholarship should be intellectually rigorous, extending the frontiers of knowledge, and can be documented and validated, and conveyed to other professionals. As the field of history is diverse and the work of some faculty members in the Department of History is not confined to traditionally recognized publications, evaluators should consider all activities of faculty members in their evaluation. Nonetheless, “it shall be the sole responsibility of the faculty member to provide documented evidence of research, scholarly or creative contributions referenced in the FAR.” Faculty members are also encouraged to consult with the department Chair, as suggested in the FAM, to “ascertain that the FAR contains a thorough description of the faculty member’s professional activities and reflects a true picture of research, scholarly or creative contributions.”

The department also accepts the range of research, scholarly or creative contributions listed in the FAM, reorganized and annotated in relation to the relative value the Department of History places on these contributions. The relative weight and ranked values discussed below is not absolute. It is meant for the purposes of explaining values generally shared by historians, but each individual faculty file should be evaluated on its own merits based on the evidence provided by the faculty member.

Guidelines for Evaluating Scholarly Activities

With the expectation of assigned time for research during the faculty member’s first years of appointment, for tenure and promotion to Associate Professor, a faculty member who has produced a significant contribution to historical knowledge especially through a scholarly, peer-reviewed monograph, or the equivalent in the time since their hire-date will be deemed “Above Expectations.” The department places particular emphasis on the peer-review process and follows in line with the American Historical Association’s statement, which notes, in part that “peer review means that a manuscript of research proposal will be read and evaluated by other scholars with expertise in the time period, subject matter, languages, and documents with which the author deals. As peers of the author in a specialized field, these reviews provide analysis to the review boards of agencies on the scholarly significance of the article [or manuscript]. . . [and is a process that reflects that] fair and orderly publication required a system in which experts could provide objective evaluations before publication.” Faculty are strongly encouraged to document that process as a part of their Faculty Activities Report. A peer-reviewed monograph published with an academic press is roughly equivalent to four to six (4-6) peer-reviewed journal articles, depending on the length, quality of work, and significance. In order to receive “Meet Expectations” faculty must “demonstrate a record of active involvement in and successful accomplishment of research, scholarly or creative activities.” The production of two to three (2-3) scholarly peer-reviewed, journal articles, or equivalent in the time since their hire-date or last promotion will normally be considered “Meets Expectations.” If a faculty member does not produce a scholarly monograph or its equivalent and does not produce a minimum of two journal articles or their equivalent, since their hire-date or last promotion, it is likely that the faculty’s scholarly production will be rated as “Below Expectations.”

For promotion to Professor, with the understanding that teaching load may increase due to less assigned time for research, a faculty member is expected to provide evidence of contribution to historical scholarship beyond the material submitted for appointment to Associate Professor. As per the FAM, to receive “Meets Expectations” at the rank of Professor, a faculty member “must demonstrate a record of successful accomplishment and recognition in research, scholarly or creative activities.” This should include the publication of peer-reviewed work (or peer-reviewed work accepted for publication, with documentation of acceptance) and should normally consist of two or more articles or a monograph and the participation in other professional activities outlined below that demonstrate the faculty member’s engagement in their discipline and contributions to disciplinary and/or other public venues. In this, as in other places, the writer of the FAR is encouraged to provide evidence of merit of publications and explicitly document the review process.

Furthermore, “to receive Above Expectations, the evaluated faculty must, as a minimum, have met the requirement set forth above for Meets Expectations appropriate to rank. In addition, they must have attained recognition beyond the University in research, scholarly activity, and/or creative activity.” Evidence of such achievement and activity should include peer-reviewed published work (or peer-reviewed work accepted for publication, with documentation of acceptance) such as a monograph or equivalent research articles, as well as other professional activities, such as those described below, that demonstrate the faculty member’s engagement in their discipline and contributions to disciplinary and/or other public venues, and that has helped them establish a national and/or international reputation in their field.

The department recognizes the diverse ways that members engage in scholarly activity. The following list provided based on the FAM is annotated and reorganized in hierarchical order to reflect the relative weight historians give to each activity:

As stated in the FAM, “**Publications**, such as books or texts (whole or part thereof), journal, periodical, or any other type of academically specialized form. Professionally recognized or refereed publications are generally more significant.” Historians generally value a scholarly monograph, i.e. a specialist book on a single subject usually written by a single author published by an academic press that uses a peer-review process, as the pinnacle academic achievement in history. The nature of historical research, which often involves research questions that cannot be adequately answered in the scope of a single article, lends itself to the length of a typical academic monograph. As the AHA points out, in addition to the years that historians spend researching and writing their dissertation, “it is not unusual for an early-career historian to spend five or six years revising a dissertation and preparing the manuscript for submission to a press for consideration.” They recognize that “history has been and remains a book-based discipline.”^[1]

The Department of History also shares the value that other scholars place on the publication of refereed journal articles as a standard for evaluating scholarly contributions in the field. Historians generally weigh the peer-reviewed monograph

published with an academic press as the equivalent of four to six (4-6) peer-reviewed journal articles depending on the length, quality of work, and significance of the contribution. Moreover, in some fields in history, creative endeavors such as exhibits, digital collections, textbooks, archeological projects, other field projects, translations, oral history collections, etc. are also valued. These projects often can involve a peer-review process as well. Thus, the Department of History recognizes and asks that college and university evaluators appreciate that there are a variety of ways in which peer-review is established.

The Committee shall consider the extent to which the faculty member's scholarship and creative endeavors have substantial, demonstrable impact on the faculty member's field(s) of specialization and the degree to which the candidate's scholarly works represent new contributions as opposed to being restatements of prior works. It is the responsibility of the faculty member to assist all evaluators in determining the quality and significance of their research outputs.

While some historical fields may have accepted impact factors or rankings of journals, not all historical fields abide by these rankings, so it is up to the faculty member to provide evidence of the peer review process and document the weight and impact of the journal or outlet in which they are publishing to the field they are a part of. Because of the rapidly changing nature of publishing technology, publications need not always be in print, but should be original and/or innovative. Publications can also be disseminated digitally in the form of a digital book, an online journal, a mixed media website, etc. The same preference is given to publications that are professionally recognized, refereed through the peer review process, and/or evaluated for quality as indicated by the award of a peer-reviewed external grant of international, national, or regional significance (e.g., National Endowment for the Humanities - NEH) and/or an objective scholarly external review.

1) **“Creative activity”**

Creative may include activities culminating in a public display or exhibition such as a digital display or exhibition, an archival collection (digital or other), archaeological excavation, oral history collection, historic preservation projects, and community engagement activities. Depending on the scope, location, and foci of these activities, they can sometimes be very time consuming. Faculty are therefore encouraged to explain the time and effort involved in such activity. Evaluators may be aided in their assessment of creative activities if faculty members seek objective peer evaluations of the work, including an assessment of significance, effort, and quality of the creative activity. The Working Group on Evaluating Public History Scholarship, composed of the American Historical Association (AHA), National Council on Public History (NCPH), and Organization of American Historians (OAH) have published a Report which describes that some of these creative activities take place through teaching. The instructor often serves as project director as well as leading their course(s)—framing the project's questions, establishing community connections, shaping research methods, identifying sources, evaluating conclusions, shaping the design and form of

the final product, and guiding its dissemination. A community-based class project should be thought of as a work of scholarship for the instructor as much as for participating students, as well as a significant additional teaching commitment. Through collaborative public work, the instructor has indeed contributed to the “advancement, integration, application, and transformation of knowledge.”

2) “**Editing, reviewing, indexing, abstracting,** or performing other editorial work for professional or scholarly publications.”

The significance of activity depends on the scope of the work, and the relative contribution to the field. Some traditional indicators may help establish significance. When multiple editors are involved, a Joint Activities Report will aid in establishing relative effort. Other criteria may aid in a qualitative analysis of the activity such as impact factor. Objective outside letters of review, and/or more traditional published reviews of the work may also be helpful to the evaluation committees.

3) “Receipt of a **fellowship, grant, contract, award, prize,** or other indication of professional recognition.”

Grants are evaluated relative to the scope of work involved in preparing the grant, and whether the grant is international, national, regional, local, or internal to the university in determining the weight given in evaluating a faculty member’s file. While grant, fellowship, contract, award, and prize opportunities are limited in the historical field, national grants are the most significant. National grants through organizations such as the National Endowment for the Humanities - NEH, for example, require several levels of peer review. Such grants are extraordinarily time consuming in terms of preparation of the grant application alone, and have a very low award rate of anywhere from 10-20%. Grants such as these are given much more weight than internal grants, or grants with very high acceptance rates, and with less rigorous standards of review. Regional grants are typically given a medium weight. They may also require extensive work in preparation of the application itself and may also have very low award rates, but involve only regional competition or recognition. Local and internal CSU grants are given the least amount of weight because they typically do not take a lot of time to prepare and because they have a higher reward rate.

4) **Presentations at professional meetings** dealing with research, investigative activity, or creative activity.

This includes active participation in **seminars, conferences, meetings, or other activity** leading to research, scholarly or creative contributions. One of the stipulations for meeting expectations at all levels of review is demonstrated continued activity within the faculty member’s field of expertise. Presenting work at professional meetings, or venues where ongoing research can receive comment from peers or that can make a contribution is an important way to demonstrate continued active engagement in one’s specific field of work. Faculty members should explain the weight and significance of the conference to their field, if deemed necessary, and include, if possible, a draft of their presentation in their FAR.

5) **Non-Refereed Publications** such as Book Reviews, Encyclopedia Entries, Textbook Entries, Reports, Editorials, Blogs, Non-Scholarly, or Non-Research Articles etc.

6) **Consultancies**, whether paid or unpaid, of a professional nature. The Department of History includes courses and degrees in applied areas of the discipline, including archives, museums, oral history, and historic preservation. These activities often involve partnerships, outside agencies, and contract work with agencies. To teach in this field, faculty members need to remain currently active within their fields and therefore must continue partnering with and/or consulting with outside groups or agencies. This work may be paid or unpaid. Due to the relevant nature of this activity to a faculty member's continued professionalization, this activity may be weighted in terms of impact, innovation, association with another area of evaluation such as grants or completed creative works . Faculty members may assist evaluation committees in their analysis of the qualitative nature of activities listed under this subcategory by providing a letter articulating the significance and/or scope of the faculty member's consultation activities.

7) **Active leadership and/or service** in recognized professional societies. (This activity may also be relevant to University Service.) The faculty member is expected to explain and present evidence of the effort involved in their duties related to these endeavors.

8) **Continuing education**, retraining, and the development of new skills relevant to one's current or potential assignment. Evidence of these activities may include taking of courses, earning advanced degrees or certifications, or participating in professional conferences, seminars, workshops, institutes, or special programs which lead to systematic updating of knowledge.

9) Any other items of specific professional activity, such as **work in progress, research related to instruction, research on how students learn and apply knowledge over an extended period of time**, etc.

a) Work in progress: Faculty members can greatly assist evaluation committees in this area by providing documentation of the progress toward completion of various works in progress. In traditional areas of work, this would include initial submissions for publication, readers' reports, contracts, revised drafts of manuscripts, page proofs, galley sheets, etc. A qualitative analysis of the significance and contribution may include the scope of the project, the likelihood of, and timeline for, completion, and the projected outlet for dissemination (e.g., is it peer reviewed, funded through a peer-reviewed competitive grant, and/or does it promise to have a high impact value?)

b) Research related to instruction and student learning may have originated in the area of teaching, but sustained research that results in a completed work that is shared beyond the university is given more weight as a professional activity and should be counted as a research, scholarly activity. Despite listing this as the last

item annotated, the significance, scope, and relative weight of these types of activities can be evaluated along the guidelines already listed.

According to the FAM, a faculty member can be considered as having achieved “above expectations” in the area of research and scholarship if they “have attained recognition beyond the University in research, scholarly activity and/or creative activity.” For the history department, this includes, but is not limited to, reviews of one’s work published in major journals, invitations to participate in activities outside of the university as a content specialist, awards for published materials, initiations to speak at regional, national, or international conferences, serving as a peer-reviewer for a press, a journal, or grant agency (e.g., NEH), or other activities that reflect recognized expertise. A faculty member who believes that their professional activities are “above expectations” is encouraged to show evidence of such recognition. They may also request an external review of professional activities materials, as set out in the FAM, to help determine the significance of their work.

III. Service

The Department of History places a high value on both University and Community service. The department follows the criteria for performance review of University and/or Community Service set forth in the university document FAM 300 both in terms of what is deemed to meet expectations and to be above expectations. Performance in this area can include participation in departmental, college, university, CSU system-wide committee activities, and the community.

The department promotes general departmental citizenship, as well as engaged and substantial service to the department and some service to at least one of these levels: college, university, CSU system, and/or community. Service to the faculty member’s profession can be included as an additional level under Service, or it can be included under Research, Scholarly or Creative Contributions. The department values the unique ways in which faculty are positioned to serve various communities - communities that are at times local, national, and/or international in scope. With reference to service activities in the community outside the university, the department expects that such service should clearly draw upon the faculty member’s professional expertise and be connected to the historical field. Examples of such service could include, but are not limited to, in order of significance: service to professional societies, stewarding donors or obtaining grants for the university, presenting at other universities, community colleges, local professional societies and civic organizations, interviews with the media, adjudicating competitions or giving talks on history at local schools. We recognize that the forms of service may vary depending on a faculty member’s strengths and opportunities, as well as on particular service needs in the department, the particular field, and/or other areas.

Service expectations vary depending on the year and rank of the faculty member. As a guiding principle, the service expectations will increase as faculty members advance in years and rank. For first year Assistant Professors, service is expected at the departmental level. This is sufficient for retention at the 2nd year Performance Reviews. Generally, first year Assistant

Professors are expected to serve on two departmental committees (or service roles). For Assistant Professors in their second year, they are expected to serve on the equivalent of three departmental committees (or service roles), and begin serving on College/University committees. Suggested department committees and service roles for Assistant Professors include, but are not limited to, Curriculum Committee, Part-Time Committee, Scholarship Committee, Advisor for the History Club (Phi Alpha Theta), and Website/Marketing Coordinator.

For Associate and full Professors, they are expected to serve on department committees or hold service roles, and are also expected to serve on college, university, and community/off-campus committees. Suggested departmental committee or service roles for Associate and full Professors include, but are not limited to, Graduate Coordinator, Assessment Coordinator, RPT Committee, Hiring Committee (Chair/Member), Scheduling Committee (Chair/Member), Curriculum Committee (Chair/Member), Part-Time Committee (Chair/Member), etc. For guidance beyond CSUSB, activities that meet expectations include notable and recognizable community service, engagement with professional organizations, or other labor-intensive assignment(s) that may include scholarly and/or creative contributions that should be outlined in a faculty member's FAR.

The Department of History sometimes conducts department business as a committee of the whole, yet also has several committees that vary in time commitment. Thus, time commitment plays a critical role in how service is evaluated, in that some committee work on the levels of department, college, and university require significantly more dedicated time and effort than others, and are in turn given more weight than those that do not. A faculty member should explain in the FAR (and document where possible) the role played and time commitment they dedicated in each committee, especially in those department matters that were addressed by a committee of the whole (e.g., hiring committees, self-study report preparation, departmental assessment, etc.). The faculty member should describe in their FAR the workload of the committees on which they have served and/or particular contributions to service activities conducted jointly with others.

Service expectations also include advising of students (undergraduate and graduate). The department practices mandatory advising for all undergraduate students. The department Chair assigns an approximately equal number of student advisees to each faculty member.

While there is no formal evaluation of service activities, exemplary work (e.g., being elected as committee chair, or serving on a committee that is exceptionally demanding, or being elected to a position in a national organization, or exceeding one's service expectations based on their year/rank) is given special consideration by the department and Chair. Examples of any exemplary work especially, need to be fully explained and documented.

FAM 652.1

EVALUATION OF TENURE-LINE FACULTY

Purpose and Scope

The purpose of faculty evaluation is to develop and maintain high quality faculty who are intellectually and professionally active in teaching; research, scholarly and creative contributions; and service to the university and community.

Peer judgment is vital to any evaluation process in academia. Peer evaluation occurs at all levels of faculty evaluation: Department, College, and University.

Evaluation also includes administrative review.

Procedures contained in this document are in accordance with the Collective Bargaining Agreement (CBA). If an inconsistency is found between this policy and the CBA that is in effect, the CBA shall prevail.

There are several policies in the FAM governing the evaluation of different categories of faculty as defined in the CBA: instructional faculty; student service professionals, academic related; library faculty; and coaching faculty. This policy focuses on the evaluation of tenure-line (defined below) instructional faculty. But some of the stipulations in this policy may apply to other types of faculty. The procedures on student evaluation and classroom visitation, for example, are applicable to the evaluation of lecturers as well.

Definition

1. Tenure-line Faculty: Those faculty who are either probationary or tenured.
2. Lecturer: Non-tenure-line instructional faculty.
3. Department: Department or school (e.g. School of Computer Science and Engineering, School of Social Work).
4. Department chair: Department chair or school director.
5. FAD Office: Office of Faculty Affairs and Development.
6. Service to university and/or community: To replace university and/or community service that has been used in previous versions of this and other evaluation policies.

Policy Statement

1. There are two types of evaluation of tenure-line faculty. First is performance review, applicable to all faculty for purposes of determining retention, tenure, and/or promotion. The second type of evaluation is periodic evaluation, applicable to faculty not subject to performance review.

2. Only tenured faculty and academic administrators may engage in the evaluation of tenure-line faculty. Evaluation criteria and procedures shall be available to faculty before the evaluation process begins. No changes in such criteria or procedures may be made during the evaluation process.

3. At all levels of evaluation, before recommendations are forwarded to the next level, faculty evaluated shall be given a copy of each recommendation stating in writing the reasons for the recommendation. Faculty have the right to respond or rebut within ten days following receipt of the recommendation. A copy of the response or rebuttal statement shall be placed in the Working Personnel Action File (WPAF) and be sent to previous evaluators. The faculty evaluated may request an opportunity to discuss the recommendation with the recommending party. This discussion shall not alter the evaluation timeline of evaluation.

4. Recommendations or decisions relating to retention, tenure, promotion, termination, or any other personnel action shall be based primarily on material contained in the WPAF. If a personnel recommendation or decision is based on reasons not contained in the WPAF, the party making the recommendation or decision shall commit those reasons to writing in a signed statement, to be placed in the WPAF and provided to the faculty. In cases of promotion, evaluation committee members must have a higher rank than those being considered for promotion.

5. Recommendations shall be confidential.

6. Timetables for evaluation are prepared at the beginning of each academic year by the FAD Office and approved by the Faculty Senate.

Overview of Evaluation

1. Evaluation committees

a. Department evaluation committees

i. Composition: A Department Evaluation Committee shall normally be composed of three tenured faculty. In departments with many evaluations to conduct, the department may vote to increase the size of the DEC to as many as five members. One member may be an Associate Professor who is not undergoing performance review, and the remaining members must be Professors. Associate Professors must recuse themselves from cases involving promotion to Professor (see CBA Article 15.43). If a recusal results in a committee with fewer than three members, the department shall elect a Professor to serve as an alternate committee member. Eligible faculty who are undergoing periodic evaluation may serve on the committee but must recuse themselves from their own evaluation. The Department Chair may not serve on this committee. The committee shall elect its chair who must hold

the rank of Professor. The committee serves a one-year term, elected annually from within the department or from related academic disciplines.

Members of the Department Evaluation Committee cannot serve concurrently on the College Evaluation Committee or the University Evaluation Committee but may serve concurrently on other Department Evaluation Committees.

Faculty in the Faculty Early Retirement Program are eligible to serve on the Departmental Evaluation Committee if (a) the period of active employment spans the period of the Committee's work, and (b) the appointment is approved by the College Dean. However, evaluation committees may not be comprised solely of faculty participating in the Faculty Early Retirement Program.

The election of the committee must be conducted in accordance with the procedures stipulated in FAM 652.6: Election of the Department Evaluation Committee.

ii. Functions: This committee shall conduct both performance review and periodic evaluation of the department tenure-line faculty. It may also evaluate lecturers if the department so decides (FAM 652.2: Evaluation of Lecturers). It is highly recommended that committee members attend training provided by FAD prior to the review and discussion of files.

b. College evaluation committees

i. Composition: A College Evaluation Committee shall be composed of four tenured faculty. At least three of the four shall hold the rank of Professor; the fourth may be an Associate Professor who is not being evaluated for promotion. The committee shall elect its chair who must hold the rank of Professor. Department Chairs or Associate Deans may not serve on this committee. Members shall be elected to staggered two-year terms by the tenure-line faculty of the college. No more than one member may come from a single department, unless the college has fewer than four departments, in which case, no more than two members may come from a single department. A member of a College Evaluation Committee cannot serve concurrently as a member of a Department Evaluation Committee or the University Evaluation Committee.

Faculty in the Faculty Early Retirement Program are eligible to serve on the College Evaluation Committee if (a) the period of active employment spans the period of the Committee's work, and (b) the appointment is approved by the College Dean. However, evaluation committees may not be comprised

solely of faculty participating in the Faculty Early Retirement Program.

Functions: This committee shall conduct college-level performance review of faculty in the college. It is highly recommended that committee members attend training provided by FAD prior to the review and discussion of files.

c. University evaluation committee

i. Composition: The University Evaluation Committee shall be composed of one tenured Professor elected from each College by the tenure-line faculty of the College, one tenured librarian elected by the tenure-line librarians, and one tenured SSPAR elected by the tenure-line SSPARs. Department Chairs or Associate/Assistant Deans may not serve on this committee. Library Evaluators may serve on this committee but must withdraw when a librarian they have evaluated is being evaluated. Members shall serve two-year staggered terms. The Committee shall elect its Chair. Members of this committee cannot serve concurrently on any evaluation committee at a lower level.

Faculty in the Faculty Early Retirement Program are eligible to serve on the University Evaluation Committee if (a) the period of active employment spans the period of the Committee's work, and (b) the appointment is approved by the Provost and Vice President of Academic Affairs. However, evaluation committees may not be comprised solely of faculty participating in the Faculty Early Retirement Program.

Functions: This committee shall conduct performance reviews of faculty at the University level in cases where recommendations from the Department Evaluation Committee, Department Chair, College Evaluation Committee, and Dean are not unanimous as well as in cases involving non-retention, denial of tenure, or denial of promotion. This committee shall also serve as the higher-level peer review committee for librarians and SSPARs. Its ratings shall be based primarily on previous recommendations and ratings. It is highly recommended that committee members attend training provided by FAD prior to the review and discussion of files.

2. Instruments of evaluation

a. Faculty Activities Reports (FARs): FARs shall be submitted by all evaluated faculty. FARs shall cover all three areas of evaluation: teaching; research, scholarly or creative contributions; and service to university and/or community. A FAR should cover the following periods of time:

I. For all probationary faculty being considered for retention or tenure: cumulative since appointment.

ii. For faculty applying for promotion: cumulative since the submission date of the FAR that led to the previous promotion or since initial appointment, whichever is more recent.

iii. For all others (e.g., tenured faculty subject to periodic evaluation): cumulative since the submission of the most recent FAR.

b. Supporting Documentation: The evaluated faculty will provide a brief narrative explaining the significance of his or her work and contributions in each area of the FAR: teaching; research, scholarly, and creative activities; and service. Supporting documentation for activities must be attached (for example, course descriptions, reprints of publications, appropriate evidence regarding speeches, consultations, performances, exhibitions, and work in progress, as exemplified below:

i. For probationary faculty being considered for retention: all supporting documentation since the last performance review.

ii. For probationary faculty being considered for tenure and/or promotion: all supporting documentation since appointment.

iii. For tenured faculty applying for promotion: all supporting documentation since the last promotion or since initial appointment, whichever is more recent.

iv. For all others (e.g., tenured faculty subject to periodic evaluation): all supporting documentation since the last FAR was submitted.

v. For probationary faculty with accomplishments achieved before joining CSUSB and granted service credit for these accomplishments, the documentation for these accomplishments shall be included. They will be given equal weight during evaluation as those achieved at CSUSB but, viewed as a whole, shall not be the majority of evidence for the granting of tenure or promotion to the rank of Associate Professor.

vi. For probationary faculty with accomplishments achieved before joining CSUSB but not granted service credit for these accomplishments, they may opt to document these accomplishments. If documented, these accomplishments shall be considered. Evaluators shall decide how much weight—if any—these accomplishments should be given in their recommendations.

All FARs must be accompanied by an Index of Attachments.

In the case of collaborative research, scholarly or creative contributions, activities or accomplishments, a Joint Activities Report must be submitted.

c. Classroom visitation reports: Classroom visitations shall be conducted for all

probationary faculty, tenured faculty requesting consideration for promotion, and lecturers. Classroom visitations may also be scheduled when requested by tenured faculty. The following guidelines must be met:

i. Classroom visitations shall be conducted at least once each academic year during the probationary period. Visitations should be scheduled in as many different courses and by as great a variety of visitors as possible. Additional visitations may also be scheduled at the request of a faculty member, the Department Evaluation Committee and the Department Chair jointly, or the College Evaluation Committee and the College Dean jointly.

ii. For tenure-line faculty, visitors and the course to be visited shall be selected jointly by the College Evaluation Committee and the College Dean, in consultation with the Department Chair, no later than the third week of classes. The Department Chair shall in turn consult with the faculty member to be visited for concurrence before the formal assignment of visitors. For lecturers, visitors and the course to be visited shall be selected jointly by the Department Evaluation committee or the Department Lecturer Evaluation Committee (See FAM 652.2: Evaluation of Lecturers) and the Department Chair.

All faculty members shall be informed in writing of planned visits. Notification shall take place no less than three days before the visitors have been notified of their assignments. All classroom visitation assignment notifications, for both visitors and visitees, should be completed by the end of the fifth week of the semester.

iii. Visitations for faculty in their first two probationary years shall be conducted by two tenured faculty of equal or higher rank and from disciplines as close as possible to that of the visited faculty. The two visitors are expected to visit the same course on the same date.

Visitations for all other tenure-line faculty shall be conducted by one tenured faculty of equal or higher rank and from a discipline as close as possible to that of the visitee. An additional visitor may be requested by the facultymember to be visited.

Visitations for lecturers are conducted by one faculty of the same or higher rank. The date of the visitation shall be agreed upon by the visitor and the visitee.

iv. Classroom visitation forms will be sent by the College Dean's office to thE visitor and the visitee prior to the pre-visitiation conference. The pre-

visitation conference shall concern matters such as the course objectives, content and organization, approaches and methods used, and the relevance of the class to the overall course plan. The visitor shall arrange all meetings.

The visatee shall furnish copies of syllabi, exams, and other materials to the visitor. Throughout the process, the visatee's intellectual property rights shall always be respected and upheld by the visitor.

For online or hybrid courses, the materials made available to the visitor for evaluation shall be comparable to what is provided for a visitation in a face- to-face class. In an online class that is delivered synchronously, the visitor shall have electronic access to one class session, the syllabus and exams, plus any other supporting material the visatee deems useful to provide a full picture of their methods of instruction. In an online class that is delivered asynchronously, the visitor shall have access to online materials that cover the equivalent of one day of class, plus the syllabus and exams and other supporting materials as described above.

Student privacy must be respected. Visitors should not have access to students' grades or graded work. The length of time that visitors have electronic access to discussion boards, chat room logs, etc. should be limited in scope, and students should be informed about the time frame during which the visitor will have that access.

For a hybrid course, the visitor and the visatee should determine the most appropriate venue (i.e., online or in class) for the visitation.

v. No later than two weeks after the visitation, the visitor shall present the Classroom Visitation Report to the visatee. A post-visitation conference shall take place about the report and suggestions for improvement.

vi. The visitor and the visatee sign the Classroom Visitation Report which, together with supporting materials, shall be transmitted by the Dean's office. to the FAD Office for inclusion in the PAF. The faculty visited shall be given a copy of the report by the visitor.

For lecturers, the classroom visitation report remains in the College office for inclusion in the PAF.

All classroom visitation reports must be turned in to the college office by the due date for student grades.

vii. The faculty visited may submit to the College office a written response or rebuttal to be attached to the report, seven days following the post-visitation conference.

b. Student evaluation and alternative Evaluation Instruments

Student evaluations shall be required for all classes except for:

- i. Classes with enrollments of fewer than five (5) students;
- ii. Field experiences, thesis research, distance learning through interactive televised video, independent project/study, recitations, and internships; and
- iii. Team-taught classes.
Faculty teaching classes in which student evaluations are not administered are encouraged to use alternative evaluation instruments.

The following guidelines should be met for all student evaluations.

- i. Faculty Senate authorized forms shall be used.
- ii. The faculty teaching the course shall not be present when the student evaluation is conducted.
- iii. As soon as practicable after the end of the term, faculty shall receive a summary of results as well as the original paper forms. Probationary faculty should retain the original forms at least until the next performance review. Faculty at the rank of Professor should retain them until their next periodic evaluation. Lecturers should retain the original forms at least until their next periodic evaluation.
- iv. All student evaluations will be stored in electronic format. The following provisions shall govern the inclusion of student evaluations in the PAF:
Probationary Faculty: The student evaluations of classes taught by a probationary faculty in the first term of employment are automatically excluded from the PAF. However, he or she may choose to include them via a written request submitted to the FAD Office. The student evaluations of all other classes shall enter the PAF.
Tenured Faculty: Tenured Assistant and Associate Professors may exclude up to twenty percent (20%) of the student evaluations per academic year. Those excluded, however, cannot be from classes that have been visited. Tenured Professors may exclude up to thirty percent (30%) of the courses evaluated per academic year.
In cases in which student evaluation exclusion occurs, classes whose student evaluations are included shall be representative of the faculty's teaching assignment as jointly determined by the faculty concerned and his/her department chair. Should there be disagreement, each party shall select 50% of the courses to be included in the PAF. If this selection process results in student evaluations not being included in the PAF, the

parties shall submit a signed statement, specifying those student evaluations which are excluded.

At the time of submitting the FAR, faculty evaluated shall provide the FAD Office a statement about student evaluation inclusion/exclusion. This statement shall not be included in the PAF.

Alternative Student Evaluation Instruments. Based on college or departmental guidelines, additional evaluation instruments such as Student Evaluations of Supervision Effectiveness (SESEs) may be used as supplements or alternatives to student evaluations.

3. Files for evaluation

a. The Personnel Action File (PAF)

i. A PAF shall be maintained for each faculty member in the FAD Office except the PAFs for tenured professors, which are kept at the college office.

ii. Faculty shall have the right to submit additional materials and written rebuttals to any material in the PAF. The sources of these documents must be identified. Identification shall indicate the author, the committee, the office, or the name of the officially-authorized body. The faculty concerned must be provided with a copy of such added document at least five days prior.

iii. Faculty have the right of access to all materials in the PAF, exclusive of pre-employment materials, unless the pre-employment materials are used in personnel actions.

iv. Faculty may request to inspect their PAFs. A copy of all materials requested shall be provided within fourteen days. If a faculty member finds an inaccuracy, he or she may request a correction or deletion. If the request is denied, the faculty shall have seven days to submit the request to the President or designee. Within twenty-one days of the request to the President or designee, the President or designee shall provide to the faculty member a written response. If the President or designee grants the request, the record shall be corrected or the deletions made, and the faculty member shall be sent a written statement to that effect. If the President or designee denies the request, the response shall include reasons for denial.

v. PAFs shall be held in confidence, accessible only to persons with official business. Access to a PAF shall be logged, whose record shall be part of the PAF itself.

b. Working Personnel Action File (WPAF). The WPAF is a subset of PAF, including documents assembled for the purpose of a scheduled evaluation. The WPAF shall include the following:

i. FAR (with an Index of Attachments)

ii. Classroom Visitation Reports

iii. Student evaluations or alternative student evaluation instruments (summary reports and completed forms)

iv. Responses and rebuttals

v. Faculty-authored reports from sabbatical leaves, difference-in-pay leaves, mini-grants, and other internal CSUSB grants

vi. All other evaluation materials in the PAF

vii. All current and previous summary statements and recommendations resulting from the evaluation process

Materials submitted to the WPAF shall be deemed incorporated by reference in the PAF but need not be physically placed in it. An index of such materials shall be prepared by faculty and submitted with the materials. Such an index shall be permanently placed in the PAF.

The original student evaluation forms will be stored in electronic format and incorporated into the PAF. The actual student evaluation forms will be returned to the faculty member. Probationary faculty should retain the original forms at least until the next performance review and tenured Professors, until their next periodic evaluation.

4. Recommendations: Recommendations shall be made following a thorough review of the WPAF. All recommenders shall ensure that criteria are applied consistently across faculty. If there are omissions of documentation, information, or recommendation in the materials, the materials may be returned for amplification. Amplification documents shall be provided in a timely manner.

5. Decision: The President or designee shall receive the WPAF, review its contents and

recommendations, and reach a decision. The President's or designee's decision shall be communicated in writing to the faculty, with the reasons for decision clearly stated.

Performance Review

1. Definitions and general provisions

a. Performance review: Performance review is the process whereby decisions concerning retention, promotion, and tenure are made. Performance reviews are based upon information obtained from students, peers, and administrators in the manner described in this document. Upon completion of deliberations at each level of performance review, a copy of the recommendation shall be provided to the evaluated faculty, who may respond in writing within ten days after receipt of the recommendation and/or request a meeting with the recommending party.

b. Probation: Probation refers to the period of time in which a faculty member demonstrates that he or she is worthy of tenure. The length of probation shall be six years of full-time service, which is normally the time of service at CSUSB since initial appointment but may include credited service for experience prior to appointment.

c. Tenure: Tenure is the faculty member's right of permanent employment in the university. Tenure is normally granted after the six-year probationary period (applying in the sixth year) as defined above and shall be effective at the beginning of the seventh year.

A probationary faculty member may apply for tenure earlier but not until after four years of service, including service credit (if applicable), i.e., in the fifth year of the probationary period. The process and criteria for early tenure are the same as those for regular tenure.

This time frame for early tenure does not apply to faculty hired before September 10, 2019.

d. Promotion: Promotion is the advancement to a higher rank: From the rank of Assistant Professor to the rank of Associate Professor and then to the rank of Professor. These two promotions are sequential: One cannot be promoted to Professor from Assistant Professor.

i. Promotion to the Rank of Associate Professor: Application for promotion to Associate normally coincides with the application for tenure, i.e., in the sixth year of the probationary period.

A probationary faculty member may apply for promotion to Associate earlier but not until after four years of service, including service credit (if applicable), i.e., in the fifth year of the probationary period. The process and criteria for early tenure are the same as those for regular promotion to Associate.

This time frame for early promotion to Associate does not apply to faculty hired before September 10, 2019.

ii. Promotion to Professor: Promotion to the rank of Professor is normally granted after five years of service since promotion to Associate. As such, application and evaluation take place in the fifth year.

An associate professor may apply for promotion to Professor earlier but not until after three years of service, i.e., in the fourth year since promotion to Associate. The process and criteria for early tenure are the same as those for regular promotion to Professor.

This time frame for early promotion to Professor does not apply to faculty hired before September 10, 2019.

2. Procedures

a. Faculty being evaluated complete the FAR and submit it to the FAD Office. The faculty should identify and provide materials accessible to them. Evaluating committees and administrators shall be responsible for identifying and providing relevant materials not provided by the faculty concerned.

A specific deadline shall be established for the completion of the WPAF. Insertion of material after the deadline must be approved by the Department Evaluation Committee and shall be limited to items that become accessible after the deadline. Material inserted shall be forwarded to earlier evaluators for evaluation before consideration by subsequent evaluators. If, during the review process, a required evaluation document is found missing, the WPAF shall be returned to the responsible evaluator, who will then provide the missing document. This step shall not lead to a delay in the evaluation process.

b. The FAD Office assembles the WPAFs and submits them to the Department Evaluation Committees and Department Chairs for concurrent and independent evaluation. If a department chair is unavailable (e.g. being ineligible due to rank or withdrawing due to conflict

of interest) the evaluated faculty may select three department chairs within the college and submit their names to the College Dean.

The College Dean shall select one from the three to serve in the capacity of the department chair.

c. College Evaluation Committees and College Deans concurrently and independently conduct evaluation. If a College Dean withdraws from the evaluation process due to conflict of interest, the faculty being evaluated may choose to select two College Deans and submit their names to the Provost. The Provost shall select one of the two to serve in the capacity of the Dean.

d. If recommendations from the Department Evaluation Committee, Department Chair, College Evaluation Committee, and the College Dean are unanimous and do not involve non-retention or denial of tenure or promotion, the WPAF of the evaluated faculty is submitted directly to the President or designee for a decision.

If there is disagreement between any two recommending parties or if the decision of these parties, although unanimous, leads to non-retention or denial of tenure or promotion, the WPAFs are submitted to the University Evaluation Committee for evaluation.

e. When making recommendations for retention, evaluators may recommend a performance review to take place in the third or fifth probationary year. Such recommendations shall be placed in the "Additional Comments" section of the performance review report. The FAD Office submits the WPAFs to the President or designee for decision. In addition to decisions regarding retention, promotion, or tenure, the President or designee may require that a performance review be conducted in the third or fifth probationary year, following the timeline used for performance reviews for fourth- year probationary faculty. Similarly, the classroom visitation schedule for the requested performance review shall be the same as for fourth-year probationary faculty.

Periodic Evaluation

1. Definitions and general provisions

a. Applicable faculty: Periodic evaluation applies to faculty who are not subject to performance review. They are first-, third-, and fifth-year probationary faculty who are not applying for early tenure or promotion, and tenured faculty.

b. Purpose: The purpose of periodic evaluation is to assess progress towards next performance reviews. It is intended to be instructive, providing guidance for faculty's success in their RPT process and beyond.

c. Result: The result of periodic evaluation is a summary statement on the strengths and weaknesses of the evaluated faculty in all three areas of evaluation: teaching, research, scholarly or creative contributions and service to university and/or community. This statement may include recommendations for improvement. The summary statement is placed in the PAF and a copy is provided to the faculty member.

2. Procedures

a. Applicable faculty complete their FARs and submit them to the FAD Office.

b. The FAD Office assembles the WPAF.

c. The Department Evaluation Committee and Department Chair jointly evaluate the faculty and submit their report to the FAD Office.

Evaluation Criteria and Their Application

1. Area of evaluation

a. Teaching: Teaching effectiveness shall be evaluated by the quality of performance of the faculty member in varied aspects of instruction, such as classroom instruction, studio instruction, laboratory instruction, supervision of individual projects, and supervision of fieldwork. Evaluators must recognize the diversity in teaching approaches, pedagogies, and styles exhibited by the instructional faculty of the university.

Primary sources of evidence for the quality of instruction shall be faculty activities reports, classroom visitation reports (with appended materials gathered during the pre- and post-visitation conferences), student evaluations, alternative teaching evaluation instruments, and syllabi and major assessment instruments for each new and revised course. The evaluated faculty may include a teaching portfolio to include items appended to classroom visitations, course syllabi, lab schedules, examinations and quizzes, hand-out materials, and others. Evaluators shall consider all materials in the WPAF.

Quality of instruction shall be evaluated in the following areas:

i. Command of Subject Matter: Credentials presented by the evaluated faculty upon appointment attest to their initial command of the subject matter. However, evidence beyond these credentials are also expected to demonstrate that the evaluated faculty's command of subject matter is current.

ii. Course Design/Preparation, Instructional Material, and Organization: Courses are expected to (a) be aligned with course goals, description, and mode of instruction (e.g. lab, lecture, seminar); (b) be organized to include learning activities and strategies that will achieve course goals and enhance student learning; (c) reflect a reasonable allocation of time and resources; and (d) have the appropriate use of teaching modes, strategies, techniques, and instructional materials, including technology. A course syllabus is required for each course. At the beginning of each course, faculty should make clear to students the objectives, requirements, assessment standards and methods, and plan for that course.

iii. Effectiveness in Instruction: It is vital that faculty regularly review and modify course content to meet changing curricular needs. Instructional effectiveness requires that faculty modify course content to reflect relevance, timeliness, and comprehensive coverage of central issues and prevailing perspectives in the discipline. The course content should be delivered using instructional modes and teaching techniques/strategies suitable for the type and size of the class being taught.

Effective teaching also requires that content, organization, and delivery are suitable for both the overall course and the individual class sessions. Successful experimentation with, and/or teaching research on, innovative teaching strategies and methods shall also be viewed as evidence for effective teaching.

iv. Academic assessment of student learning: Fair and thorough assessment of student learning is an important aspect of effective instruction. Assessment methods need to be consistent with program goals and course objectives and capable of distinguishing among different levels of student learning. Methods of assessment may include examinations, homework, term papers, laboratory reports, completed special assignments, seminar presentations, and other means appropriate to the type of class or instructional mode involved. Documentation of these methods and other pertinent materials in the WPAF—including examples of student work—constitute evidence for assessment of student learning.

Faculty should make clear to students what methods will be used to assess

learning and should apply standards appropriate to the level of the course.

b. Research, scholarly or creative contributions: Evaluators must recognize that no single method exists for faculty to demonstrate performance in research, scholarly or creative contributions, particularly across disciplines.

i. It shall be the sole responsibility of the evaluated faculty to provide documented evidence of research, scholarly or creative contributions referenced in the FAR. Examples of items which may be used are books and articles (or evidence of their acceptance for publication), proposals, contracts, grants or programs; letters of invitation or appointment; reviews of creative activity written by professionally recognized persons; and other appropriate professionally generated materials.

ii. The faculty member may consult with the Department Chair to ascertain that the FAR contains a thorough description of his or her professional activities and reflects a true picture of accomplishments in research, scholarly or creative contributions.

iii. A request for an external review of materials may be initiated at any level of evaluation by any party. Such a request shall document the special circumstances which necessitate an outside reviewer. The request must be approved by the President or designee, with the concurrence of the faculty member.

When the request for an external review has been approved, the faculty member shall provide to the FAD Office a list of names from which one or more evaluators may be chosen. Department Chairs, Evaluation Committees, and/or College Deans shall consider this list and may opt to provide additional names to it. The FAD Office, with the consent of the faculty member, will coordinate the selection of one or more reviewers from this list.

The external viewers should be, as far as possible, senior and established scholars in the field. They cannot be the dissertation chair or the primary dissertation advisor, a personal friend, or a collaborator of any publication or research effort of the evaluated faculty.

The external review report will be included in the WPAF as an integral part of the evaluation process.

iv. The Department Evaluation Committee and the Department Chair must evaluate each item in the area of research, service or creative contributions. They must address the significance and quality of the contribution in relation to the form in which the contribution is presented, e.g. publication,

presentation, or work in progress. If the contribution consists of professional activity such as a consultancyship, participation in a professional organization, or grant and award, the committee and chair must assess its significance and relevance. If the Department Evaluation Committee or the Department Chair finds any deficiencies in the faculty member's documentation or has difficulty evaluating on a particular item, they may request clarification, expansion, or additional information through the FAD Office. If the evaluated faculty fails to provide requested information, the Department Evaluation Committee or the Department Chair shall so indicate in their reports.

v. Evaluation Committees, Department Chairs, and the College Dean shall consider all materials to determine their appropriateness and quality and, in light of established criteria, evaluate the faculty member's research, scholarly or creative contributions.

vi. The following list of research, scholarly or creative contributions is exemplary. It is not meant to be limiting, definitive, or rank-ordered for importance. Work professionally evaluated by peers in the field is generally considered to be more significant. Some items on the list may be more appropriate to some disciplines than others. The individual contribution to collaborative activities must be clearly stated in the Joint Activity Report.

- Receipt of a fellowship, grant, contract, award, prize, or other evidence of professional recognition.
- Active participation in seminars, conferences, meetings, or other activity leading to research, scholarly or creative contributions.
- Continuing education, retraining, and the development of new skills relevant to one's current or potential work assignment. Evidence of these activities may be the taking of courses, earning advanced degrees, or participating in professional conferences, seminars, workshops, institutes, or special programs which lead to systematic updating of knowledge.
- Presentations at professional meetings.
- Publications, such as books or texts (whole or part thereof), articles in journals or periodicals, or any other type of academically specialized form of output such as music, script, software. Professionally recognized or refereed publications are generally considered to be more significant.
- Creative activity culminating in a public display or performance such as might occur in music, art, drama, or poetry reading.
- Active leadership and/or service in recognized professional societies. (This activity may also be relevant to service to university/community.)
- Consultancies, whether paid or unpaid, of a professional nature.
- Editing, reviewing, indexing, abstracting, or performing other editorial work for professional or scholarly publications.

- Any other items of specific professional activity, such as work in progress, research related to instruction, or research on how students learn and apply knowledge over an extended period of time.

c. Service to university and/or community: In addition to demonstrated teaching effectiveness and continued research, scholarly or creative activity, faculty must also participate in professionally related service to the university and/or community.

i. Scope of Service to university and/or community: Faculty are uniquely qualified to contribute to the mission of the University in a variety of ways, such as participating in institutional governance, evaluating the teaching of their colleagues, advising students, and sponsoring student organizations. Service to community related to the mission of the University brings recognition not only to the University but also the faculty. Service should be consistent with the teaching abilities, expertise, and leadership qualities of the evaluated faculty and should foster an intellectual relationship with the community. Community may be local, regional, state, national, as well as international.

Service to the University and/or community shall be demonstrated by documented evidence submitted with the FAR. The following list—which is not meant to be exhaustive nor are the items ranked-ordered for preference—provides examples of items that may be included in the FAR.

Service to University

- Active participation in service to and/or governance of programs, departments, colleges, the campus, and/or the University System. Activities supported by reassigned time shall be considered in evaluating the quantity—but not quality—of such work.
- Attendance and active participation at program, department, and college meetings.
- Active participation on committees at all levels of CSUSB and the CSU, with emphasis on the departmental and the college levels while at the Assistant Professor rank.
- Participation in educational equity programs and activities.
- Authorship of documents, reports, or other materials pertinent to the University's mission or operation.
- Advisor or sponsor to student organizations or clubs on campus.
- Assisting with grants, documents, contracts, proposals, reports, or other materials pertinent to the University's mission or operation.
- Active participation in program, Department, College, Campus and/or University-wide Advisory Groups.
- Completion of classroom visitation reports.
- Academic and/or career advisement of students.

Service to Community

- Service in government at all levels.
- Consultantships to community service groups.

- Media presentations such as interviews, articles, speeches, or other presentations in newspapers, magazines, radio, television, or film.
- Lectures, speeches, talks, presentations, and/or displays given to schools, community groups, or the University community.
- Judge at science fairs, art shows, or music contests.
- Active participation and/or office holding in civic, educational service or humanitarian groups.
- Participation in community partnership activities which enhance social, economic, and cultural conditions.

ii. Evaluation of Service to university and/or community

The faculty shall describe and provide documentation for service to university and/or community. Evidence may include—but not be limited to—letters of invitation, memoranda documenting service, programs, membership lists, and other appropriate items.

Evaluators evaluate the nature of the service to university and/or community and its appropriateness to the evaluated faculty's rank.

a. Evaluation scale: All evaluators shall apply the established criteria to the performance of the evaluated faculty relative to his or her employment status at the time of the evaluation. A rating of Above Expectations for Retention at the Rank of Assistant Professor at the Second Year, for example, only means that the evaluated faculty is deemed Above Expectations as a second-year probationary faculty. It is not indicative of his or her chances of being promoted or tenured later.

Above Expectations: Above the established criteria.

Meets Expectations: Within the range of the established criteria.

Below Expectations: Below the established range of criteria.

Well Below Expectation: Well below the range of established criteria.

b. Outcomes of evaluation

i. Second-year retention review: If the faculty member is rated at least Meets Expectations in two areas and no lower than Below Expectations in the third, he or she will be recommended for Retention at the rank of Assistant Professor.

Ratings of Below Expectations for Retention at the rank of Assistant Professor in two areas and at least Meets Expectations in the third also results in retention. But the retention decision will include recommendations from the President or designee for successful future reviews.

If the faculty member is rated Well Below Expectations in any of the three areas or Below Expectations or Well Below Expectation in all three, he or she will not be recommended for Retention.

ii. Fourth-year retention review: Ratings of Meets Expectations or Above Expectations in all three areas will result in recommendation for retention.

If the evaluated faculty is rated Below Expectations in any of the three areas and Meets Expectations (or above) in the other two areas, he or she will be recommended for Retention; but the retention decision will include recommendations from the President or designee for successful future reviews.

If the faculty being evaluated receives Well Below Expectations in one area or Below Expectations in two or more areas, he or she will not be recommended for Retention.

iii. Tenure: To be recommended for tenure, the faculty member must receive a minimum of Meets Expectations in all three areas relevant to the rank held at the time of evaluation. Any lower rating shall result in not being recommended for tenure.

iv. Promotion to the rank of Associate Professor

To be recommended for promotion to the rank of Associate Professor, the faculty member must be evaluated as Above Expectations for one of the categories and as Meets Expectations or Above Expectations for the other two categories at the rank of Assistant Professor.

If a faculty member is evaluated to be Below Expectations or Well Below Expectations for promotion to the rank of Associate Professor in any of the three categories, the faculty member will not be recommended for promotion to the rank of Associate Professor.

v. Promotion to the rank of Professor: To be recommended for promotion to Professor, a faculty member must receive the ratings of Above Expectations in one area and Meets Expectation or Above Expectations in the other two areas at the rank of Associate Professor. Any lower rating shall result in not being recommended for promotion to Professor.

3. Application of criteria and rating system

a. General provisions

Early-tenure applications are evaluated according to the same standards and criteria as those for regular tenure applications.

Early applications for promotion are evaluated according to the same standards and criteria as those for regular promotion applications.

In progressing through the ranks of Assistant Professor, Associate Professor, and Professor, the faculty being evaluated will be judged by an increasingly rigorous application of the criteria.

b. Meets Expectations and Above Expectations in the area of teaching

i. Meets Expectations in the area of teaching

At the rank of Assistant Professor: During years two and three of the probationary period, the Meets Expectations faculty member at the rank of Assistant Professor must demonstrate command of the subject matter and strong indications of developing abilities in the other aspects of teaching. During subsequent years, competence in all teaching criteria must be evident.

At the rank of Associate Professor: The Meets Expectations faculty member at the rank of Associate Professor must demonstrate proficiency in each of the four teaching criteria.

At the rank of Professor: The Meets Expectations faculty member at the rank of Professor must demonstrate proficiency in each of the four teaching criteria and a sustained record of involvement and achievement indicative of a commitment and ability to continue at that level.

ii. Above Expectations in the area of teaching.

To be considered Above Expectations in the area of teaching, the faculty member must meet the requirements set forth above for Meets Expectations. He or she must also provide a preponderance of evidence demonstrating excellence in teaching and/or a record of distinction for some aspect of teaching at or beyond the University.

c. Meets Expectations and Above Expectations in the area of research, scholarly or creative contributions Both qualitative and quantitative standards should be used to evaluate Research, Scholarly or Creative Contributions.

i. Meets Expectations in the Area of Research, Scholarly or Creative Contributions At the rank of Assistant Professor: During years two and three of the probationary period, the Meets Expectations faculty at the rank of Assistant Professor must demonstrate involvement in research, scholarly or creative activities. In subsequent years, continued active involvement in and successful completion of some professionally evaluated activities should be Evident.

At the rank of Associate Professor: The Meets Expectations faculty at the rank of Associate Professor must demonstrate a record of active involvement in and successful accomplishment of research, scholarly or creative activities. Successful accomplishment at this level normally requires some continued completion of professionally evaluated activities.

At the rank of Professor: The Meets Expectations faculty at the rank of Professor must demonstrate a record of successful accomplishment and recognition in research, scholarly or creative activities.

ii. Above Expectations in the area of research, scholarly or creative contributions

To receive Above Expectations, the evaluated faculty must, as a minimum, have met the requirement set forth above for meets expectations appropriate to rank. In addition, he or she must have attained recognition beyond the University in research, scholarly activity, and/or creative activity.

d. Meets Expectations and Above Expectations in the area of service to university and/or community

1. Meets Expectations in the area of service

At the rank of Assistant Professor: The Meets Expectations faculty should demonstrate a developing level of participation in service, particularly at the departmental and college levels. To receive tenure, the Meets Expectations faculty member must demonstrate significant participation in the area of service.

At the rank of Associate Professor: The Meets Expectations faculty at this rank must demonstrate significant participation in the area of service. For a faculty member hired at this rank, a Meets Expectations rating may be assigned for demonstrating sufficient progress towards meeting this standard by the third probationary year.

At the rank of Professor: In addition to significant participation in service activities, the Meets Expectations faculty at this rank is expected to provide effective leadership in some of these activities and demonstrate a sustained commitment to these leadership roles. For a faculty member hired at this rank, a Meets Expectations rating may be assigned for demonstrating sufficient progress towards meeting this standard by the third probationary year.

2. Above Expectations in the area of service

A rating of Above Expectations in this area is awarded for exceptional service that has been clearly documented, both quantitatively and qualitatively.

To be considered Above Expectations in the area of service, the faculty member must meet the qualifications set forth above for Meets Expectations appropriate to academic rank. In addition, he or she must demonstrate unusual effectiveness or performance as a contributor or leader in the University, the community, or both.

Periodic Evaluation of Tenured Faculty

1. Purpose: The purpose of periodic evaluation of tenured faculty is to assure continued excellence in teaching; research, scholarly or creative contributions; and service to the university and/or community. This process is intended to be both positive and

supportive.

2. Procedure

- a. Tenured faculty members shall be subject to periodic evaluation at intervals of not more than five (5) years. Periodic evaluations shall be conducted jointly by the Department Evaluation Committee and the Department Chair.
- b. Participants in the Faculty Early Retirement Program (FERP) may serve on the Department Evaluation Committee in the evaluation of tenured faculty. However, they cannot be the sole members of the said committee.
- c. Participants in the FERP shall not be required to undergo periodic evaluation unless requested by either the FERP participant or an appropriate administrator.
- d. If more than 25% of tenured faculty in a department are scheduled for periodic evaluation, the Department Chair may determine by a random method a one-year postponement of some reviews to reduce the number to less than 25%. The random process thus used shall be supervised by the chair of the Department Evaluation Committee.

Also subject to periodic evaluation are tenured faculty whose previous evaluations resulted in a decision to review in less than five (5) years.

- e. During the Fall Semester of the evaluation year, those tenured faculty scheduled for periodic evaluation shall submit a FAR to their college office. The FAR shall cover activities in the previous five (5) years or since the last evaluation.
- f. The following materials shall be assembled into a WPAF.
 - I. A FAR covering the previous five (5) years or since the last evaluation.
 - II. Student evaluations and alternative student evaluation instruments.
 - III. Other materials deemed relevant by the reviewed faculty.

The Department Evaluation Committee and Department Chair shall jointly review the assembled file and prepare a summary report, using the format found in Appendix 7, commenting on the overall effectiveness of the faculty member's performance, outlining strengths and opportunities for improvement, specifying remedies, if any, and indicating when the next review shall take place.

- g. A copy of this report shall be given to the faculty member who shall have the right to submit a written response, which may be a rebuttal.
- h. The WPAF, summary report and response (if any) shall be forwarded to the

appropriate College Dean for review. The Dean, the Department Chair, the Chair of the Departmental Evaluation Committee, and the faculty being reviewed shall meet to discuss the report and any recommendations made in the report. The report, along with a statement from the College Dean formalizing the time of the next scheduled evaluation, shall then become a part of the faculty's PAF.

i. The review process for the periodic evaluation of tenured faculty shall be completed in accordance with the timetable for periodic evaluation and Performance review prepared by the FAD Office and approved by the Senate each year.

3. Criteria: Tenured faculty shall be evaluated in the areas of teaching; research, scholarly or creative contributions; and service to the University and community. The criteria are the same as those for faculty subject to performance review.

4. Exclusion: Members of the Department Evaluation Committee are required to recuse themselves from their own review.

5. Delays in Review: It is recognized that unforeseen situations may warrant a delay in periodic evaluation. Requests for a delay shall be made in writing, clearly stating reasons that must be serious and compelling. These requests must be submitted to the Department Chair. The normal term of delay is one year. Delays of more than one year may be granted in exceptional circumstances, such as a multiyear leave of absence. The more than one-year delay may be granted by the College Dean upon recommendation by the Department Chair in consultation with the Department Evaluation Committee.

Departmental Guidelines

1. Overview: Academic departments may opt to create discipline/program specific guidelines for the evaluation of its tenure-line faculty. These guidelines must be in line with the university-wide criteria as specified above and, at the same time, provide guidance to faculty on those items that tend to have greater applicability for their academic area. The departmental guidelines cannot supersede or exclude the criteria listed above, nor impose any pedagogical technique or approach on the department faculty.

2. General requirements

a. Teaching: Departments may describe, in general terms, instructional techniques or pedagogical approaches which are perhaps better suited for their disciplines/programs.

b. Research, scholarly or creative contributions: Departments may indicate which of the professional activities listed above in this policy are more appropriate for the discipline/program and may suggest how best to engage in those activities to achieve professional accomplishments. Guidelines must avoid setting specific

quantitative goals, since each evaluation committee must evaluate both quantitative and qualitative aspects of professional activities and achievements. Additionally, strict rank ordering of items shall be avoided, but clear identification of the most appropriate professional growth activities is encouraged.

c. Service: Departments may indicate which service activities listed above in this policy may be more appropriate for the discipline/program, a given rank experience of the faculty member.

3. Procedure for approval: Department chairs are responsible for ensuring that the guidelines are developed (or amended) with the full participation of all tenure-line faculty in the department and in consultation with the appropriate College Dean. Guidelines and subsequent modifications must receive, by secret ballot, approval from a majority of the Department faculty and approval through the normal Faculty Senate process, which will include a two-reading vote on the floor of the Senate. Faculty Senate consideration shall be limited to determining whether the proposed guidelines are in line with the standards and Criteria established in this document, including academic freedom in the area of research, scholarly, and creative activities. Departmental guidelines are implemented in the following way.

a. Faculty who were hired before the approval of the departmental guidelines may opt to adopt either the departmental guidelines or the university-wide criteria established in this document for their evaluation.

b. Faculty who are hired after the approval of the departmental guidelines must be evaluated according to them.

4. Distribution of guidelines

Department Chairs are responsible for distributing departmental guidelines in the Fall Semester each year to faculty who may be undergoing evaluation in that year.

For new faculty, department Chairs shall both provide a written copy of the guidelines and meet with them to discuss the content of guidelines.

FAM 652.2

EVALUATION OF LECTURERS

Purpose and Scope

Lecturers play a vital part in the mission of the university. The evaluation of lecturers is thus an important process that helps ensure the quality of instruction for students. This document sets forth policies and processes for the evaluation of lecturers.

The major aspects of the evaluation of lecturers are stipulated in the Collective Bargaining Agreement (CBA). What is specified in this document is meant to implement the CBA, not to replace any element of it. If a provision in this document is found to be inconsistent with a future CBA, the CBA shall prevail.

Lecturer evaluation is intended to aid the decision about the lecturer's future appointment and the department's decision about the lecturer's assignment.

This policy shall refer to FAM 652.1: Evaluation of Tenure-Line Faculty where necessary, as some aspects of evaluation are the same for both lecturers and tenure-line faculty.

Definitions

1. Lecturer: A non-tenure-line, unit-three employee who provides academic instruction to students. Such instruction is provided generally-although not always—under a course found in the CSUSB Catalog (e.g., MATH XXXX, ENG XXXX). A lecturer may teach on any time base and may be on any type of appointments (e.g., Academic Term, Academic Year, Three-Year, or Multiterm (see below).

2. Department: An academic department or academic school (e.g., School of Social Work and School of Computer Science and Engineering).

3. Department chair: The chair of a department or the director of a school.

4. WPAF: Working Personnel Action File.

5. Appointment: Written agreement between the university and the lecturer that sets forth the terms and conditions of employment.

Policy Statement

Lecturers in the university are typically hired by a department and occasionally by a college via the following types of appointment:

1. Academic Term: Appointment for one academic term.

2. Academic Year: Appointed for an academic year.

3. Three Year: Appointed for three academic years per Article 12 of the CBA.

4. Multiterm: Appointed for more than one term but excluding 2 and 3 above.

Lecturers shall be evaluated on the duties as defined in their appointment. Accomplishments and activities beyond these duties, including but not limited to participation in course development and inclusion of high-impact practices in their courses, shall be considered if they are closely related to their appointment assignments. It is the evaluated lecturer's responsibility to document these accomplishments and activities and to demonstrate their connections with their appointment assignments.

All aspects of evaluation shall be confidential.

Evaluated lecturers shall have the right to respond to or rebut the evaluation report(s).

Lecturers hired by a department are evaluated jointly by either the Department Evaluation Committee or the Lecturer Evaluation Committee (see below on committee) and the department chair. Lecturers hired by a college are evaluated by either the College Evaluation Committee or the College Lecturer Evaluation Committee (see below on committee) and the college dean. Lecturers hired by the University Honors Program are evaluated by the Honors Director and an evaluation committee composed of tenured faculty who also teach in the Honors program. Lecturers with joint appointments shall be evaluated separately in each department or other unit.

Accumulating Documentation

Effective and fair evaluations of lecturers rely on evidence and documentation collected throughout the year. For most lecturers, whose sole or primary responsibility is teaching, evidence and documentation come from three sources.

1. Class visitation. The process for class visitation for lecturers is the same as it is for tenure-line faculty (FAM 652.1). A class visitation results in a report filed by the visitor, which becomes official documentation for evaluation.

a. All lecturers shall be visited in the term in which they begin their employment and in any new course they are assigned to teach.

b. Lecturers with three year appointments are visited at least once in an evaluation cycle.

c. Subsequent and additional visitations of lecturers may be scheduled by the Department/College Evaluation Committee or Department/College Lecturer Evaluation Committee (see below) or Honors Program Lecturer Evaluation Committee. Additional visitations may also be scheduled at the request of the lecturer or an appropriate administrator.

2. Student Evaluations. The student evaluations for lecturers are administered in the same way as they are for tenure line faculty (FAM 652.1). For those lecturers whose assignment is supervision, student evaluations related to supervision shall be used instead.

a. Lecturers with Academic Term, Academic-Year or Multiterm appointments are required to have all of their classes evaluated.

b. Lecturers with Three-Year appointments may exclude up to 20% of the courses evaluated from being used for evaluation in a given academic year. The exclusion should not negatively affect the representativeness of the lecturer's teaching portfolio as determined jointly by the department chair (or equivalent) and the evaluated lecturer. In the event of disagreement about what courses are deemed representative," each party shall select 50% of the courses as representative. If this selection process results in student evaluations not being included for evaluation, the department chair and the lecturer concerned will sign a statement indicating which student evaluations shall be excluded. The signed statement shall be placed in the lecturer's WPAF.

3. Other evidence/documentation. For lecturers with accomplishments beyond and related to those that are specified in their appointment, they may include the documentation for these accomplishments for evaluation.

Procedure and Process

The evaluation of lecturers is conducted primarily at the department level. Lecturers who are eligible for three-year appointments or reappointments are also evaluated at the college level, and the provost conducts a final review in cases where the department rates the lecturer as satisfactory and the Dean rates the lecturer as unsatisfactory. The Office of Faculty Affairs and Development (FAD) coordinates the evaluation process.

1. Committee for evaluation

The committee for the evaluation of lecturers may be the Department Evaluation Committee, which is created in accordance with FAM 652.1 (three tenured faculty, two of whom must be at the rank of professor). It may also be a separate committee (Lecturer Evaluation Committee) if the department so chooses based on a vote of the tenure-line faculty. This committee will be composed of at least three tenured faculty elected via the same process for the Department Evaluation Committee. The chair of the committee is elected by committee members. The department chair (or equivalent) cannot be an elected committee member. The department chair (or equivalent), instead, conducts the evaluation jointly with the committee.

Lecturers hired by or assigned to teach in a college may be evaluated by the College Evaluation Committee or a College Lecturer Evaluation Committee. The College

Lecturer Evaluation Committee shall be elected in the same way as the Department Lecturer Evaluation Committee.

If a Lecturer Evaluation Committee is composed (at either the department or college level), it will assume the responsibilities in all aspects of lecturer evaluation as specified in FAM 652.1 (e.g., assignment of class visitation). The tenure-line Evaluation Committee shall be released of these responsibilities. The University Honors program should elect an evaluation committee by nominating faculty who have disciplinary expertise relevant to the Honors Program. The Honors Director shall supply the Faculty Senate with a list of faculty who are eligible to vote in this election, and the Faculty Senate Elections Committee shall administer the election. The Honors Director works jointly with the committee in the same manner that a department chair works with a departmental lecturer evaluation committee.

2. Lecturer WPAF

- a. Evaluation of lecturers shall be based solely on the lecturer's WPAF.
- b. The department (normally), or college (in the case of lecturers who are being evaluated for their teaching in the college), or Honors Program (in the case of lecturers being evaluated for their teaching for the University Honors Program) shall be responsible for assembling and maintaining the WPAFs and delivering them to the committee that evaluates the lecturers.
 - i. For lecturers whose responsibility is solely teaching, the WPAF shall include a Lecturer Evaluation Form (See Appendix), a list of all classes taught during the evaluation cycle, student evaluation results, visitation reports, previous years' evaluation reports (if applicable), and documentation for excluded student evaluations (if applicable). It may also include other information as deemed appropriate jointly by the department/college and the lecturer as specified in Item 3 under the Accumulating Documentation section.
 - ii. For lecturers whose duties are primarily teaching but include other, non teaching assignments, the activities and accomplishments in these assignments shall be included in addition to the items listed in (i) above.
 - iii. For lecturers whose assignments are solely or primarily non-teaching, a Faculty Activity Report (FAR) shall be submitted by the lecturer to the college office. The requirements for the FAR are the same as those for tenure-line faculty as stipulated in FAM 652.1.

3. Frequency of Evaluation

- a. Lecturers with Academic Term appointments shall be evaluated at the discretion of the department chair or appropriate administrator. Lecturers themselves can also

request evaluation.

b. Lecturers with Academic Year appointments shall be evaluated in the last term of their appointment. The review period for lecturers on Academic Year appointments would include the Spring and Fall semesters immediately preceding the term in which the evaluation is conducted. (e.g., For an evaluation conducted in Spring 2022, the lecturer would be evaluated on their teaching in Spring 2021 and Fall 2021.)

c. Lecturers with Three-Year appointments shall be evaluated in the last term of their appointment. More frequent evaluations may be conducted upon the request of the lecturer or at the discretion of the president or designee. The review period for lecturers on Three Year appointments would include the six semesters preceding the term in which the evaluation is conducted. (e.g., For an evaluation conducted in Spring 2023, the lecturer would be evaluated on their teaching from Spring 2020 to Fall 2022.)

d. Lecturers who are being reviewed to determine if they are to receive their initial Three Year appointment shall be evaluated on all of their teaching for the prior six years.

e. Lecturers with Multiterm appointments shall be evaluated at least once during the appointment period.

4. Process and timeline for evaluation

a. Lecturer evaluation typically takes place in the spring term. However, the department or college may opt to conduct the evaluation in other terms. The Office of FAD will work together with Deans' Offices, department chairs, and departmental staff to determine which lecturers must be evaluated.

b. Evaluators receive lecturers' WPAFs by the end of the second week of the term.

c. Departmental evaluators conduct evaluations and fill out parts 1 and 2 of the Lecturer Evaluation Form (Appendix A or B) in subsequent weeks. The evaluation shall include a rating of the lecturer as either satisfactory or unsatisfactory. If the department evaluates a lecturer as unsatisfactory, reasons for the rating shall be provided.

d. No later than the end of the ninth week of the term, the department/college/Honors Program must send a copy of the completed evaluation to the lecturer. The Office of FAD will work with the department/college/Honors Program to distribute the evaluations to lecturers.

e. If a lecturer decides to respond to or rebut the departmental evaluation result, they must submit the response or rebuttal within ten (10) calendar days of receipt of the

evaluation result. The response/rebuttal should be submitted to the unit (department, college, or Honors program, see section 2b) responsible for maintaining the WPAF and included in the WPAF.

f. For all lecturers except those eligible for three-year appointments or re-appointments, the lecturer will be eligible for a contract renewal if the departmental evaluation is Satisfactory. For lecturers who are eligible for a three-year appointment or reappointment, the procedure continues as specified in sections g through k below.

g. For lecturers who are eligible for appointment or reappointment to a three-year term, the department chair shall notify the college dean by the end of the eleventh week of the term that the Lecturer Evaluation Forms are available for their review. The Dean conducts the evaluation after reviewing the WPAF, the departmental evaluation, and the response or rebuttal (if applicable). The Dean completes section 3 of the Lecturer Evaluation Form (Appendix B), including a rating of the lecturer as either satisfactory or unsatisfactory. If the Dean evaluates a lecturer as unsatisfactory, reasons for the rating shall be provided.

h. No later than the end of the thirteenth week of the term, the Dean must send a copy of the completed evaluation to the lecturer. The Office of FAD will work with the Deans to distribute the evaluations to lecturers.

i. If a lecturer decides to respond to or rebut the Dean's evaluation result, they must submit the response or rebuttal within ten (10) calendar days of receipt of the evaluation result. The response/rebuttal should be submitted to the unit (department, college, or Honors program, see section 2b) responsible for maintaining the WPAF and included in the WPAF.

j. A three-year appointment will be granted if the lecturer is evaluated as satisfactory by the Dean or appropriate administrator.

k. The Provost shall provide a final level of review only in cases where a lecturer who is eligible for a three-year appointment or reappointment has been evaluated as satisfactory by the department and unsatisfactory by the Dean. The Provost completes section 4 of the Lecturer Evaluation Form (Appendix B) rating the lecturer as satisfactory or unsatisfactory after reviewing the WPAF, the departmental and Dean's evaluations, and all responses or rebuttals (if applicable). If the Provost evaluates a lecturer as unsatisfactory, reasons for the rating shall be provided. A copy of the report shall be sent to the lecturer by the end of the term. The Office of

FAD will work with the Provost to distribute the evaluations to lecturers. A three-year appointment will be granted if the lecturer is evaluated as satisfactory by the Provost.

5. Criteria for Evaluation

- a. Teaching: the criteria for teaching are the same as for tenure-line faculty's performance review (FAM 652.1).
- b. Non-teaching: the criteria for non-teaching duties are the same as for tenure-line faculty to reflect the scope of the duties specified in the evaluated lecturer's appointment (FAM 652.1).

Appendix A: Evaluation form for all lecturers except those eligible for three-year contracts

Part 1: Information [to be filled out by department committee and chair]

Name:

Department:

Type of Appointment: ☐Academic Term; ☐Academic Year; ☐Multiterm

Time base: ☐ (1.0) ☐ (less than 1.0)

Period under review: (Term) to (Term)

Courses taught during the evaluation cycle:

Part 2: Evaluation [to be filled out by committee and chair]

Provide a summary evaluation of the quality of performance in the following areas.

Teaching. Comment on Command of the Subject Matter, Course Design/Preparation, Instructional Material and Organization, Effectiveness in Instruction, and Academic Assessment of Students, using information from the following sources. (Not all sections may be applicable. For example, classroom visitation reports and student evaluations may not be available in the WPAFs of lecturers with entirely supervision assignments.)

- a. Classroom Visitation reports
- b. Student Evaluations
- c. Other information found in the WPAF

Research, scholarly or creative contributions (if applicable)

University and/or community service (if applicable)

Indicate whether the lecturer's performance is satisfactory or unsatisfactory and provide reasons for your evaluation.

☐Satisfactory

☐Unsatisfactory

Signed and dated by:

[NAME OF COMMITTEE CHAIR, DATE]

[NAME OF DEPT. CHAIR, DATE]

[NAME OF COMMITTEE MEMBER, DATE]

[NAME OF COMMITTEE MEMBER, DATE]

[More signatures may be added as needed.]

Appendix B: Lecturer Evaluation Form For 3 Year Appointments

Part 1: Information [to be filled out by department or college office]

Name:

Department:

Type of Appointment: Three-Year

Time base: ☐ (1.0) ☐ (less than 1.0)

Period under review: (Term) to (Term)

Courses taught during the evaluation cycle:

Part 2: Departmental Evaluation [to be filled out by committee and chair]

Provide a summary evaluation of the quality of performance in the following areas.

Teaching. Comment on Command of the Subject Matter, Course Design/Preparation, Instructional Material and Organization, Effectiveness in Instruction, and Academic Assessment of Students, using information from the following sources. (Not all sections may be applicable. For example, classroom visitation reports and student evaluations may not be available in the WPAFs of lecturers with entirely supervision assignments.)

d. Classroom Visitation reports

e. Student Evaluations

f. Other information found in the WPAF

Research, scholarly or creative contributions (if applicable)

University and/or community service (if applicable)

Indicate whether the lecturer's performance is satisfactory or unsatisfactory and provide reasons for your evaluation.

☐ Satisfactory

☐ Unsatisfactory

Signed and dated by:

[NAME OF COMMITTEE CHAIR, DATE]

[NAME OF DEPT. CHAIR, DATE]

[NAME OF COMMITTEE MEMBER, DATE]

[NAME OF COMMITTEE MEMBER, DATE]

[More signatures may be added as needed.]

Part 3: Dean's Evaluation

Indicate whether the lecturer's performance is satisfactory or unsatisfactory and provide reasons for your evaluation.

☐ Satisfactory

☐ Unsatisfactory

Provide any comments (required if unsatisfactory)

Reviewed by [NAME OF DEAN; DATE]

Part 4: Provost's Evaluation (only for cases in which the department evaluation is satisfactory and the Dean's evaluation is unsatisfactory)

Indicate whether the lecturer's performance is satisfactory or unsatisfactory.

☐ Satisfactory

☐ Unsatisfactory

Provide any comments (required if unsatisfactory)

///Policy FAM 652.2 info start///

Reviewed by [NAME OF PROVOST; DATE]

History

First created: _____ by FAC

Renumbered: _____ from _____ to _____

Q2S-Updated: __ 2020 _____ by FAC

Revised: __ 2023 _____ by FAC

///Policy info end///

FAM 652.3

EVALUATION OF STUDENT SERVICES PROFESSIONALS, ACADEMIC RELATED

Purpose and Scope

By providing students special and specific academic services, Student Services Professionals, Academic Related (SSPARs) play a vital role in the mission of the university. This policy sets forth provisions that govern all aspects of the evaluation of SSPARs, a process critical for maintaining and enhancing the quality of SSPARs.

Provisions contained in this document are in accordance with the 1995-97 Memorandum of Understanding (MOU) between the CSU and the CFA as referenced in the CBA. If discrepancy is found between this document and the MOU, the MOU shall prevail.

In this document, the term SSPARs refers to faculty in Unit-Three who are counselors in the Psychological Counseling Center and Student Services Professionals, Academic Related in other areas of the Student Affairs Division.

Policy Statement

The purpose of evaluation is to develop and maintain high quality SSPARs who are intellectually and professionally active and who communicate effectively with students.

The evaluation process is designed to provide constructive guidance to SSPARs in achieving intellectual growth and professional development to ensure the protection of SSPAR, student, and institutional interests.

Overview of Evaluation

1. Types of evaluation

There are two types of evaluation. First is performance review, which is applicable to all probationary SSPARs for purposes of determining retention, tenure, and/or promotion. Tenured SSPARs may request consideration for promotion by completing and submitting appropriate documentation as listed below.

The second type of evaluation is periodic evaluation, which is applicable to all SSPARs not subject to performance review.

2. General provisions of evaluation. Several general provisions apply to both periodic evaluation and performance review.

- a. Only tenured SSPARs, faculty, librarians, and student services administrators may engage in the evaluation of other SSPARs. Evaluation criteria and procedures shall be made available to SSPARs before the evaluation process begins. No changes may be made during the evaluation process.
- b. At all levels of review, before recommendations are forwarded to the next evaluation level, SSPARs shall be given a copy of each recommendation stating in writing the reasons for the recommendation. SSPARs have the right to respond or submit a rebuttal within seven days following receipt of the recommendation. A copy of the response or rebuttal statement shall accompany the Working Personnel Action File (WPAF) and shall be sent to any previous levels of review. Upon request, the SSPAR may be provided an opportunity to discuss the recommendation with the recommending party. This provision shall not require that evaluation timelines be altered.
- c. Personnel recommendations or decisions relating to retention, tenure, promotion, termination, or any other personnel action shall be based primarily on material contained in the Personnel Action File (PAF). If a personnel recommendation or decision is based on reasons not contained in the PAF, the party making the recommendation or decision shall commit those reasons to writing and this signed statement shall be placed in the Personnel Action File and a copy provided to the SSPAR.
- d. In cases of promotion, evaluation committee members must have a higher rank than those being considered for promotion.
- e. Recommendations shall be confidential.
- f. Timetables for performance review and periodic evaluation are prepared at the beginning of each academic year by the Office of Faculty Affairs and Development and approved by the Faculty Senate. For SSPARs, the timetables shall be prepared in consultation with, and with the approval of, the Vice President for Student Affairs.

3. Evaluation committee: Composition and Functions

a. SSPAR Evaluation Committee

- i. Composition: The SSPAR Evaluation Committee shall be composed of three elected tenured members, one of whom must be at the rank of SSPAR III. The

remaining two may be SSPAR III, II or SSPAR I. The committee shall elect its chair who shall hold the rank of SSPAR III or II. No committee member shall participate in deliberations concerning his/her own evaluation or the evaluation of individuals holding higher rank. During the election process, an alternate may be selected to serve in the event of disqualification of a committee member. In the event of insufficient eligible/willing members to serve on the SSPAR Evaluation Committee, the tenured SSPARs shall elect members from other academic discipline(s). Such election shall take place by assembling a panel of eligible members from among whom the necessary members shall be chosen. A member of this committee shall not serve concurrently as a member of the University Evaluation Committee.

ii. Functions: This committee shall conduct performance review as well as period evaluation of SSPARs at the departmental level.

b. University Evaluation Committee

i. Composition: The University Evaluation Committee shall be composed of one tenured Professor elected from each College by the tenure-line faculty of the College; one tenured Librarian elected by the tenure-line librarians; and one tenured SSPAR. Department Chairs or Associate Deans may not serve on this committee. Library Evaluators may serve on this committee but must withdraw whenever a librarian to be evaluated has been evaluated by them. Members shall serve two-year staggered terms. The Committee shall elect its Chair. A member of this committee cannot serve concurrently as a member of a Department, Library, SSPAR or College Evaluation Committee.

ii. Functions: This committee shall conduct performance review for faculty members at the University level in cases where recommendations from the Department, Department Chair, College and Dean are not unanimous as well as in cases involving non-retention, and denial of tenure or promotion. This committee shall also serve as the higher-level peer review committee for librarians and SSPARs. In addition, the committee shall rank faculty in promotion cases, basing their rankings primarily on previous recommendations and rankings.

4. Instruments of evaluation

a. SSPAR Activities Report (SSPAR AR) - To be completed by all SSPARs subject to

performance review and by probationary and full-time temporary SSPARs subject to periodic evaluation. These shall cover all three areas of evaluation: professional assignment, professional activities and Service to university and/or community and shall reflect the cumulative record since appointment. Supporting documentation must be attached (for example, active participation in professional societies, professional participation as a principal consultant in the area of public service, reprints of speeches or presentations to community groups, etc.) as follows:

- i. For probationary SSPARs being considered for retention and tenured SSPARs applying for promotion, all supporting documentation since the last performance review.
- ii. For probationary SSPARs applying for early tenure and/or early promotion, all supporting documentation since appointment.
- iii. For all others, all supporting documentation since the last performance review.

SSPARs may include professional activities carried out prior to appointment. Pre-employment dates of such activities should be noted. The entire professional experience of the SSPAR should be examined and considered, but primary consideration shall be given to the professional accomplishments since Appointment.

b. Once each quarter the supervisor of the program to which the SSPAR is assigned will schedule and give campus wide publicity to meetings at which students are given the opportunity to comment on the performance of SSPAR employees. Each quarter at least twelve such hours will be reserved for this purpose. The meetings will be scheduled so that day and evening students will have adequate opportunity to participate. Attending these meetings will be the employee's supervisor and a member of the SSPAR Evaluation Committee. Another committee member will be on call during meeting hours in the event the attending member is the subject of student comments and must be excused from participation. The supervisor and committee members will have five working days to determine if the student comments are of substance, and as a result, should be forwarded to the Personnel Action File of the SSPAR. When such comments are to be forwarded to the Personnel Action File, the supervisor will ask the student author(s) of the comments to provide them in written form in a signed statement. Such statements are included in the Personnel Action File for review and action, However, before such statements are incorporated into the employee Personnel Action File, the student(s) involved will be advised that employees have the right to inspect, review and

rebut contents of their Personnel Action File. The schedule of the periodic evaluation and performance review shall not be delayed by this section. Any statements completed pursuant to this section will be promptly included in the Personnel Action File for review at the next level.

5. FILES

a. The Personnel Action File (PAF)

i. A Personnel Action File shall be maintained for each SSPAR.

ii. An SSPAR shall have the right to submit additional materials to his/her PAF and shall have the right to submit a written rebuttal to any material in his/her file. Only material identified by source may be placed in the PAF. Identification shall indicate the author, the committee, the campus office, or the name of the officially authorized body generating the material. The SSPAR shall be provided with a copy of any material to be placed in the PAF at least five days prior to the placement.

iii. An SSPAR shall have the right of access to all material in his/her PAF, exclusive of pre-employment materials, except when the pre-employment materials are used in personnel actions.

iv. The PAF may be inspected by the SSPAR upon request. A copy of all materials requested shall be provided within fourteen days of the request. If the SSPAR believes that any portion of the file is not accurate, a correction or deletion of those materials may be requested. If the request is denied, the SSPAR shall have seven days to submit the request to the President. Within twenty-one days of the request to the President, the President shall provide to the SSPAR a written response. If the President grants the request, the record shall be corrected or the deletions made, and the SSPAR shall be sent a written statement to that effect. If the President denies the request, the response shall include the reason(s) for denial.

iv. The PAF shall be held in confidence. Access to an SSPARs file shall be limited to persons with official business. For SSPARs, the Office of the Vice President for Student Services shall log all instances of access to a PAF. This record shall be a part of the file.

b. Working Personnel Action File (WPAF)

i. The Working Personnel Action File refers to the portion of the Personnel Action File used during the time of periodic evaluation or performance review of an SSPAR. The WPAF shall include where required the following:

- SSPAR Activities Report reflecting the cumulative record in all areas of evaluation;
- Responses and rebuttals;
- All other evaluation materials appropriately included in the PAF;
- All current and previous summary statements and recommendations resulting from the evaluation process.

ii. Materials submitted to the WPAF by an SSPAR for evaluation purposes shall be deemed incorporated by reference in the PAF but need not be physically placed in the file. An index of such materials shall be prepared by the SSPAR and submitted with the materials. Such an index shall be permanently placed in the PAF.

6. Recommendations. Recommendations shall be made following a thorough review of the WPAF relative to each applicable criterion. All participants who make recommendations shall, in addition, ensure that criteria are applied equally for each SSPAR evaluated. If there are omissions of documentation, information or recommendations in the materials submitted for review, the materials may be returned for amplification. Any such amplification shall be provided in a timely manner.

7. Decision. The President or designee shall receive the WPAF, review its contents and recommendations, and reach a decision. The President's or designee's decision shall be communicated in writing to the faculty member and shall state the reasons for the decision.

Performance Review

1. Definitions

a. Performance review. Performance review is the process whereby decisions concerning retention, promotion, and tenure are made. Performance reviews are based upon information obtained from students, peers, and administrators in the manner described below. Upon completion of deliberations at each level of

performance review, a copy of the recommendation shall be forwarded to the SSPAR, who may respond in writing within seven days after receipt of the recommendation and/or request a meeting with the recommending party.

b. Probation. The normal period of probation shall be six years of credited service or full-time probationary service. A year of service for an SSPAR in an academic year position is three consecutive quarters of employment within an academic year. Any deviation from the normal six-year probationary period shall be the decision of the President or designee, following consideration of recommendations from the SSPAR supervisor, the SSPAR Evaluation Committee, and the University Evaluation Committee.

A probationary SSPAR in the second year of service shall be notified by the President or designee of a final decision on retention no later than February 15. A probationary SSPAR who has served more than two years of probation shall be notified by the President or designee of a final decision on retention or a terminal year appointment no later than June 1.

c. Tenure. Tenure is the right of an SSPAR to continue permanent employment at the campus except when such employment is voluntarily terminated or terminated by the employer pursuant to the provisions of a collective bargaining agreement or law.

The President or designee may award tenure to an SSPAR after a six-year probationary period. Upon application by a candidate and consideration of positive recommendations from the SSPAR supervisor(s) and evaluation committees, the President or designee may award tenure before the end of the six-year probationary period. Tenure shall be effective at the beginning of the academic year succeeding the year in which tenure is awarded.

d. Promotion. Promotion is the advancement to a higher rank of a probationary or tenured SSPAR. A probationary SSPAR shall not normally be promoted during probation. A probationary SSPAR shall normally be considered for promotion at the same time he/she is considered for tenure. Probationary SSPARs shall not be promoted beyond the rank of SSPAR II.

A SSPAR in the rank of SSPAR equivalent may be considered for promotion after completing one year of service in rank. Upon application by the candidate and following consideration of positive recommendations from evaluation committees

and SSPAR supervisor(s), probationary SSPARs may be promoted to the rank of SSPAR II.

Promotion of a tenured SSPAR shall normally be considered upon reaching the highest step in a rank. If an SSPAR requests in writing to the Vice President for Student Services not to be considered, this provision shall not apply. Upon application, and following consideration of positive recommendations from evaluation committees and SSPAR supervisor(s), an SSPAR may be promoted from any step lower than the top step in the individual's rank.

The President or designee shall notify the SSPAR in writing of the final decision on promotion no later than June 15. Such notification shall include the reasons for approval or denial and shall indicate the effective date of the promotion.

e. Ranking. All SSPARs recommended for promotion shall be ranked in order of preference. The same criteria will be utilized in ranking that were used in recommendations for promotion.

The SSPAR Evaluation Committee will rank all SSPARs recommended for promotion. In all instances, ranking for promotion provides a recommendation to the President or designee for action to be taken in the event of inadequate funds. Where SSPARs are not promoted due to lack of funds, they shall be automatically considered recommended for promotion and shall be given first priority when funds for promotion next become available.

2. Participants in performance review

a. All second, fourth and sixth year probationary SSPARs, tenured SSPARs eligible for promotion, and probationary SSPARs applying for early tenure and/or early promotion. Third and fifth year probationary SSPARs may also be subject to performance review upon notification by the President or designee.

b. SSPAR supervisor(s)

c. SSPAR Evaluation Committee

d. University Evaluation Committee

e. President or designee

3. Procedures for performance review

The performance review process is composed of a number of steps involving the accumulation of materials to be evaluated and the determination of recommendations at various levels of peer and administrative review.

a. SSPARs complete SSPAR Activities Report (SSPAR, AR) and submit these to the VPSSO (Vice President, Student Services Office).

Prior to the beginning of the review process, the faculty unit employee subject to review shall be responsible for the identification of materials he/she wishes to be considered and for the submission of such materials as may be accessible to him/her. Evaluating committees and administrators shall be responsible for identifying and providing materials relating to evaluation not provided by the employee.

b. A specific deadline before the recommendation is made at the first level of evaluation shall be established by campus policy at which time the Working Personnel Action File is declared complete with respect to documentation of performance for the purpose of evaluation. Insertion of material after the date of this declaration must have the approval of the SSPAR Evaluation Committee and shall be limited to items that became accessible after this declaration. Material inserted in this fashion shall be returned to the initial evaluator for review, evaluation and comment before consideration at subsequent levels of review. If, during the review process, the absence of required evaluation documents is discovered, the Working Personnel Action File (WPAF) shall be returned to the level of which the requisite documentation shall have been provided. Such materials shall be provided in a timely manner.

c. The VPSSO shall assemble the WPAF (which includes the SSPAR, AR) to the SSPAR's supervisor. The Supervisor shall prepare a performance evaluation, discuss its contents with the SSPAR, include it in the WPAF, and forward the evaluation to the VPSSO. The performance evaluation makes recommendation regarding retention, promotion or tenure decisions. The VPSSO shall forward the WPAF to the SSPAR Evaluation Committee for review and recommendations.

d. The SSPAR Evaluation Committee shall review the WPAF contents, engage in deliberations and arrive at recommendations. At its discretion, the committee may

seek additional information. If information is used in the evaluation process, it is documented and added to the file. At the completion of the process, the committee shall forward the file to the VPSSO.

e. The VPSSO submits the WPAF to the University Evaluation Committee for review, recommendations, and rankings in promotion cases.

f. The VPSSO submits the WPAF to the President or designee for decision. The Vice President for Student Services may serve as both the designee of the President and the SSPAR supervisor for purposes of reviews and evaluations. In addition to decisions regarding retention, promotion or tenure, the President or designee may notify probationary SSPARs that performance review is required in the third or fifth probationary year. At the completion of the process, the supervisor shall discuss the results of the retention promotion and tenure review with the employee.

Periodic Evaluation

1. Definitions

a. Periodic Evaluation: Periodic evaluation is the process whereby SSPARs who are not subject to performance review are evaluated. Those subject to periodic evaluation include temporary part-time and temporary full-time SSPARs, and first, third and fifth year probationary SSPARs. Third and fifth year SSPARs applying for early tenure and/or early promotion will be subject to performance review and therefore periodic evaluation will not be necessary. Periodic evaluation will also not be necessary for third and fifth year SSPARs subject to performance review as a result of notification by the President or designee.

b. Purpose of Periodic evaluation. The purpose of periodic evaluation for SSPARs is to evaluate professional assignments and where applicable, professional growth and Service to university and/or community. Where necessary, steps may be recommended to improve performance.

c. Result of Periodic evaluation. The result of periodic evaluation is to be a summary statement on the strengths and weaknesses of the SSPAR in the areas of professional assignments, professional growth/activities and Service to university and/or community. This statement may include recommendations for improvement. Upon completion, each summary statement is placed in the PAF and a copy is

provided to the SSPAR.

In the case of temporary SSPAR's, the results of periodic evaluation shall be given careful consideration whenever reappointment is considered. For temporary full-time SSPARs, it may be used as the basis for recommending movement to a higher range. Recommendations for movement to a higher range shall only be made in cases where the temporary full-time SSPAR has reached the top step of a range.

2. Procedures for periodic evaluation

a. Temporary SSPARs

i. Temporary SSPARs completes an Activities Report forms and submit these to the Vice President, Student Services Office {VPSSO}.

ii. The VPSSO assembles the Working Personnel Action Files (WPAF) consisting of appropriate evaluations materials, including the current Activities Report, and forwards it to the SSPAR supervisor.

iii. The SSPAR supervisor prepares an evaluation based on the WPAF, and forwards it to the VPSSO. The VPSSO forwards the WPAF to the SSPAR Evaluation Committee.

iv. The SSPAR Evaluation Committee prepares summary evaluations and submits these to the VPSSO.

b. First, Third, and Fifth Year Probationary SSPARs

i. First, third, and fifth year SSPARs complete the Activities Report (SSPAR,AR) forms and submit these to the Vice President, Student Services Office (VPSSO).

ii. The VPSSO assembles the Working Personnel Action Files (WPAF) and forwards it to the SSPAR supervisor.

iii. The SSPAR supervisor prepares an evaluation based on the WPAF and forwards it to the VPSSO. The VPSSO shall forward that material to the SSPAR Evaluation Committee.

iv. The SSPAR Evaluation Committee shall prepare a current summary statement

of its evaluation and submit it to the VPSSO. Following the completion of the review process, recommending parties shall provide an opportunity for discussion with the SSPAR. This will ensure that the evaluation process is one of growth, maturation and collegiality.

3. Periodic evaluation of tenured SSPARs

a. Purpose

The purpose of periodic evaluation of tenured SSPARs is to assure continuing quality services within the University. The program is designed to maintain excellence in SSPAR performance, professional activity and service to the University and community. This process is intended to be both positive and support.

b. Procedure

i. Each academic year, tenured SSPARs who are no longer subject to performance review and who have not been reviewed during the previous five (5) year period shall be subject to periodic evaluation. Also subject to periodic evaluation are tenured SSPARs whose previous evaluations resulted in a decision to review prior to the normal five (5) year period.

ii. During the Fall Quarter of the evaluation year those SSPARs subject to evaluation shall submit to the Vice President, Student Services Office (VPSSO) an Activities Report. The report shall be cumulative over the previous five year (5) years or since the last evaluation.

iii. The following materials shall be assembled into a Working Personnel Action File by the Vice President, Student Services Office.

- SSPAR Activities Report
- Other material deemed relevant by the SSPAR

iv. The SSPAR Evaluation Committee and SSPAR supervisor shall jointly review the assembled file and prepare a summary report outlining strengths and weaknesses in the SSPAR performance, specifying remedies if any, and indicating when the next review shall take place. A copy of this report shall be given to the SSPAR who shall have the right to submit a written response, which may be a rebuttal.

v. The Chair of the Evaluation Committee, the SSPAR supervisor and the SSPAR shall meet to discuss the contents of and any recommendations contained in the report. The report shall then become a part of the Personnel Action File.

c. Criteria. Tenured SSPARs shall be evaluated in the areas of professional assignment, professional activities and service to the University and community. The applicable criteria in evaluating these areas are the same as for SSPARs subject to performance review.

d. Exclusion. Members of the SSPAR Evaluation Committee shall not participate in their own review.

e. Delays in review. Although the MOU Section 15.28 is silent on delays in the review process, the University recognizes that unforeseen emergency situations may arise so that a delay in review is inevitable. Reasons for a delay must be serious and compelling. Requests for a delay in review must be made in writing with specific reasons stated for the delay. These requests must be submitted to the SSPAR supervisor. Delays of no more than one year may be granted except in exceptional circumstances, such as a multiple year leave of absence, when more than one year may be granted, by the SSPAR supervisor in consultation with the SSPAR Evaluation Committee.

Criteria for Performance Review

One of the hallmarks of university excellence is the sound professional balance of its SSPARs. This balance results from a blend of excellent performance of professional assignments, active and substantive professional activity, and professional service to the University and/or community. These criteria shall be applied to all persons seeking retention, tenure and/or promotion as members of the tenure track faculty. SSPARs are evaluated in three areas: professional assignments, professional activities, and service to university and/or community.

1. Performance of professional assignments

The primary function of SSPARs at the California State University is the performance of professional assignments. The professional environment and work of SSPARs is different from those of the instructional faculty and librarians because of the special nature of

their assignments. The work of SSPARs is varied and involves a wide range of professional assignments mostly outside of the classroom, but related to the academic mission of the University. The factors used in the performance evaluation of SSPARs must reflect these unique elements and responsibilities.

Direct objective evidence of the effectiveness in performing professional assignments is crucial to the overall evaluation process. Effectiveness shall be evaluated by the quality of the performance in the various types of professional assignments. These may include, but are not limited to, psychological services, and special programs and services for students with disabilities.

Those persons involved in the evaluation process shall recognize the existence of differences in the SSPAR assignments. While SSPARs may have a variety of diverse and wide-ranging responsibilities, SSPARs are expected to work effectively in the performance of professional assignments. Evaluation shall be based upon the particular methods used by the SSPAR and whether or not they are likely to produce desired Results.

The primary sources for evidence concerning the quality of the performance or professional assignments shall be the SSPAR Activities Report and the SSPAR Supervisor's Report.

The appropriate supervisor(s) in the Division of Student Services and the University Evaluation Committee shall evaluate the performance of professional assignments. They shall also determine if it is appropriate to the SSPARs rank.

Quality of performance of professional assignments shall be evaluated in the following Areas:

a. Commend of professional knowledge. Credentials presented by the SSPAR upon appointment should attest initially to the SSPAR's command of the professional knowledge. However, refinement and change are inherent in any area of knowledge. SSPARs must be familiar with the current knowledge within their areas of expertise and incorporate relevant changes into professional assignments.

b. Effectiveness in Performance of Professional Assignments.

SSPARs must perform effectively in their areas of responsibility. Effectiveness in performance is demonstrated by professional competence; completing assignments competently, thoroughly, and in a timely manner; performing with minimal direction and supervision; accepting supervision and responding positively to constructive

criticism; displaying appropriate initiative and exercising sound judgment; demonstrating effectiveness as a supervisor (if the position involves this role); and demonstrating a thorough working knowledge of the policies and procedures in the area of responsibility.

SSPARs must perform effectively in their working relationships with students both individually and in groups within their areas of responsibility. Effectiveness in performance is demonstrated by receiving favorable evaluations from supervisors, peers, and students regarding effectiveness; and advising, sponsoring or interacting with recognized student groups.

SSPARs must perform effectively in using innovative and creative skills, and having the ability to implement them into productive applications. Effectiveness in performance is demonstrated by initiating change with due consideration of appropriateness, consultation and constraints; accepting negotiated change and assisting in its implementation with the University; and adapting to meet new and different needs within their field.

SSPARs must perform effectively in ability to work with colleagues. Effectiveness in performance is demonstrated by showing an active interest and participating in reconciling differences; showing respect for the opinions of others; sharing knowledge and skills with colleagues; and establishing and maintaining sound professional relationships with personnel outside of student services and academic related areas.

2. Professional activities

A certain level of professional activity and growth supports the primary mission of the University. Continued professional growth provides a means whereby excellent, up-to-date and enriched academic related professionals benefit the University as a whole. Evaluation Committees and others involved in performance review recognize that no single method exists whereby SSPARs may demonstrate professional growth. Distinct professional areas assigned to the SSPAR have diverse methods of demonstrating professional growth. Even within the same assignment differences among professional training, presentations, on-going study and classroom instruction exist.

a. It shall be the sole responsibility of the SSPAR to provide documented evidence of professional activity. Examples of items which may be used are books and articles or evidence indicating their acceptance for publication, proposals, contracts, grants or programs; letters of invitation or appointment, reviews of creative activity written

by professionally recognized persons; other appropriate professionally generated materials pertinent to this area of evaluation. This evidence shall be submitted as part of the SSPAR Activities Report.

b. The SSPAR Supervisor/Evaluation Committee must evaluate each item in the area of professional growth. It must also address the significance of the contribution and the quality of the form in which it is presented, i.e. a publication, a paper or presentation, a work in progress, etc. In addition, if the contribution consists of professional activity such as a consultant ship, participation in professional organization, or grant and award, the committee must assess its significance and clarify the relevance of the format. If the SSPAR Supervisor/Evaluation committee finds any deficiencies in the SSPAR's description of professional growth or has difficulty commenting on any item in the report, the committee shall consult with the SSPAR before preparing an evaluation.

c. The SSPAR Supervisor/Evaluation Committees shall consider all professional activity materials submitted by the SSPAR. The SSPAR Supervisor/Evaluation Committee shall determine the appropriateness and quality of the professional activities in light of established criteria. The Supervisor/Evaluation shall evaluate the SSPAR's professional growth relative to the SSPAR's academic rank.

d. The following list of professional activities should be regarded as exemplary in nature and is not meant to be limiting, definitive or prescriptive in its order. Professionally evaluated work is generally more significant. Some parts of this list are more readily adapted to specific academic areas than others.

i. Receipt of a fellowship, grant, contract, award, prize or other indication of professional recognition.

ii. Active participation in seminars, conferences, meetings or other activity leading to professional growth.

iii. Continuing education, retraining, and the development of new skills to one's current or potential assignment. Evidence of these activities may be taking of courses, earning advanced degrees, or participating in professional conferences, seminars, workshops, institutes, or special programs which lead to systematic updating of knowledge; and consideration of new ideas and information from colleagues and students, and the application of the new

ideas and information.

iv. Presentations at professional meetings dealing with research, investigative activity or creative activity.

v. Publications, such as books or texts (whole or part thereof), journal periodical or any other type of academically specialized form such as music, script, software, etc. Professionally recognized or refereed publications are generally more significant.

vi. Creative activity culminating in a public display or performance such as might occur in music, art, drama, poetry reading, etc.

vii. Active leadership and/or service in recognized professional societies. (This activity may also be relevant to Service to university.)

viii. Consultant ships, whether paid or unpaid, of a professional nature.

ix. Editing, reviewing indexing, abstracting, or performing other editorial work for professional or scholarly publications.

x. Involvement in an on-going study or research program within a related discipline; publication of pertinent studies and research projects; and supporting the study and research of others.

xi. Involvement in classroom instruction; demonstration of teaching skills with groups of students or colleagues; receiving feedback on improving teaching methods and procedures; and receiving evaluation and constructive criticism by both students and peers.

xii. Any other item of specific professional activity, such as work in progress, research related to assignment, etc.

3. Service to university and/or community

In addition to demonstrated effectiveness in performance of professional assignments and continued professional activity, SSPARs must also participate in professionally related service to the University and/or community.

Service to university and/or community SSPARs are uniquely qualified to contribute to the mission of the University in a variety of ways, such as participating in institutional

governance, evaluating the professional performance of their colleagues, sponsoring student organizations, etc. Service community related to the mission of the University brings recognition not only to the University but to the SSPARs as well. Service should be consistent with the professional abilities, expertise and leadership qualities of the SSPAR and should foster an intellectual relationship with the off-campus community. The term "community" may refer to local, regional, state, national or international entities. Service to the University and/or community shall be demonstrated by documented evidence submitted with the SSPAR Activities Report. The following list provides examples only and must not be construed as limiting, definitive or prescriptive in its Order.

a. Active participation in service to and/or governance of the SSPAR's department, the campus and/or University System.

b. Active participation at all levels of the University and the University System with emphasis on the department and the division levels while at the SSPAR I rank.

c. Authorship of documents, reports, or other materials pertinent to the University's mission or operation.

d. Advisor or sponsor to student groups on campus.

e. Active participation in program, Department, Division campus and/or University-wide Advisory Groups.

f. Specialized service, either elected or appointed. If a SSPAR is given release time to perform such a service, this shall not be considered in evaluating the quality of such service. However, having received released time may be considered when evaluating the quantity of such service.

g. Lectures, speeches, talks, presentations and/or displays given to schools, community groups, or the University community.

h. Consultant ships to service community groups.

i. Services at local, state and Federal Government level.

j. Active participation and/or office holding in civic, educational, service, or

humanitarian groups.

k. Judge at science fairs, art shows, music contests, etc., educational marathons, officiating at sporting events, or similar activity.

l. Media presentations such as interviews, articles, speeches, or other presentations in newspapers, magazines, radio, television, or film.

m. Participation in educational equity programs and activities.

n. Other items related to Service to university and/or community.

Service to university and/or community. The SSPAR shall describe and provide documentation for Service to university and/or community. Evidence may include, but shall not be limited to, letters of invitation, memoranda documenting service, programs, membership lists, and other appropriate items. This evidence shall be attached to the SSPAR Activities Report.

The SSPAR supervisor(s) and the University Evaluation Committees shall evaluate the nature of the service to the University and/or community. They shall also determine if it is appropriate to the SSPAR's rank.

Rating System for and its Application to Performance Review

The SSPAR supervisor(s) and University Evaluation Committees shall apply the established criteria to the performance of an SSPAR relative to that SSPAR's academic rank. The following ratings shall be used:

Superior. This rating reflects exceptional performance in an area of evaluation.

Competent. This rating reflects satisfactory performance in an area of evaluation.

Inadequate. This rating clearly indicates unacceptable performance in an area of evaluation.

1. General provisions

a. To be reappointed for the third, fourth, fifth, and sixth years of the probationary period, the SSPAR must be judged at least COMPETENT in professional assignments, professional growth, and service at current rank.

b. To be promoted, the SSPAR must be judged SUPERIOR in professional assignments,

professional growth, or service at the level of the academic rank to which promotion is sought. A rating of at least COMPETENT must be received in each of the other two areas.

c. To be awarded tenure, the SSPAR must be judged at the level at which he or she was appointed to the tenure track and be found SUPERIOR in professional assignments, professional growth, or service and at least COMPETENT in the other two areas.

d. SSPARs requesting early promotion are judged by the same standards according to rank as SSPARs considered at the end of the normal probationary period.

e. SSPARs requesting early tenure shall meet the same standards according to rank as SSPARs considered at the end of the normal probationary period. In addition, SSPARs requesting early tenure shall have demonstrated a sustained record of involvement and achievement, on this campus or elsewhere, indicative of a commitment to continued professional performance in professional assignment, professional growth and service to the University.

f. Since the criteria for early promotion and early tenure are not identical, an SSPAR may be granted promotion, tenure, or both promotion and tenure.

G. In progressing through the levels of SSPAR I, II and III, an increasingly rigorous application of the criteria for SUPERIOR shall be applied.

2. Competency and superiority in the area of professional assignments

a. At the rank of SSPAR I : During years two and three of the probationary period, the COMPETENT SSPAR at the rank of SSPAR I must demonstrate command of professional knowledge. Strong indications of developing abilities must be demonstrated in the other professional assignment criteria.

During subsequent years, competence in the appropriate professional assignments criteria must be evident.

b. At the rank of SSPAR II: The COMPETENT SSPAR at the rank of SSPAR II must demonstrate proficiency in the appropriate professional assignments criteria.

c. At the rank of SSPAR III: The COMPETENT SSPAR at the rank of SSPAR 111 must demonstrate proficiency in the appropriate professional assignments criteria and demonstrate a record of involvement and achievement indicative of a commitment to continue professional performance of professional assignments.

d. Superiority in the Area of Professional Assignments: To be considered SUPERIOR in

the area of professional assignments, the SSPAR must meet the requirements set forth above for COMPETENT appropriate to rank. In addition to this, the SSPAR must meet at least one of the following additional criteria:

- i. A preponderance of evidence demonstrating excellence in professional assignments as indicated in the SSPAR Activities Report.
- ii. A record of distinction for some aspect of professional assignments at or beyond the University.

3. Competency and superiority in the area of professional activities

a. At the rank of SSPAR I: During years two and three of the probationary period, the COMPETENT SSPAR at the rank of SSPAR I must demonstrate involvement in professional activities. In subsequent years, continued active involvement in and successful completion of professional activities should be evident (see Chapter 4, Section 11.B.4. for examples of professional activities).

b. At the rank of SSPAR II: The COMPETENT SSPAR at the rank of SSPAR II must demonstrate a record of active involvement in and successful accomplishment of professional activities. Successful accomplishment at this level normally requires that some complete work be professionally evaluated (see Chapter 4, Section 11.B.4. for examples of professional activities).

c. At the rank of SSPAR III: The COMPETENT SSPAR at the rank of SSPAR III must demonstrate a record of successful accomplishment and recognition in professional activities (see Chapter 4, Section 11.B.4. for examples of professional activities).

d. Superiority in the Area of Professional Growth: To be considered SUPERIOR in the area of professional growth the SSPAR must meet the requirement set forth above for COMPETENT appropriate to rank. In addition to this, the SSPAR must also have attained recognition beyond the University in research, investigative activity and/or creative activity.

4. Competency and superiority in the area of service to university and/or community

a. At the rank of SSPAR I: The COMPETENT SSPAR should demonstrate a developing level of participation particularly at the department and division levels within the area of service. (See Chapter 4, Section 11.C.I. for examples of service activities.) For the purpose of awarding tenure, the COMPETENT SSPAR must demonstrate significant participation in the area of service.

b. At the rank of SSPAR iii: The COMPETENT SSPAR at this rank must demonstrate significant participation in the area of service. (See Chapter 4, Section 11.C.I. for examples of service activities.) For a SSPAR hired at this rank, a COMPETENT rating may be assigned for demonstrating sufficient progress towards achieving this

standard by their third probationary year.

c. At the rank of SSPAR III: In addition to significant participation in service activities, the COMPETENT SSP.AR is expected to provide effective leadership in some of these activities. (See Chapter 4, Section 11.C.I. for examples of service activities.) For a SSPAR hired at this rank, a COMPETENT rating may be assigned for demonstrating sufficient progress towards achieving this standard by their third probationary year.

21

FAM 652.3; 2020

Evaluation of SSPARs

d. Superiority in the Area of Service: A rating of SUPERIOR in this area is awarded for exceptional service that has been clearly documented as to quantity and quality. To be considered SUPERIOR in the area of service, the SSPAR must meet the qualifications set forth above for COMPETENT appropriate to academic rank. In addition, the SSPAR must demonstrate unusual effectiveness or performance as a contributor or leader in the University, the off-campus community, or a combination of both.

Criteria for Periodic evaluation

1. Temporary full-time SSPARs

Temporary full-time SSPARs shall be evaluated in the areas of professional assignments, professional growth, and service to the University and/or community, as specified in their contracts. The applicable criteria are the same as for SSPARs subject to performance review.

To be recommended for movement to a higher range, temporary full-time SSPARs shall maintain a rating of SUPERIOR in professional assignments and a rating of at least COMPETENT in the applicable criterion area(s) as specified in their contracts.

2. Temporary part-time SSPARs

Temporary part-time SSPARs shall only be evaluated in the area of professional assignments. The applicable criteria in evaluating this area are the same as for SSPARs subject to performance review.

To be reappointed, the temporary part-time SSPAR must be judged COMPETENT in professional assignments.

3. First, third and fifth year probationary SSPARs

First, Third and Fifth year probationary SSPARs shall be evaluated in the area of

professional assignments, professional growth, and service to the University and/or community. The applicable criteria in evaluating those areas are the same as for SSPARs subject to performance review.

///Policy FAM 652.3 info start///

Approvals

Approved by the Faculty Senate on February 18, 2020

Approved by the President on

History

First created: 1996 by Faculty Affairs Committee

Revised: 1997 by Faculty Affairs Committee

Minorly edited: 2020 by Faculty Affairs Committee

///Policy info end///

FAM 652.4 EVALUATION OF LIBRARY FACULTY

Purpose and Scope

The purpose of evaluation is to develop and maintain high quality faculty who are intellectually and professionally active. The goal of evaluation is to ensure the protection of faculty, student, and institutional interests.

This policy governs all aspects of evaluation of the university's library faculty. Procedures contained in this document are in accordance with the Collective Bargaining Agreement (CBA). In cases where disagreement occurs between this policy and the CBA, the CBA shall prevail.

Policy statement

Peer judgment is vital to any evaluation process designed to maintain high academic standards. Peer evaluation occurs at the Library and the University level. In addition, evaluation includes administrative review.

The CBA uses the term "Faculty Unit Employees" to refer to all persons in Bargaining Unit 3. In this policy, the term "faculty" shall refer to all faculty unit employees who are librarians. The acronym FAD is used in this policy to refer to Faculty Affairs and Development.

Overview

1. Types of evaluation

There are two types of evaluation. First is performance review, which is applicable to all probationary faculty members for purposes of determining retention, tenure, and/or promotion.

Performance review is also applicable to tenured Senior Assistant and Associate Librarians requesting consideration for promotion. The second type of evaluation is formative review, which is applicable to all faculty members not subject to performance evaluation.

General provisions of evaluation: Several general provisions apply to both performance review and periodic evaluation.

- a. Only tenured faculty members and academic administrators may engage in deliberations and make recommendations regarding the evaluation of other faculty members. Evaluation criteria and procedures shall be available to faculty members before the evaluation process begins. No changes in such criteria or procedures may be made during the evaluation process.

b. At all levels of review, before recommendations are forwarded to the next evaluation level, faculty members shall be given a copy of each recommendation stating in writing the reasons for the recommendation. Faculty members have the right to respond or submit a rebuttal within ten working days following the date that the receipt was signed. A copy of the response or rebuttal statement shall accompany the Working Personnel Action File (WPAF) and shall also be sent to any previous levels of review. Upon request, the faculty member may be provided an opportunity to discuss the recommendation with the recommending party.

This provision shall not require that evaluation timelines be altered.

c. Personnel recommendations or decisions relating to retention, tenure, promotion, termination, or any other personnel action shall be based primarily on material contained in the Personnel Action File (PAF). If a personnel recommendation or decision is based on reasons not contained in the PAF, the party making the recommendation or decision shall commit those reasons to writing and this signed statement shall be placed in the PAF and a copy provided to the faculty member.

d. In cases of promotion, only those members of the Library Evaluation Committee with a higher rank than the applicant(s) may participate in the evaluation. The applicant may either give consent for the review to proceed with the remaining two members or may request the vacancy be filled by a qualified third person. See Section 4.a., below, for this procedure.

e. Recommendations shall be confidential except that the affected faculty member, the designated administrators, the President, and the peer review committee members shall have access to written recommendations.

f. Timetables for performance review and periodic evaluation are prepared at the beginning of each academic year by the FAD Office and submitted to the Faculty Senate for approval.

2. Library evaluator: Selection and Function

a. Selection: The Library Evaluator shall hold the rank of Librarian and be elected for a 2-year term. In the event that the current Library Evaluator is presently up for an evaluation, a substitute Library Evaluator will be chosen for the purpose of this one review by election among all librarians.

b. Function: since there are no department chairs or their equivalent in the Pfau Library, the Library Evaluator is the first level of review for all evaluations.

3. Evaluation Committees: Composition and Functions

a. Library Evaluation Committee

Composition: The Library Evaluation Committee shall be composed of three tenured, elected members, two of whom must be at the rank of Librarian and the third, Associate Librarian or Librarian. The committee shall elect a chair who shall hold the rank of Librarian. The Library Evaluator may not serve on this committee. No member of this committee can concurrently serve on the University Evaluation Committee. No one who is presently up for review, evaluation, and/or promotion may serve on the committee. In the event that one of the committee members must withdraw for this reason, that person has the option to agree to a review by the remaining two members. Otherwise, a third member may be selected using one of the methods stated below.

Annually, the Librarians' Council shall nominate and elect committee members from within the library. Should it become necessary in order to keep all three positions filled, the nominations and elections may take place more frequently. In the event of insufficient eligible/willing members to serve on the Library Evaluation Committee, the Librarians' Council shall either invite a faculty member of appropriate rank from outside the library who is acceptable to all the members to serve or nominate and elect faculty members from outside the library by assembling a panel of eligible members from among whom the necessary members shall be chosen.

Functions: This committee shall conduct performance reviews as well as periodic evaluations.

b. University Evaluation Committee

Composition: The University Evaluation Committee shall be composed of one tenured Professor elected from each College by the tenure-track faculty of the College; one tenured Librarian elected by the tenure-track library faculty; and one tenured Student Services Professional, Academic- Related (SSP, AR) or alternate elected by the tenure-track SSP, ARs. Department Chairs or Associate Deans may not serve on this committee. Library Evaluators may not serve on this committee.

Members shall serve two-year staggered terms. The committee shall elect a chair. A member of this committee cannot serve concurrently as a member of any evaluation committee at a lower level.

Functions: This committee shall conduct performance reviews for faculty members at the University level in cases where recommendations from the Department, Department Chair, College and Dean are not unanimous as well as in cases involving non-retention, and denial of tenure or denial of promotion. This committee shall also serve as the higher-level peer review committee for librarians and SSP, ARs. In addition, the committee shall rank faculty in promotion cases, basing their rankings primarily on previous recommendations and rankings. This committee shall also conduct performance reviews in any case at the request of the President or designee.

4. Instruments of Evaluation

a. Faculty Activities Reports (FARs)

FARs shall be submitted by all faculty members subject to performance review and by probationary and full-time temporary faculty members subject to periodic evaluation. These shall cover all three areas of evaluation: professional assignment, research, scholarly, or creative activities, service to university and/or community.

The FAR should cover the following periods of time:

- i. For all probationary faculty being considered for retention or tenure, the FAR should be cumulative since appointment.
- ii. For tenured faculty applying for promotion, the FAR should be cumulative since submission of the last FAR.
- iii. For all others (e.g., tenured faculty subject to periodic evaluation and full-time temporary faculty), the FAR should be cumulative since submission of the last FAR.

b. Supporting documentation

Supporting documentation for activities must be attached to this report (for example, reprints of publications, appropriate evidence regarding speeches, consultations, performances, exhibitions, work in progress, etc.) as follows:

- i. For probationary faculty being considered for retention, all supporting documentation should be cumulative since appointment.
- ii. For probationary faculty being considered for tenure and/or promotion, all

supporting documentation should be cumulative since appointment.

iii. For tenured faculty applying for promotion, all supporting documentation since submission of the last FAR.

iv. For all others (e.g., tenured faculty subject to periodic evaluation and full-time temporary faculty), all supporting documentation since the last FAR was submitted.

Faculty members may include professional activities carried out prior to appointment. Pre-employment dates of such activities should be noted. The entire professional experience of the faculty member should be examined and considered, but primary consideration shall be given to the professional accomplishments during the appropriate time period as indicated above.

All FARs must be accompanied by an Index of Attachments.

When a faculty member reports collaborative research, scholarly, or creative activities or accomplishments, a Joint Activities Report form should be submitted with the FAR for each joint activity.

c. Library Evaluator's Report

A Library Evaluator's Report shall be completed for each faculty member subject to performance review or periodic evaluation. This report shall be completed after the appropriate FAR is submitted to the Library Administration Office (LAO) and before the Library Evaluation Committee and the Library Dean review the FAR. The report makes no

recommendation regarding performance review or periodic evaluation retention, promotion, or tenure decisions. The faculty member shall receive a copy of the report from the Library Evaluator and meet with the Library Evaluator to review it (if desired). Any agreed-upon changes shall be incorporated into the final report submitted to the LAO. If there are any further changes or disputes, the faculty member may submit a written response or rebuttal within ten days following its receipt for consideration in the current evaluation cycle. This statement shall be included in the PAF.

5. Files

a. The Personnel Action File (P AF)

i. A PAF shall be maintained for each faculty member. PAFs are kept at the LAO.

ii. A faculty member shall have the right to submit additional materials to his/her PAF and shall have the right to submit a written rebuttal to any material in his/her file. Only material identified by source may be placed in the PAF. Identification shall indicate the author, the committee, the campus office, or the name of the officially authorized body generating the material. The faculty member shall be provided with a copy of any material to be placed in the PAF at least five days prior to the placement.

iii. A faculty member shall have the right of access to all material in his/her PAF, exclusive of pre-employment materials, except when the pre-employment materials are used in personnel actions.

1v. The PAF may be inspected by the faculty member upon request to the appropriate office. A copy of all materials requested shall be provided within fourteen days of the request. If the faculty member believes that any portion of the file is not accurate, a correction or deletion of those materials may be requested. If the request is denied, the faculty member shall have seven days to submit the request to the President.

Within twenty-one days of the request to the President, the President shall provide to the faculty member a written response. If the President or designee grants the request, the record shall be corrected or the deletions made, and the faculty member shall be sent a written statement to that effect. If the President or designee denies the request, the response shall include the reason(s) for denial.

v. The PAF shall be held in confidence. Access to a faculty member's file shall be limited to persons with official business. The appropriate office shall log all instances of access to a PAF. This record shall be a part of the file.

b. Working Personnel Action File (WPAF)

The WP AF refers to the portion of the Personnel Action File used during the time of performance review or periodic evaluation of a faculty member. The WPAF shall include where required the following:

i. A FAR (and the Index of Attachments to the FAR) reflecting the cumulative record in all areas of evaluation.

ii. Library Evaluator's reports.

iii. Responses and rebuttals.

iv. Faculty authored reports from sabbatical leaves, difference-in-pay leaves, mini grants, and other internal CSUSB grants.

v. All other evaluation materials appropriately included in the PAF.

vi. All current and previous summary statements and recommendations resulting from the evaluation process. Materials submitted to the WPAF by a faculty member for evaluation purposes shall be deemed incorporated by reference in the PAF but need not be physically placed in the file. An index of such materials shall be prepared by the faculty member and submitted with the materials. Such an index shall be permanently placed in the PAF.

WPAFs for all librarians shall be housed in the LAO unless they are currently being reviewed by the University Evaluation Committee, in which case the FAD Office shall temporarily house them. All others shall be housed in the FAD Office.

c. Recommendations

Recommendations shall be made following a thorough review of the WPAF relative to each applicable criterion. All participants who make recommendations shall, in addition, ensure that criteria are applied equally for each faculty member evaluated. If there are omissions of documentation, information or recommendations in the materials submitted for review, the materials may be returned for amplification. Any such amplification shall be provided in a timely manner.

d. Decision

The President or designee shall receive the WPAF, review its contents and recommendations, and reach a decision. The President's or designee's decision shall be communicated in writing to the faculty member and shall state the reasons for the decision.

Performance Review

1. Definitions

a. Performance Review: Performance review is the process whereby decisions concerning retention, promotion, and tenure are made. Performance reviews are based upon information obtained from peers and administrators in the manner described in this document. Upon completion of deliberations at each level of performance review, a copy of the recommendation shall be forwarded to the faculty member, who may respond in writing within 10 days after receipt of the recommendation and/or request a meeting with the recommending party.

b. Probation: The normal period of probation shall be six years of credited service or full-time probationary service. A year of service for a faculty member in an academic year position is two semesters of employment within an academic year.

Any deviation from the normal six-year probationary period shall be the decision of the President or designee, following consideration of recommendations from the Library Evaluation Committee, Library Dean, and the University Evaluation Committee, if Applicable.

A probationary faculty member in the second year of service shall be notified by the President or designee of a final decision on retention no later than February 15. A probationary faculty member who has served more than two years of probation shall be notified by the President or designee of a final decision on retention or a terminal year appointment no later than June 1.

c. Tenure: Tenure is the right of a faculty member to continue permanent employment at the campus except when such employment is voluntarily terminated or terminated by the employer pursuant to the provisions of a collective bargaining agreement or law. The President or designee may award tenure to a faculty member after a six-year probationary period. Upon application by a candidate and consideration of positive recommendations from evaluation committees and the Library Dean, the President or designee may award tenure before the end of the six-year probationary period. Tenure shall be effective at the beginning of the academic year succeeding the year in which tenure is awarded.

d. Promotion: Promotion is the advancement to a higher rank of a probationary or tenured faculty member. A probationary faculty member shall not normally be promoted during probation. A probationary faculty member shall normally be considered for promotion at the same time he/she is considered for tenure. Probationary faculty members shall not be promoted beyond the rank of Associate Librarian. Upon application by the candidate and following consideration of positive

recommendations from evaluation committees and the Library Dean, probationary faculty members may be promoted to the rank of Associate Librarian. Promotion of a tenured faculty member shall normally be considered during his/her fifth year of service in the same rank. Upon application and following consideration of positive recommendations from the evaluation committees and the Library Dean, a tenured faculty member may be promoted to the rank of Associate Librarian or Librarian prior to the fifth year of service in the same rank.

The President or designee shall notify the faculty member in writing of the final decision on promotion no later than June 15. Such notification shall include the reasons for approval or denial and shall indicate the effective date of the promotion.

2. Participants in Performance Review

a. Faculty Members: Performance review applies to all second-, fourth- and sixth-year probationary faculty members, tenured faculty members applying for promotion, and probationary faculty members applying for early tenure and/or early promotion. Third- and fifth-year probationary faculty members may also be subject to performance review upon notification by the President or designee.

b. Library Evaluator

c. Library Evaluation Committee

d. Library Dean

e. University Evaluation Committee

f. President or Designee

3. Procedures for Performance Review

The performance review process is composed of a number of steps involving the accumulation of materials to be evaluated and the determination of recommendations at various levels of peer and administrative review. Procedures governing performance review for faculty members:

a. Faculty member completes the FAR and submit it to the LAO. The LAO assembles the WPAF, then notifies the Library Evaluator that the WPAF is ready for review.

Prior to the beginning of the review process, the faculty unit employee subject to review shall be responsible for the identification of materials he/she wishes to be considered and for the submission of such materials as may be accessible to him/her.

Evaluating committees and administrators shall be responsible for identifying and providing materials relating to evaluation not provided by the employee.

A specific deadline before the recommendation is made at the first level of evaluation shall be established by campus policy at which time the WPAF is declared complete with respect to documentation of performance for the purpose of evaluation. Insertion of material ,after the date of this declaration must have the approval of the Library Evaluation Committee and shall be limited to items that became accessible after this declaration. Material inserted in this fashion shall be returned to the Library Evaluator for review, evaluation, and comment before consideration at subsequent levels of review. If, during the review process, the absence of required evaluation documents is discovered, the WP AF shall be returned to the level at which the requisite documentation shall have been provided. Such materials shall be provided in a timely manner.

b. Library Evaluator shall complete the Library Evaluator's Report before the Library Evaluation Committee and the Library Dean review the WPAF. The report makes no recommendations regarding performance review or periodic evaluation retention, promotion, or tenure decisions. The faculty member shall receive a copy of the report from the Library Evaluator and meet with the Library Evaluator (if desired) to review it. Any agreed-upon changes shall be incorporated into the final report submitted to the LAO. If there are any further changes or disputes, the faculty member may submit a written response or rebuttal within ten days following its receipt for consideration in the current evaluation cycle. This statement shall be included in the PAF. The LAO adds the Evaluator's report to the WPAF. The LAO then notifies the Library Evaluation Committee that the WPAF is ready for review.

c. The Library Evaluation Committee reviews the WP AF and prepares a report consisting of their recommendations and ratings. This report is submitted to the LAO. The LAO adds this report to the WPAF and sends a copy to the faculty member. The faculty member may submit a written response or rebuttal within ten days following its receipt for consideration in the current evaluation cycle. The LAO then notifies the Library Dean that the WPAF is ready for review.

d. The Library Dean reviews the WP AF and prepares a report consisting of recommendations and ratings. This report is submitted to the LAO. The LAO adds this report to the WP AF and sends a copy to the faculty member. The faculty member may submit a written response or rebuttal within ten days following its receipt for consideration in the current evaluation cycle.

e. The LAO submits the WPAF to the FAD Office. The FAD Office then notifies the University Evaluation Committee that the WP AF is ready for review, recommendations, and rankings in promotion cases. The University Evaluation Committee prepares a report which is added to the WP AF by the APO and sends a copy to the faculty member. The faculty member may submit a written response or rebuttal within ten days following its receipt for consideration in the current evaluation cycle.

f. The APO, in coordination with the LAO, submits the WP AF to the President or designee for decision. In addition to decisions regarding retention, promotion or tenure, the President or designee may notify probationary faculty members that performance review is required in the third or fifth probationary year.

Periodic Evaluation

1. Definitions

a. Periodic Evaluation. Periodic evaluation is the process whereby faculty members who are not subject to performance review are evaluated. Those subject to periodic evaluation includes temporary part-time and temporary full-time faculty members, and first-, third- and fifth-year probationary faculty members, and tenured faculty members. Third- and fifth-year faculty members applying for early tenure and/or early promotion will be subject to performance review and therefore periodic evaluation will not be necessary. Periodic evaluation will also not be necessary for third- and fifth year faculty members subject to performance review as a result of notification by the President or designee.

b. Purpose of periodic evaluation: The purpose of periodic evaluation for faculty is to evaluate professional assignments, research, scholarly, or creative activities, and service to university and/or community. Where necessary, steps may be recommended to improve performance.

c. Result of Periodic Evaluation: The result of periodic evaluation is to be a summary statement on the strengths and weaknesses of the faculty member in the areas of professional assignments, professional growth/activities, and service to university and/or community. This statement may include recommendations for improvement. Upon completion, each summary statement is placed in the PAF and a copy is provided to the faculty member.

The results of periodic evaluation shall be given careful consideration whenever a subsequent appointment for temporary faculty is considered.

2. Procedures for Periodic Evaluation

a. Temporary Full-Time Faculty

- i. Temporary full-time faculty members submit F ARs to the LAO.
- ii. The LAO assembles the WPAF.
- iii. The Library Evaluator, the Library Evaluation Committee, and the Library Dean shall consecutively review the WPAF, and prepare reports as described above in Section 3 of, Steps b-d.

b. Temporary Part-Time Faculty.

The LAO assembles WP AFs consisting of summary statements from the Library Evaluator, the Library Evaluation Committee, and any other appropriate evaluation materials, for review by the Library Dean.

c. Schedule for Periodic Evaluation of Temporary Full-Time and Part-Time Faculty.

Temporary part-time faculty members appointed for one semester or less, within an academic year, shall be evaluated at the discretion of the Library Dean or appropriate supervisor. The temporary part-time faculty member can request that an evaluation be performed. Temporary faculty members appointed for more than two semesters within an academic year shall receive a periodic evaluation by the end of the spring semester.

d. First-, Third-, and Fifth-Year Probationary Faculty and Tenured Faculty

- i. First-, third-, and fifth-year probationary faculty complete F ARs and submit them to the LAO. The LAO assembles the WPAF, then notifies the Library Evaluator that the WP AF is ready for review.
- iv. The Library Evaluator reviews the WP AF, writes a report (see INSTRUMENTS OF EVALUATION, 3 above for details) and submits it to the LAO. The LAO adds the Evaluator's report to the WPAF. The Library Administration Office notifies the Library Evaluation Committee that the WPAF is ready for review.
- v. The Library Evaluation Committee reviews the WPAF and prepares a report consisting of summary statements of their evaluations (no recommendations). These reports are submitted to the LAO. The LAO adds these reports to the WPAF. The LAO notifies the Library Dean that the WPAF is ready for review.
- vi. The Library Dean reviews the WP AF and submits a report to the LAO and adds

it to the WPAF. Tenured Faculty: See Below: Periodic evaluation of Tenured Faculty

Criteria for Performance Review

Areas of evaluation

a. Performance of professional assignments

The primary function of library faculty at the California State University is the performance of professional assignments. The professional environment, work, and work hours of library faculty are different from those of the instructional faculty because of the special nature of libraries, which are cooperative and sequential enterprises involving interdependent functions and departments. In addition, the work of librarians requires the application of knowledge and abilities unique to the profession of librarianship. The factors used in the performance evaluation of librarians must reflect these unique elements and responsibilities.

Direct objective evidence of the effectiveness in performing professional assignments is crucial to the overall evaluation process. Effectiveness shall be evaluated by the quality of the performance in the various types of professional assignments. These may include, but are not limited to, acquisition services, cataloging services, reference services, circulation services, collection development, periodical services, online reference services, library automation, and general library instruction and specialized lectures in assigned areas. A librarian may serve within two or more areas, be responsible for a particular area of activity or a unit or may be a specialist. Those persons involved in the evaluation process shall recognize the existence of differences in styles of librarianship. While no single style or manner of librarianship can be established as best for all librarians or assignments, librarians are expected to work effectively in the performance of professional assignments. Evaluation shall be based upon the particular methods used by the librarian and whether or not they are likely to produce the desired results. Primary sources for evidence concerning the quality of the performance of professional assignments shall be the FAR and the Library Evaluator's report.

The Library and University Evaluation Committees as well as the Library Dean shall evaluate the performance of professional assignments. They shall also determine if such performance is appropriate to the faculty member's rank.

Quality of performance of professional assignments shall be evaluated in the following Areas:

i. Command of Professional Knowledge.

Credentials presented by a librarian upon appointment should attest initially to the librarian's command of the professional knowledge. However, refinement and change are inherent in any area of knowledge. Librarians must be familiar with the current knowledge within librarianship and should also incorporate relevant changes into their professional assignments.

ii. Effectiveness in Performance of Professional Assignments.

Librarians must effectively use their professional knowledge. Effectiveness in performance of professional assignments is demonstrated by the degree of proficiency employed, the level of independence demonstrated, the initiative and/or innovation shown, and the versatility, when appropriate, to work effectively in a variety of library functions and/or subject areas. Among the items which may be used to evaluate performance in this area are the adaptation of procedures or policies to reflect changes in librarianship, in the library itself, or in the University; the introduction of procedures or policies which improve the quality of library service; and/or the strong execution of basic professional duties.

iii. Oversight, When Appropriate, of Programs and Staff A librarian may be responsible for overseeing operation of a particular library area of activity or unit and its related staff. Among the items which shall be used to evaluate performance in this area are: the establishment of goals and objectives, as well as their documentation and implementation; the recommendation, interpretation and execution of library policies; the recommendation of budget and staff allocations; the monitoring of the use of funds and staff; the planning, organization, and coordination of personnel and procedures; the delegation of authority; the evaluation of other librarians and support staff; and the participation in overall library planning and development activities.

iv. Performance, When Appropriate, as a Non-Supervisory Specialist A librarian may be assigned to an area of activity as a non-supervisory specialist. Among the items used to evaluate performance in this area are intensive knowledge of a particular area or activity beyond the criteria established in this document.

b. Research, scholarly, or creative contributions

A certain level of research, scholarly, or creative activities and growth supports the primary mission of the University. Continued research, scholarly, or creative activities provide a means whereby excellent, up-to- date and enriched librarianship benefits the University as a whole. Evaluation committees and others involved in performance review recognize that no single method exists whereby librarians may demonstrate research, scholarly, or creative activities. Distinct areas of librarianship have diverse

methods of demonstrating research, scholarly, or creative activities. Even within the same assignment, differences among research, investigative work, and creative activity exist.

i. It shall be the sole responsibility of the faculty member to provide documented evidence of professional growth referenced in the FAR. Examples of items which may be used are books and articles or evidence indicating their acceptance for publication, proposals, contracts, grants or program materials; letters of invitation or appointment, reviews of creative activity generated by professionally recognized persons; and other appropriate professionally generated materials pertinent to this area of evaluation. This evidence shall be submitted as part of the FAR.

ii. The faculty member may consult with the Library Evaluator to ascertain that the FAR contains a thorough description of the faculty member's professional activities and reflects a true picture of research, scholarly, or creative activities.

iii. A request for external review of professional activities materials submitted by a faculty member may be initiated at any level of review by any party to the review. Such a request shall document (1) the special circumstances which necessitate an outside reviewer, and (2) the nature of the materials needing the evaluation of an external reviewer. The request must be approved by the President or designee with the concurrence of the faculty member. When the request to submit materials to an external review has been approved, the faculty member shall be asked to provide to the APO a list of names from which one or more evaluators may be chosen. The Library Evaluator, Library Evaluation Committee, and/or Library Dean shall consider this list and, if appropriate, provide additional names to it. FAD Office will coordinate the selection of one or more suitable evaluators solely from this list and in agreement with the faculty member involved.

iv. The following guidelines shall apply in selecting external evaluators:

- Evaluators shall not be a collaborator or a co-author of any publication or research effort of the candidate. Evaluators shall not be personal friends of the candidate. To the greatest extent possible senior and established scholars should be chosen for such evaluations.

A copy of the external evaluation shall be included in the WP AF and shall be considered an intrinsic part of the evaluation process.

v. The Library Evaluation Committee and the Library Evaluator must evaluate each item in the area of research, scholarly, or creative activities. They must also address the significance of the contribution and the quality of the form in which it is presented, i.e., a publication, a paper or presentation, a work in progress, etc. In addition, if the contribution consists of professional activity such as a consultantship, participation in a professional organization, a grant or award, the Committee and the Evaluator must assess its significance and clarify the relevance of the format. Although it is the sole responsibility of the faculty member to provide documentation, if the Library Evaluation Committee or the Library Evaluator finds any deficiencies in the faculty member's documentation of research, scholarly, or creative activities, the Committee or Evaluator may request clarification, expansion, or additional information from the faculty member through the LAO before preparing an evaluation. In the event a faculty member fails to provide requested information or documentation, the Library Evaluation Committee or the Library Evaluator shall so indicate in their evaluation.

vi. Library Evaluation Committees, Library Evaluators, and the Library Dean shall consider all professional activity materials submitted by the faculty member to determine the appropriateness and quality of research, scholarly, or creative activities in light of established criteria and evaluate the faculty member's research, scholarly, or creative activities relative to academic rank.

vii. The following list of professional activities should be regarded as exemplary in nature and is not meant to be limiting, definitive or prescriptive in its order. Work professionally evaluated by peers in the field is generally more significant. Some parts of this list are more appropriate to specific academic areas than others. The individual contribution to collaborative activities must be clearly stated on a Joint Activity Report form.

Receipt of a fellowship, grant, contract, award, prize, or other indication of professional recognition.

- Active participation in seminars, conferences, meetings, or other activities leading to research, scholarly, or creative activities.
- Continuing education, retraining, and the development of new skills relevant to one's current or potential assignment. Evidence of these activities may be taking courses; earning advanced degrees; or participating in professional conferences, seminars, workshops, institutes, or special programs. Such activities should lead to the systematic updating of knowledge.
- Presentations at professional meetings dealing with research, investigative activity, or creative activity.

- Publications, such as books or texts (whole or parts thereof), journal or periodical articles, or any other type of academically specialized form such as music, script, software, etc. Professionally recognized or refereed publications are generally more significant.

- Creative activity culminating in a public display or performance such as might occur in music, art, drama, poetry reading, etc.

Active leadership and/or service in recognized professional societies. (This activity may also be relevant to Service to university.)

Consultantships, whether paid or unpaid, of a professional nature.

Editing, reviewing, indexing, abstracting, or performing other editorial work for professional or scholarly publications.

Any other items of specific professional activity, such as work in progress, research related to assignments, etc.

c. Service to university and/or community

In addition to demonstrated effectiveness in performance of professional assignments and continued research, scholarly, or creative activities, faculty members must also participate in professionally related service to the University and/or community.

1. Scope of service to university and/or community

Faculty are uniquely qualified to contribute to the mission of the University in a variety of ways, such as participating in institutional governance, evaluating the professional performance of their colleagues, sponsoring student organizations, etc.

Service to community related to the mission of the University brings recognition not only to the University but to the faculty as well. Service should be consistent with the professional abilities, expertise, and leadership qualities of the faculty members and should foster an intellectual relationship with the off-campus community. The term "community" may refer to local, regional, state, national, or international entities.

Service to the University and/or the community shall be demonstrated by documented evidence submitted with the FAR. The following list provides examples of items that may be used. This list provides examples only and must not be construed as limiting, definitive, or prescriptive in its order.

- Service to university

Active participation in service to and/or governance of the library, the campus and/or University System. If a librarian is given release time to perform such a service, this shall not be considered in evaluating the quality of such service. However, having received released time may be considered when evaluating the quantity of such service.

Attendance and active participation at library meetings.

Active participation on committees at all levels of the University and the University System.

Participation in educational equity programs and activities.

Authorship of documents, reports, or other materials pertinent to the University's mission or operation.

Advisor or sponsor to student groups on campus.

Assisting with grants, documents, contracts, proposals, reports, or other materials pertinent to the University's mission or operation.

Active participation in library, campus and/or University-wide Advisory Groups.

- Service to community

Service at local, state, and federal government level. Consultantships to service to community groups.

Media presentations such as interviews, articles, speeches, or other presentations in newspapers, magazines, radio, television, or film.

Lectures, speeches, talks, presentations and/or displays given to schools, community groups, or the University community, e.g. at science fairs, art shows, or music contests; assisting educational marathons; officiating at sporting events; or similar activity.

Active participation and/or office holding in civic, educational, service, or humanitarian groups.

Participation in community partnership activities which enhance social, economic, and cultural conditions.

ii. Evaluation of Service to university and/or community

The faculty member shall describe and provide documentation for Service to the university and/or community. Evidence may include, but shall not be limited to, letters of invitation, memoranda documenting service, programs, membership lists, and other appropriate items. This evidence shall be attached to the FAR.

Additional supporting evidence may be obtained through the Library Evaluator's report.

The Library and the University Evaluation Committees, as well as the Library Dean, shall evaluate the nature of the service to the University and/or community. They shall also determine if it is appropriate to the faculty member's rank.

Evaluation Rating System

The Library and University Evaluation Committees, and the Library Dean are required to use the standards for evaluation set by the library. If Library Standards are not available for a category, then University Standards for that category are to be used to evaluate a librarian.

I. Evaluation Scale

The Library and University Evaluation Committees, and the Library Dean shall apply the established criteria to the performance of a faculty member relative to that faculty member's academic rank. Evaluation of a librarian applies only to the rank at the time of the evaluation.

Therefore, a rating of Above Expectation for retention at the rank of Assistant Librarian at the second year does not imply that this candidate is ready for promotion or tenure. It only means that for a second-year Senior Assistant Librarian the candidate is Above Expectations.

a. Above Expectations: This rating reflects performance above the established criteria for the rank at the time of the current evaluation.

b. Meets Expectations: This rating reflects performance within the range of the established criteria for the rank at the time of the current evaluation.

c. Below Expectations: This rating reflects performance below the established range of criteria for the rank at the time of the current evaluation.

d. Well Below Expectations: This rating reflects performance well below the range of established criteria for the rank at the time of the current evaluation.

2. Outcomes of Evaluation

a. Second-Year Retention Review

- i. If a faculty member is evaluated at Meets Expectations (or higher) in two categories and no lower than Below Expectations in the third category, then the faculty member will be recommended for retention at the rank of Senior Assistant Librarian at the second year.
- ii. If a faculty member is evaluated at Below Expectations in two categories and at Meets Expectations (or higher) in the third category, the faculty member will be recommended for retention at the rank of Senior Assistant Librarian at the second year. In this case, the retention will include recommendations from the President or his designee for successful future reviews.
- m. If a faculty member is evaluated at Well Below Expectations in any of the three categories, or at Below Expectations or Well Below Expectations in all three categories, then the faculty member will not be recommended for retention.

b. Fourth-Year Retention Review

- i. If a faculty member is evaluated at Meets Expectations (or higher) in all three categories, then the faculty member will be recommended for retention at the fourth year.
- ii. If a faculty member is evaluated at Below Expectations in any of the three categories and at Meets Expectations (or higher) in the other two categories, the faculty member will be recommended for retention. In this case, the retention will include recommendations from the President or his designee for successful future reviews.
- iii. If a faculty member is evaluated at Well Below Expectations in any of the three categories, or is evaluated at Below Expectations in two or more categories, the faculty member will not be recommended for retention.

c. Tenure

- i. To be recommended for tenure at the current rank at the time of the evaluation, the faculty member must be evaluated at Meets Expectations (or higher) in all three categories.
- ii. If a faculty member is evaluated at Below Expectations (or lower) in any of the three categories, the faculty member will not be recommended for tenure.

d. Promotion to the Rank of Associate Librarian

- i. To be recommended for promotion to the rank of Associate Librarian, the faculty member must be evaluated at Above Expectations in one of the categories and at Meets Expectations (or higher) in the other two categories at the current rank.
- ii. If a faculty member is evaluated at Below Expectations (or lower) in any of the three categories, the faculty member will not be recommended for promotion to the rank of Associate Librarian.

e. Promotion to Librarian

- i. To be recommended for promotion to Librarian, a faculty member must be evaluated at Above Expectations in one of the categories and at Meets Expectations (or higher) in the other two categories at the current rank.
- ii. If a faculty member is evaluated at Below Expectations (or lower) in any of the three categories, the faculty member will not be recommended for promotion to Librarian.

Application of Criteria and Rating System

Faculty members who request early promotion are evaluated by the same standards according to rank as faculty members considered at the end of the normal probationary period.

Faculty members who request early tenure shall be considered to be at the end of the normal probationary period and be evaluated the same as any faculty member requesting tenure or promotion. In addition, faculty members requesting early tenure shall have demonstrated an outstanding and sustained record of involvement and achievement, on this campus or elsewhere, indicative of a commitment to continued professional performance in assignments, research, scholarly or creative contributions, and service to the University.

A faculty member applying for early tenure must be evaluated at Meets Expectations (or higher) in each of the three categories to be recommended for early tenure. A faculty member applying for early promotion must be evaluated at Above Expectations in at

least one category and at Meets Expectations (or higher) in the other two categories to be recommended for early promotion. In progressing through the levels of Senior Assistant Librarian, Associate Librarian, and Librarian, an increasingly rigorous application of the criteria shall be applied.

1. MEETS EXPECTATIONS and ABOVE EXPECTATIONS in the area of professional assignments

a. Meets Expectations in the Area of Professional Assignment

At the rank of Senior Assistant Librarian: During years two and three of the probationary period, the MEETS EXPECTATIONS faculty member at the rank of Senior Assistant Librarian must demonstrate command of professional knowledge. Strong indications of developing abilities must also be demonstrated in the other professional assignments criteria. During subsequent years, competence in the appropriate professional assignments criteria must be evident.

At the rank of Associate Librarian: The MEETS EXPECTATIONS faculty member at the rank

of Associate Librarian must demonstrate proficiency in the appropriate professional assignments criteria. At the rank of Librarian: The MEETS EXPECTATIONS faculty member at the rank of Librarian must demonstrate proficiency in the appropriate professional assignments criteria and demonstrate a record of involvement and achievement indicative of a commitment to continue professional performance of professional assignments.

b. Above Expectations in the Area of Professional Assignments

To be considered ABOVE EXPECTATIONS in the area of professional assignments, the faculty member must meet the requirements set forth above for MEETS EXPECTATIONS appropriate to rank. In addition to this, the faculty member must meet at least one of the following additional criteria:

- i. A preponderance of evidence demonstrating excellence in professional assignments as indicated in the FAR, the Library Evaluator's Report, or additional appropriate documentation related to professional assignment.
- ii. A record of distinction for some aspect of professional assignments at or beyond the University.

2. MEETS EXPECTATIONS and ABOVE EXPECTATIONS in the area of research,

scholarly, or creative activities

Qualitative and quantitative standards should be used to assess research, scholarly, or creative activities.

a. MEETS EXPECTATIONS in the Area of Research, Scholarly, or Creative Activities

At the rank of Senior Assistant Librarian: During years two and three of the probationary period, the MEETS EXPECTATIONS faculty member at the rank of Senior Assistant Librarian must demonstrate involvement in professional activities. In subsequent years, continued active involvement in and successful completion of some professionally evaluated activities should be evident (see Chapter 2, Section II.

B. 6. for examples of professional activities).

At the rank of Associate Librarian: The MEETS EXPECTATIONS faculty member at the rank of Associate Librarian must demonstrate a record of active involvement in and successful accomplishment of research, scholarly, or creative activities. Successful accomplishment at this level normally requires that some complete work be professionally evaluated (see Chapter 2, Section II. B. 6 for examples of professional activities).

At the rank of Librarian: The MEETS EXPECTATIONS faculty member at the rank of Librarian must demonstrate a record of successful accomplishment and recognition in research, scholarly, or creative activities (see Chapter 2, Section II. B. 6 for examples of professional activities).

b. ABOVE EXPECTATIONS in the Area of Research, Scholarly, or Creative Activities

To be considered ABOVE EXPECTATIONS in the area of research, scholarly, or creative activities the faculty member must as a minimum, have met the requirement set forth above

for MEETS EXPECTATIONS appropriate to rank. In addition to this, the faculty member

must also have attained recognition beyond the University in research, scholarly or creative activities.

3. MEETS EXPECTATIONS and \$ABOVE EXPECTATIONS in the area of service to university and/or community

a. MEETS EXPECTATIONS in the Area of Service

At the rank of Senior Assistant Librarian: The MEETS EXPECTATIONS faculty member

should demonstrate a developing level of participation particularly at the library level within the area of service. (See Chapter 2, Section II. C. 1 for examples of service activities.) For the purpose of awarding tenure, the MEETS EXPECTATIONS faculty member must demonstrate significant participation in the area of service.

At the rank of Associate Librarian: The MEETS EXPECTATIONS faculty member at this rank must demonstrate significant participation in the area of service. (See Chapter 2, Section II. C. 1 for examples of service activities.) For a faculty member hired at this rank, a MEETS EXPECTATIONS rating may be assigned for demonstrating sufficient progress

towards achieving this standard by the third probationary year.

At the rank of Librarian: In addition to significant participation in service activities, the MEETS EXPECTATIONS faculty member is expected to provide effective leadership in some of these activities. (See Chapter 3, Section II. C. I for examples of service activities.) For a faculty member hired at this rank, a MEETS EXPECTATIONS rating may be assigned for demonstrating sufficient progress towards achieving this standard by their third probationary year.

b. ABOVE EXPECTATIONS in the Area of Service

A rating of ABOVE EXPECTATIONS in this area is awarded for exceptional service that has been clearly documented as to quantity and quality. To be considered ABOVE EXPECTATIONS in the area of service, the faculty member must meet the qualifications set forth above for MEETS EXPECTATIONS appropriate to academic rank. In addition, the faculty member must demonstrate unusual effectiveness or performance as a contributor or leader in the University, the off-campus community, or a combination of both.

Criteria for Periodic Evaluation of Non-Tenured Faculty

1. Temporary full-time faculty

2. Temporary full-time faculty

Temporary full-time faculty members employed for more than two semesters shall be evaluated in the areas of professional assignments, research, scholarly, or creative activities, and service to the University and/or community, as specified in their contracts. The applicable criteria are the same as for faculty members subject to performance review.

3. Temporary part-time faculty

Temporary part-time faculty members employed for more than two semesters shall only be evaluated in the area of professional assignments. The applicable criteria in evaluating this are the same as for librarians subject to performance review.

4. First-, third- and fifth-year probationary faculty

First, third-, and fifth-year probationary faculty members shall be evaluated in the areas of professional assignments, research, scholarly, or creative activities, and service to the University and/or community. The applicable criteria in evaluating those areas are the same as for faculty members subject to performance review.

Periodic Evaluation of Tenured Faculty

The purpose of periodic evaluation of tenured faculty members is to assure the continuation of high- quality library services within the University. The program is designed to maintain excellence in performance, professional assignments, research, scholarly, or creative activities, and service to the University and community. This process is intended to be both positive and supportive.

1. Procedures for periodic evaluation

a. Each academic year, tenured faculty members who are no longer subject to performance review and who have not been reviewed during the previous five-year period shall be subject to periodic evaluation. Whenever more than 25% of such tenured faculty in the library are scheduled for periodic evaluation, the Library Evaluation Committee may determine by lot a one-year postponement of sufficient reviews to reduce the number to less than 25%.

Also subject to periodic evaluation are tenured faculty members whose previous evaluations resulted in a decision to review prior to the normal five-year period.

b. During the Fall of the evaluation year those faculty members subject to evaluation shall submit a FAR to the LAO. The report shall be cumulative over the previous five years or since the last evaluation.

c. The following materials shall be assembled into a WPAF by the LAO.

i. A FAR covering previous five years or since the period covered by the last evaluation

ii. Other materials deemed relevant by the faculty member

d. The Library Evaluator will review the assembled file first (See INSTRUMENTS OF EVALUATION, 3 above for details). Next, the Library Evaluation Committee will review the assembled file and prepare a summary report commenting on the overall effectiveness of the faculty member's performance, specifying remedies if any, and indicating when the next review should take place. A copy of this report shall be given to the faculty member who shall have the right to submit a written response which may be a rebuttal.

e. The WP AF, the Library Evaluator's report, the Library Evaluation Committee's report, and responses, if any, shall be forwarded to the Library Dean for review. If requested by the faculty member, the Library Dean, the Library Evaluator, the chair of the Library Evaluation Committee, and the faculty member shall meet to discuss the contents of and any recommendations contained in the reports. The reports, along with a statement from the Library Dean establishing the next scheduled evaluation, shall then become a part of the PAF. The Library Dean's statement may include more than the date for the next scheduled evaluation, but this is optional.

f. The review process for the evaluation of tenured faculty shall be completed in accordance with the Timetable for Periodic Evaluation and Performance Review.

2. Criteria: Tenured faculty shall be evaluated in the areas of professional assignments, research, scholarly, or creative activities, and service to the University and community. The applicable criteria in evaluating these areas are the same as for faculty members subject to performance evaluation.

3. Exclusion: Members of the Library Evaluation Committee shall not participate in their own review; that is, faculty undergoing Formative review may serve on a library evaluation committee but must recuse themselves for their own review.

4. Delays in review: Although the CBA is silent on delays in the review process, the University recognizes that unforeseen emergency situations may arise so that a delay in review is inevitable. Reasons for a delay must be serious and compelling. Requests for a delay in review must be made in writing with specific reasons stated for the delay. These requests must be submitted to the Library Dean. Delays of no more than one year may be granted except in

exceptional circumstances, such as a multiple year leave of absence, when more than one year may be granted, by the Library Dean in consultation with the Library Evaluation Committee.

Guidelines for the Evaluation of Tenure-Line Library Faculty

Each academic department has the option of preparing written discipline/program specific guidelines for application of criteria in the areas of professional assignment, professional growth, and service contained in FAM 652.1: Evaluation of Tenure-Line Faculty. These discipline-specific guidelines must strictly conform to the university-wide criteria and are intended to provide guidance to faculty on those items that tend to have greater applicability for their academic area.

The departmental guidelines are not intended to supersede the listing of criteria contained in the campus document nor to impose any pedagogical technique, and as such may not eliminate or exclude any criterion listed in the areas of professional assignment, research, scholarly, or creative activities, and service.

1. Guidelines. The library evaluation guidelines are expected to conform to the following specifications

a. Professional Assignment: Description in general terms of professional techniques or approaches, which are best suited for this library.

b. Research, Scholarly, or Creative Activities: The most appropriate professional activities listed in FAM 652.1: Evaluation of Tenure-Line Faculty may be indicated, and suggestions given on how best to engage in those activities to achieve professional accomplishments.

Guidelines must avoid setting specific quantitative goals, since each evaluation committee must evaluate both quantitative and qualitative aspects of professional activities and achievements. Additionally, strict rank ordering of items shall be avoided, but clear identification of the most appropriate professional growth activities is encouraged.

c. Service. The most appropriate service activities listed in FAM 652.1: Evaluation of Tenure-Line Faculty may be indicated.

2. Procedure for approval

The Library Dean is responsible for ensuring that the guidelines are developed, or amended, with the full participation of all tenured and tenure-track faculty in the library. Guidelines and any subsequent modifications must receive approval from a majority of the library faculty, and approval through the normal faculty senate process, prior to implementation. Faculty senate consideration shall be limited to determining whether or not the proposed guidelines fall within the general parameters of FAM 652.1: Evaluation of Tenure-Line Faculty.

3. Distribution of guidelines

The Library Evaluator is responsible for distributing copies of department guidelines each fall to faculty involved in the review process. For new faculty, the Library Evaluator shall both provide a written copy of the guidelines and meet with the individuals to discuss the content of guidelines.

///Policy FAM 652.4 info start///

Approvals

Approved by the Faculty Senate on 04/12/2022

Approved by the President on _____

History

First created: ____ [Date] by Faculty Affairs Committee

Revised: 2016 by Faculty Affairs Committee

Renumbered: ____ [Date] from 301 to 652.45 by Executive Committee

Re-renumbered: 2010 from 652.45 to 652.4 by Faculty Affairs Committee

///Policy FAM 652.4 info end///

FAM 652.4

EVALUATION OF TENURE-LINE LIBRARY FACULTY

Purpose and Scope

The purpose of library faculty evaluation is to develop and maintain high-quality library faculty who are intellectually and professionally active in the performance of professional assignments; research, scholarly, and creative contributions; and service to the university and/or community.

Peer judgment is vital to any evaluation process in academia. Peer evaluation occurs at all levels of library faculty evaluation.

Evaluation also includes administrative review.

Procedures contained in this document are in accordance with the Collective Bargaining Agreement (CBA). If an inconsistency is found between this policy and the CBA that is in effect, the CBA shall prevail.

There are several policies in the Faculty Administrative Manual (FAM) governing the evaluation of different categories of faculty as defined in the CBA: instructional faculty; student services professionals, academic related; library faculty; and coaching faculty.

This policy focuses on the evaluation of tenure-line library faculty (defined below).

Background Information

The CSUSB Libraries are not structured in the same way as the colleges. Although there is a Library Dean, there are no department chairs or their equivalent. Many, but not all library faculty teach, typically through one-time classes or workshops.

Definitions

1. RPT: Retention, promotion, and tenure.
2. FAR: Faculty Activity Report. A narrative report on the activity during the period under evaluation in these three sections—Performance of Professional Assignments; Research, Scholarly, or Creative Contributions; and Service to the University and/or

Community. “Community” refers to the CSUSB community, the CSU community, the local community, professional communities, etc.

3. Performance Review: An evaluation cycle during which recommendations for retention, promotion, and/or tenure are made at each level and ultimately a decision is made regarding the same.

4. Periodic Evaluation: An evaluation cycle with no recommendations or decisions regarding retention, promotion, and/or tenure.

5. Tenure-Line Library Faculty: Those library faculty who are either probationary or tenured.

6. Ranks of Tenure-Line Library Faculty: There are three ranks of library faculty—Senior Assistant Librarian, Associate Librarian, and Librarian (capital L).

7. Library Evaluator: The individual in this elected position (two-year term) is the first level of evaluation for all library faculty.

8. Library Evaluation Committee: These three elected members (staggered two-year terms) are the second level of evaluation for all library faculty.

9. Library Dean: The third level of evaluation for all library faculty.

10. University Evaluation Committee: The fourth level of evaluation for all library faculty subject to a performance review. An elected library faculty member (two-year term) is a member of this committee.

11. FAD Office: Faculty Affairs and Development Office.

12. PAF: Personnel Action File. The cumulative official record for an employee.

13. WPAF: Working Personnel Action File. A subset of the PAF used in evaluations.

14. Timetable for Periodic Evaluation and Performance Review of Library Faculty: The official document containing the relevant calendar dates for all evaluation cycles for the current academic year. The dates are not the same as those in the timetable for other faculty.

Policy Statement

1. There are two types of evaluation of tenure-line library faculty. First is performance review, applicable to all library faculty for purposes of determining retention, tenure, and/or promotion. The second type of evaluation is periodic evaluation, applicable to all library faculty not subject to performance review.
2. Only tenured library or other faculty and academic administrators may engage in the evaluation of tenure-line library faculty. Evaluation criteria and procedures shall be available to library faculty well in advance of evaluation. No changes in such criteria or procedures may be made during the evaluation process.
3. At all levels of evaluation, and for both types of evaluations, before reports are forwarded to the next level, library faculty being evaluated shall be given a copy of each report. Those reports shall clearly state the reasons for any recommendations. Library faculty have the right to respond or rebut within ten calendar days following their receipt of a report from the FAD Office. Copies of the response or rebuttal shall be placed in the Working Personnel Action File (WPAF) to be available to subsequent evaluators and also shall be sent to any evaluators at previous levels in the current evaluation. The library faculty being evaluated may request an opportunity to discuss the report and any recommendations with the evaluating party. This discussion shall not alter the evaluation timeline.
4. Recommendations or decisions relating to retention, tenure, promotion, termination, or any other personnel action shall be based primarily on material contained in the WPAF. If a personnel recommendation or decision is based on reasons not contained in the WPAF, the party making the recommendation or decision shall commit those reasons to writing in a signed statement to be placed in the WPAF and another copy provided to the library faculty member. In cases of promotion, Library Evaluation Committee members must have a higher rank than those being considered for promotion. If, for this reason, a member of the Library Evaluation Committee must withdraw, the library faculty being evaluated for promotion may either give consent for the review to proceed with the remaining two members or submit a name of a qualified person able to serve for this one evaluation to the Library Dean for approval.
5. Recommendations shall be confidential.
6. The timetable for the evaluation of library faculty is different from that of the other

faculty. It is prepared annually prior to the next academic year by the chair of the Library Evaluation Committee in collaboration with the FAD Office and approved by the Faculty Senate.

Overview of Evaluation

1. Participants

a. Library Evaluator

Selection: The Library Evaluator shall hold the rank of Librarian and be elected for a two-year term. In the event that the current Library Evaluator is presently up for an evaluation, they will submit a name of a qualified person able to serve for this one evaluation to the Library Dean for approval.

i. **Function:** Since there are no department chairs or their equivalent in the CSUSB Libraries, the Library Evaluator is the first level of evaluation for all evaluations of tenure-line library faculty. The Library Evaluator cannot concurrently serve on the Library Evaluation Committee or the University Evaluation Committee.

b. Library Evaluation Committee

Composition: The Library Evaluation Committee shall be composed of three tenured, elected members, two of whom must hold the rank of Librarian and the third, Associate Librarian or Librarian. All members serve a two-year term. The committee shall elect a chair who shall hold the rank of Librarian. No member of this committee can concurrently serve as the Library Evaluator or on the University Evaluation Committee. No one who is presently up for evaluation may serve on the committee. In the event that one of the committee members must withdraw for this reason, they may either give consent for the review to proceed with the remaining two members or submit a name of a qualified person able to serve for this one evaluation to the Library Dean for approval.

i. In the event of insufficient eligible/willing library faculty, faculty members from outside the library (Associate Professor or Professor) shall be invited by the library faculty to serve. Faculty in the Faculty Early Retirement Plan (FERP) are eligible to serve on the Library Evaluation Committee if (a) the period of active employment spans the period of the committee's work, and (b) the appointment is approved by the Library Dean. However, evaluation committees may not be comprised solely of faculty participating in the FERP.

ii. Function: The Library Evaluation Committee shall conduct both performance reviews and periodic evaluations of tenure-line library faculty. It is the second level of evaluation for all tenure-line library faculty.

c. Library Dean

i. Function: This administrative position shall conduct both performance reviews and periodic evaluations of tenure-line library faculty. The Library Dean is the third level of evaluation for all tenure-line library faculty.

d. University Evaluation Committee

i. Composition: The University Evaluation Committee shall be composed of one tenured Professor elected from each college by the tenure-line faculty of the college, one tenured Librarian elected by the tenure-line library faculty, and one tenured Student Services Professional, Academic-related (SSPAR) elected by the tenure-line SSPARs. Department chairs or associate/assistant deans may not serve on this committee. Library Evaluators, Library Evaluation Committee members, and Library Deans may not serve on this committee. Members shall serve two-year staggered terms. The committee shall elect its chair. Members of this committee cannot serve concurrently as a member of any evaluation committee at a lower level.

Faculty in the Faculty Early Retirement Plan (FERP) are eligible to serve on the University Evaluation Committee if (a) the period of active employment spans the period of the committee's work, and (b) the appointment is approved by the Provost and Vice President of Academic Affairs. However, evaluation committees may not be comprised solely of faculty participating in the FERP.

ii. Function: This committee shall conduct performance reviews of faculty at the university level in cases where recommendations from the department evaluation committee, department chair, college evaluation committee, and dean are not unanimous as well as in cases involving non-retention, denial of tenure, or denial of promotion. This committee shall also serve as the higher-level peer review committee for library faculty and SSPARs. Its ratings shall be based primarily on previous recommendations and ratings. It is highly recommended that the committee members attend training provided by the FAD Office prior to the review and discussion of files.

2. Instruments of Evaluation

a. Faculty Activities Reports (FARs): FARs shall be submitted by all evaluated library faculty. FARs shall cover all three areas of evaluation—performance of professional assignments; research, scholarly, or creative contributions; service to the university and/or community. A FAR should cover the following periods of time:

- i. For all probationary library faculty, cumulative since appointment.
- ii. For all tenured library faculty applying for promotion to Associate Librarian or Librarian, cumulative since the submission of the FAR that led to tenure or the FAR that led to the previous promotion, whichever is more recent.
- iii. For all tenured library faculty subject to periodic evaluation, cumulative since the submission of the most recent FAR.

b. Supporting Documentation: The evaluated library faculty will provide a brief narrative explaining the significance of their work and contributions in each area of the FAR: performance of professional assignments; research, scholarly, or creative contributions; and service to the university and/or community. Supporting documentation for activities must be attached, for example, reprints of publications, appropriate evidence regarding speeches, consultation, performances, exhibitions, and work in progress, as exemplified below:

- i. For all probationary library faculty, all supporting documentation since appointment.
- ii. For all tenured library faculty applying for promotion to Associate Librarian or Librarian, all supporting documentation since the submission of the FAR that led to tenure or the FAR that led to the previous promotion, whichever is more recent.
- iii. For all tenured library faculty subject to periodic evaluation, all supporting documentation since the submission of the most recent FAR.
- iv. For probationary library faculty granted service credit for accomplishments achieved before joining CSUSB, the documentation for these accomplishments shall be included. They will be given equal weight during evaluation as those achieved at CSUSB but, viewed as a whole, shall not be the majority of evidence for the granting of tenure or promotion to the rank of Associate Librarian.

v. Probationary library faculty not granted service credit for accomplishments achieved before joining CSUSB, may opt to document these accomplishments. If documented, these accomplishments shall be considered. Evaluators shall decide how much weight—if any—these accomplishments should be given in their recommendations. All FARs must be accompanied by an Index of Attachments. In the case of collaborative research, scholarly, or creative contributions, or any other collaborative activities or accomplishments, a Joint Activities Report must be submitted.

c. Library Evaluator's Report: The Library Evaluator shall evaluate submitted FARs and complete a report for every library faculty member being evaluated whether for a performance review or a periodic evaluation. This report makes no recommendations regarding retention, promotion, or tenure decisions regardless of the type of evaluation. When a report is completed, but before it is submitted to the FAD Office, a copy of the report is shared with the library faculty member being evaluated to allow for any feedback, corrections, etc. Any mutually agreed-upon changes shall be incorporated into the final report submitted to the FAD Office. Upon their receipt of the final report from the FAD Office, the library faculty member may submit a written response or rebuttal within ten calendar days. Any such responses or rebuttals are added to the WPAF to be available for succeeding levels of evaluation.

d. Library Evaluation Committee's Report: The Library Evaluation Committee shall evaluate submitted FARs along with the Library Evaluator's reports. The committee's reports for periodic evaluations shall not make recommendations regarding retention, promotion, or tenure decisions. This is reserved for the committee's reports for performance reviews. Completed reports are submitted to the FAD Office. Upon their receipt of the final report from the FAD Office, the library faculty member may submit a written response or rebuttal within ten calendar days. Any such responses or rebuttals are added to the WPAF to be available for succeeding levels of evaluation with a copy to the Library Evaluator.

e. Library Dean's Report: The Library Dean shall evaluate submitted FARs along with the reports from the Library Evaluator and the Library Evaluation committee. The dean's reports for periodic evaluations shall not make recommendations regarding retention, promotion, or tenure decisions. This is reserved for the dean's reports for performance reviews. Completed reports are submitted to the FAD Office.

Upon their receipt of the final report from the FAD Office, the library faculty member may submit a written response or rebuttal within ten calendar days. Any such responses or rebuttals are added to the WPAF to be available for any succeeding levels of evaluation with copies to the Library Evaluation Committee and the Library Evaluator. The Library Dean is the highest level of evaluation for all periodic evaluations of library faculty.

f. University Evaluation Committee Report: This committee serves as a higher level of evaluation for all library faculty subject to performance reviews. This committee shall evaluate submitted FARs along with the reports from the Library Evaluator, the Library Evaluation Committee, and the Library Dean. The report shall make recommendations regarding retention, promotion, or tenure decisions. Completed reports are submitted to the FAD Office. Upon their receipt of the final report from the FAD Office, the library faculty member may submit a written response or rebuttal within ten calendar days. Any such responses or rebuttals are added to the WPAF to be available for succeeding levels of evaluation.

3. Files for Evaluation

a. The Personnel Action File (PAF)

i. A PAF shall be maintained for each library faculty member in the FAD Office except the PAFs for tenured library faculty which are kept in the Library Dean's office.

ii. Library faculty shall have the right to submit additional materials or written rebuttals to any material in the PAF. Officially authorized bodies or persons also can submit additional materials for inclusion in a PAF. The sources of these documents must be identified. Identification shall indicate the author, the committee, the office, or the name of the officially authorized body. The library faculty member concerned must be provided with a copy of any such document at least five days prior to its inclusion in their PAF.

iii. Library faculty have the right of access to all materials in the PAF, exclusive of pre-employment materials, unless the pre-employment materials are used in personnel actions.

iv. Library faculty may request copies of material in their PAFs. A copy of all materials requested shall be provided within fourteen calendar days. If a library faculty member finds an inaccuracy, they may request a correction or deletion. If the request is denied, the library faculty member shall have seven calendar days to submit the request to the President or designee. Within twenty-one calendar days of the request to the President or designee, the President or designee shall provide to the library faculty member a written response. If the President or designee grants the request, the record shall be corrected or the deletions made, and the library faculty member shall be sent a written statement to that effect. If the President or designee denies the request, the response shall include reasons for denial.

v. PAFs shall be held in confidence, accessible only to persons with official business. Access to a PAF shall be logged and the log shall be part of the PAF itself.

b. Working Personnel Action File (WPAF)

The WPAF is a subset of the PAF, including documents assembled for the purpose of a scheduled evaluation. The WPAF shall include the following:

- i. The current FAR (with an Index of Attachments which lists all supporting documentation and materials).
- ii. All relevant supporting documentation for the current evaluation cycle.
- iii. All current and previous reports from the Library Evaluator, the Library Evaluation Committee, the Library Dean, and the University Evaluation Committee. Current reports are incorporated upon submission to the FAD Office.
- iv. Any responses or rebuttals.
Supporting documentation and materials submitted with a FAR do not need to be physically placed in the PAF. The Index of Attachments that accompanies a FAR shall serve instead and be permanently placed in the PAF.

4. Recommendations: Recommendations for retention, tenure, and/or promotion shall be made following a thorough review of the WPAF at each level of evaluation. All recommenders shall ensure that criteria are applied consistently across library faculty. If there are omissions of

documentation, information, or recommendation in the materials, the materials may be returned by the FAD Office for amplification. Amplification documents shall be provided in a timely Manner.

5. Decisions: The President or designee shall receive the WPAF, evaluate its contents and recommendations, and reach a decision. The President's or designee's decision shall be communicated in writing to the library faculty with the reasons for the decision clearly stated.

Performance Review

1. Definitions and General Provisions

a. Performance Review: Performance review is the process whereby decisions concerning retention, promotion, and tenure are made. Performance reviews are based upon information obtained from peers and administrators in the manner described in this document. Upon completion of deliberations at each level of a performance review, a report with recommendations is submitted to the FAD Office. A copy shall be provided by the FAD Office to the evaluated library faculty, who has the option to respond in writing within ten calendar days from their receipt of the copy.

Probationary library faculty are subject to performance reviews in their second, fourth, and sixth years. Tenured library faculty applying for promotion also are subject to a performance review. Some performance reviews for the purpose of promotion are initiated by the library faculty member rather than the FAD Office. The types of performance reviews in addition to those for retention are:

i. Early tenure and promotion to Associate Librarian.

ii. Regular tenure and promotion to Associate Librarian.

iii. Promotion to Associate Librarian when it does not occur in tandem with tenure.

iv. Early promotion to Librarian.

v. Regular promotion to Librarian.

The library faculty member rather than the FAD Office initiates the performance review cycle (i, iii, iv, and v above) in accordance with the applicable dates on the current Timetable for library faculty by stating their intention to go up for: early

tenure and promotion; promotion to Associate Librarian; early or regular promotion to Librarian, in writing to the FAD Office.

b. Probation: Probation refers to the period of time in which a library faculty member demonstrates that they are worthy of tenure. The length of probation at CSUSB shall normally be six years of full-time service since initial appointment but may include credited service for experience prior to appointment.

c. Tenure: Tenure is the library faculty member's right of permanent employment in the university. Tenure is normally granted along with promotion to Associate Librarian after the six-year probationary period (performance review in the sixth year) as defined above and shall be effective at the beginning of the seventh year.

A probationary library faculty member may apply for early tenure, or early tenure and promotion to Associate Librarian, but not until after four years of service, including service credit (if applicable), i.e., in the fifth year of the probationary period. The process and criteria for early tenure or early tenure and promotion to Associate Librarian are the same as those for regular tenure and promotion.

This time frame for early tenure does not apply to library faculty hired before September 10, 2019.

d. Promotion: Promotion is the advancement to a higher rank—from Senior Assistant Librarian to Associate Librarian then Librarian. These two promotions are sequential. One cannot be promoted from Senior Assistant Librarian to Librarian. Also, one cannot be promoted from Senior Assistant Librarian to Associate Librarian without tenure.

i. Promotion to the Rank of Associate Librarian: The performance review for promotion to Associate Librarian normally coincides with the application for tenure, i.e., in the sixth year of the probationary period although a library faculty member may be awarded tenure but not promotion. If this happens, the library faculty member initiates an additional performance review at a later time by stating their intention to go up for promotion in writing to the FAD Office.

A probationary library faculty member may apply for early tenure and promotion to Associate Librarian but not until after four years of service, including service credit (if applicable), i.e., in the fifth year of the probationary period. The process and criteria for early tenure and promotion are the same as for regular tenure and promotion to Associate Librarian.

This time frame for early tenure and promotion to Associate Librarian does not apply to library faculty hired before September 10, 2019.

ii. Promotion to the Rank of Librarian: Promotion to the rank of Librarian is normally granted after five years of service since promotion to Associate Librarian.

2. Procedures for Performance Reviews

a. The FAD Office sends out a call for FARs to the relevant library faculty with the due date for submission. The dates for this action and those that follow in the evaluation cycle are taken from the current Timetable for Periodic Evaluation and Performance Review of Library Faculty.

b. Library faculty being evaluated complete a FAR and submit it to the FAD Office. The library faculty should identify and provide materials accessible to them. The Library Evaluator, the Library Evaluation Committee, the Library Dean, the University Evaluation Committee, and evaluating campus administrators shall be responsible for identifying and providing relevant materials not provided by the library faculty concerned. A specific deadline shall be established for the completion of the WPAF. Insertion of material after the deadline must be approved by the Library Evaluation Committee and shall be limited to items that became accessible after the deadline. Inserted material shall be forwarded to previous evaluators for evaluation before consideration by subsequent evaluators. If, during the evaluation process, a required evaluation document is missing, the WPAF shall be returned to the responsible evaluator, who will then provide the missing document. This step shall not lead to a delay in the evaluation process.

c. The Library Evaluator, the Library Evaluation Committee, the Library Dean, and the University Evaluation Committee evaluate the WPAFs in sequence, not concurrently.

d. The FAD Office assembles the WPAF, then notifies the Library Evaluator that it is ready for evaluation. Continuing on, the FAD Office notifies each succeeding level of evaluation when it is their turn according to the Timetable for Periodic Evaluation and Performance Review of Library Faculty.

Each of the four levels above generates a report, which, when completed, is submitted to the FAD Office for addition to the WPAF prior to the next level of evaluation. The FAD Office also sends a copy of each report to the library faculty being evaluated who has ten calendar days from their receipt of a report to respond or rebut in writing to the FAD Office. The due dates for the reports are in the Timetable for Periodic Evaluation and Performance Review of Library Faculty.

The FAD Office adds copies of any responses or rebuttals to the WPAF and shares copies with all previous levels of evaluation.

e. The President or designee evaluates the WPAF and makes a decision. Periodic Evaluation

1. Definitions and General Provisions

a. Periodic Evaluation: Periodic evaluation applies to library faculty who are not subject to performance review. They are first, third, and fifth-year probationary library faculty and tenured library faculty.

b. Purpose: The purpose of a periodic evaluation is to assess progress towards the next performance review. It is intended to be instructive, providing guidance for library faculty's success in their RPT process and beyond.

c. Result: Reports containing summary statements on the strengths and weaknesses of the evaluated library faculty member in all three areas of evaluation from each level of evaluation. Recommendations for improvements may also be included. During an evaluation cycle, each of these reports are placed in the WPAF and a copy is provided to the library faculty member. Upon completion of an evaluation cycle, these reports are placed in the PAF.

2. Procedures for Periodic Evaluations

a. The FAD Office sends out a call for FARs to the relevant library faculty with the due date for submission. The dates for these actions and those that follow in the evaluation cycle are taken from the current Timetable for Periodic Evaluation and Performance Review of Library Faculty.

b. Library faculty complete their FARs and submit them to the FAD Office.

c. The Library Evaluator, the Library Evaluation Committee, and the Library Dean evaluate the WPAFs in sequence, not concurrently.

d. The FAD Office assembles the WPAF, then notifies the Library Evaluator that it is ready for evaluation. Continuing on, the FAD Office notifies each succeeding level of evaluation when it is their turn according to the Timetable for Periodic Evaluation and Performance Review of Library Faculty. Each of the three levels above generates a report, which, when completed, is submitted to the FAD Office for addition to the WPAF prior to the next level of evaluation. The FAD Office also sends a copy of each report to the library faculty being evaluated who has ten calendar days from their receipt of a report to respond or rebut in writing to the FAD Office. The due dates for the reports are in the Timetable for Periodic Evaluation and Performance Review of Library Faculty. The FAD Office adds copies of any responses or rebuttals to the WPAF and shares copies with all previous levels of evaluation.

Evaluation Criteria and Their Application

1. Areas of Evaluation

a. Performance of Professional Assignments: The primary function of library faculty at the California State University is the performance of professional assignments. The professional environment, nature of the work, and work hours of library faculty are different from those of the other faculty due to the special nature of libraries which are cooperative and sequential enterprises involving interdependent functions and departments. In addition, the work of librarians requires the application of knowledge and abilities unique to the profession of librarianship. The factors used in evaluations of library faculty must reflect these unique elements and responsibilities. Direct, objective evidence of effectiveness in the performance of professional assignments is crucial to the overall evaluation process. Effectiveness shall be evaluated by the quality of performance in the various types of professional assignments. These may include, but are not limited to:

- Acquisitions
- Archives
- Cataloging
- Circulation
- Collection Development
- Electronic Resources

- Library Automation
- Library Instruction (general and specialized)
- Reference (in-person and online)
- Special Collections

Library faculty commonly serve in two or more of these areas. They may be responsible for a particular area of activity, a particular unit, or be a specialist. Evaluators shall recognize the existence of differences in styles of librarianship. While no single style or manner of librarianship can be established as best for all library faculty or their professional assignments, library faculty are expected to work effectively in the performance of professional assignments. Evaluation shall be based on the particular methods used by the evaluated library faculty and whether or not those methods are likely to produce the desired results. Primary sources for evidence concerning the quality of the performance of professional assignments shall be the FAR and the Library Evaluator's report. The Library Evaluation Committee, the Library Dean, and the University Evaluation Committee shall evaluate the performance of professional assignments. They shall also determine if such performance is appropriate to the library faculty member's rank. Quality of performance of professional assignments shall be evaluated in the following areas:

i. Command of Professional Knowledge: Credentials presented by a library faculty upon appointment attest initially to their command of professional knowledge. Thereafter, keeping current with the professional knowledge of librarianship and incorporating any relevant changes into their professional assignments shall serve this purpose.

ii. Effectiveness in Performance of Professional Assignments: Library faculty must effectively use their professional knowledge. Effectiveness in performance of professional assignments is demonstrated by the degree of proficiency; the demonstrated ability to work either independently or collaboratively as needed; the initiative and/or innovations shown; and the versatility to work effectively in all facets of their professional assignments.

iii. Oversight, When Appropriate, of Programs and Staff: Some library faculty may be responsible for overseeing the operation of a particular area of library activity or a library unit and its related staff. Such library faculty shall demonstrate appropriate knowledge and effective deployment of managerial duties such as establishing goals and objectives; monitoring a budget; and planning, organizing,

and coordinating personnel and procedures, etc., relevant to whatever they oversee.

iv. Performance, When Appropriate, as a Non-Supervisory Specialist: Some library faculty may be assigned to an area of activity as a non-supervisory specialist. Such library faculty shall demonstrate intensive knowledge and/or activity in this area beyond the criteria established in this document.

b. Research, Scholarly, or Creative Contributions: Evaluators must recognize that given the multifaceted profession of librarianship, no single method exists for library faculty to demonstrate performance in this area.

i. It shall be the sole responsibility of the evaluated library faculty member to provide documented evidence of research, scholarly, or creative contributions referenced in their FAR. Examples of items which may be used include, but are not limited to:

- Books, book chapters, entries in reference works, book reviews
- Articles of all types, preferably published in scholarly journals
- Editing books
- Conference papers and/or presentations
- Grants
- Programs
- Consultantships
- Professional organization activity
- Any documentation indicating acceptance for publication
- Any other appropriate professionally generated materials

ii. The library faculty member may consult with the Library Evaluator to ascertain that their FAR contains a thorough description of their professional activities and reflects a true picture of accomplishments in research, scholarly, or creative contributions.

iii. A request for an external review of materials may be initiated at any level of evaluation by any party. The request must be approved by the President or designee with the concurrence of the library faculty member.

When the request for an external review has been approved, the library faculty member shall provide to the FAD Office a list of names from which one or more external evaluators may be chosen. The Library Evaluator, the Library Evaluation

Committee, and/or the Library Dean shall consider this list and may opt to add names to it. The FAD Office, with the consent of the library faculty member, will coordinate the selection of one or more external evaluators from this list.

The external evaluators should be, as far as possible, senior and established scholars in a field appropriate to the materials being evaluated. They cannot be the dissertation chair, the primary dissertation advisor, a personal friend, or a collaborator on any publication or research effort of the evaluated library faculty.

The external review report will be included in the WPAF as an integral part of the evaluation process.

iv. The Library Evaluator and the Library Evaluation Committee must evaluate each item in the area of research, scholarly, or creative contributions. They must address the significance and quality of each contribution in relation to the form in which the contribution is presented, e.g., a publication, a presentation, or a work in progress. If a contribution consists of professional activity such as a consultantship, participation in a professional organization, a grant, or an award, the Library Evaluator and the Library Evaluation Committee must assess its significance and relevance. If the Library Evaluator or the Library Evaluation Committee finds any deficiencies in the library faculty member's documentation or has difficulty evaluating a particular item, they may request clarification, expansion, or additional information from the library faculty member through the FAD Office. If the evaluated library faculty member fails to provide the requested information or documentation, the Library Evaluator or the Library Evaluation Committee shall so indicate in their report.

v. The Library Evaluator, the Library Evaluation Committee, and the Library Dean shall evaluate the library faculty member's research, scholarly, or creative contributions in the light of established criteria to determine appropriateness and quality.

vii. The following list of research, scholarly, or creative contributions is exemplary. It is not meant to be limiting, definitive, or rank-ordered for importance. Work professionally evaluated by peers in the field is generally considered to be more significant. Some items on this list may be more appropriate to some library faculty than others. The individual's contribution to any collaborative activities must be clearly stated in the Joint Activity Report.

- Receipt of a fellowship, grant, contract, award, prize, or other

evidence of professional recognition.

- Active participation in seminars, conferences, meetings, or other activity leading to research, scholarly, or creative contributions.
- Continuing education, retraining, and the development of new skills relevant to one's current or potential professional assignments. Evidence of these activities may be the taking of courses, earning advanced degrees, or participating in professional conferences, seminars, workshops, institutes, or special programs which lead to systematic updating of knowledge.
- Presentations at professional meetings.
- Publications such as books or texts (whole or parts thereof), articles in periodicals such as scholarly journals, or any other type of academically specialized form of output such as musical performances, music scores, theatrical or media scripts, or software. Professionally recognized or refereed publications are generally considered to be more significant.
- Creative activity culminating in a public display or performance such as might occur in music, art, drama, or poetry reading.
- Active leadership and/or service in recognized professional societies (also relevant to service to the university and/or community).
- Consultantships, whether paid or unpaid, of a professional nature.
- Editing, reviewing, indexing, abstracting, or performing other editorial work for professional or scholarly publications.
- Any other items of specific professional activity, such as work in progress.

c. Service to the University and/or Community: In addition to demonstrated effectiveness in performance of professional assignments and continued research, scholarly, or creative contributions, library faculty must also participate in professionally related service to the university and/or community.

i. Scope of Service to the University and/or Community: Service activities relate to the mission of the university and can bring recognition to the university but also to the library faculty member. Service activities should be consistent with the professional abilities, expertise, and/or leadership qualities of the evaluated library faculty member. Library faculty are uniquely qualified to render service to

the university in a variety of ways such as participating in institutional governance, evaluating the professional performance of their colleagues, and sponsoring student organizations.

Communities served may be local, regional, state, national, international, or professional. The goal is to foster an intellectual relationship with a community.

Service to the university and/or community shall be demonstrated by documented evidence submitted with the FAR. Activities supported by reassigned time shall be considered in evaluating the quantity but not the quality of such work. The following list of examples is not meant to be exhaustive nor are the items rank ordered for preference.

Service to the University

- Active participation in the governance of the CSUSB libraries, the CSUSB campuses, and/or the CSU system.
- Attendance and active participation at all library meetings.
- Active participation on committees at all levels with emphasis on the CSUSB levels while at the Senior Assistant Librarian rank.
- Participation in educational equity programs and activities.
- Authorship of documents, reports, or other materials pertinent to the university's mission and/or operation.
- Advisor or sponsor to student organizations or clubs on a CSUSB campus.
- Assisting with grants, documents, contracts, proposals, reports, or other materials pertinent to the university's mission and/or operation.
- Active participation in library, campus, and/or university-wide advisory groups.

Service to the Community

- Service in government at all levels.
- Consultantships with community service groups.
- Media presentations such as interviews, articles, speeches, or other presentations in newspapers, magazines, radio, television, or film.
- Lectures, speeches, talks, presentations, and/or displays given to schools, community groups, or the university community.
- Judging at science fairs, art shows, or music contests.
- Active participation and/or office holding in civic, educational

service, and/or humanitarian groups.

- Participation in community partnership activities which enhance social, economic, and/or cultural conditions.

ii. Evaluation of Service to the University and/or Community The library faculty member shall describe and document service activities. Evidence may include, but shall not be limited to, letters of invitation, memoranda, programs, membership lists, and other appropriate items. This evidence shall be attached to the FAR. Additional supporting evidence may be obtained from the Library Evaluator's report. Evaluators evaluate the nature of the service to the university and/or community and its appropriateness to the library faculty's rank.

2. Evaluation Rating System for Performance Reviews

a. Evaluation Scale

All evaluators shall apply the established criteria to the performance of the evaluated library faculty member relative to their employment status at the time of evaluation. For example, a rating of Above Expectations for retention at the rank of Senior Assistant Librarian at the second year only means that the evaluated library faculty member is deemed Above Expectations as a second-year probationary library faculty. It is not indicative of their chances of being promoted or tenured.

Above Expectations: Above the range of the established criteria.

Meets Expectations: Within the range of the established criteria.

Below Expectations: Below the range of the established criteria.

Well Below Expectations: Well below the range of the established criteria.

b. Outcomes of Evaluation

i. Second-Year Retention Review: If the library faculty member is rated at least Meets Expectations in two categories and no lower than Below Expectations in the third, they will be recommended for retention at the rank of Senior Assistant Librarian.

Ratings of Below Expectations in two areas and at least Meets Expectations in the third also results in retention at the rank of Senior Assistant Librarian, but in this case, the retention decision will include recommendations from the President or designee for successful future evaluations.

If the library faculty member is rated Well Below Expectations in any of the three areas, they will not be recommended for retention. If the library faculty member is rated either Below Expectations or Well Below Expectations in all three areas, they will not be recommended for retention.

ii. Fourth-Year Retention Review: Ratings of Meets Expectation or Above Expectations in all three areas will result in a recommendation for retention at the rank of Senior Assistant Librarian. If the evaluated library faculty member is rated Below Expectations in any of the three areas and Meets Expectations (or above) in the other two areas, they will be recommended for retention at the rank of Senior Assistant Librarian, but in this case, the retention decision will include recommendations from the President or designee for successful future Evaluations.

If the evaluated library faculty member is rated Well Below Expectations in one area or Below Expectations in two or more areas, they will not be recommended for retention.

iii. Sixth-Year Tenure and Promotion to Associate Librarian: To be recommended for tenure, the evaluated library faculty member must be rated at a minimum of Meets Expectations in all three areas. Any lower rating shall not result in being recommended for tenure.

To be recommended for promotion to the rank of Associate Librarian, the evaluated library faculty member must be rated as Above Expectations in one of the areas and as Meets Expectations or Above Expectations in the other two areas at the rank of Senior Assistant Librarian. If the evaluated library faculty member is rated at Below Expectations or Well Below Expectations in any of the three areas, they will not be recommended for promotion to the rank of Associate Librarian.

iv. Promotion to Librarian: To be recommended for promotion to Librarian, the evaluated library faculty member must be rated at Above Expectations in one area and Meets Expectations or Above Expectations in the other two areas at the rank of Associate Librarian.

Application of Criteria and Rating System

General Provisions

Early tenure performance reviews use the same standards and criteria as those for regular tenure performance reviews.

Early promotion performance reviews use the same standards and criteria as those for regular promotion performance reviews.

In progressing through the ranks of Senior Assistant Librarian, Associate Librarian, and Librarian, the library faculty being evaluated will be judged by an increasingly rigorous application of the criteria.

1. Senior Assistant Librarian

Performance of Professional Assignments

Meets Expectations: During years two and three of the probationary period the Senior Assistant Librarian must demonstrate command of professional Knowledge. Strong indications of developing abilities must also be demonstrated in the other performance of professional assignments criteria. In subsequent years, competence in the appropriate professional assignments must be evident.

Above Expectations: The Senior Assistant Librarian must meet the requirements for Meets Expectations and also provide a preponderance of evidence demonstrating excellence in their performance of professional assignments.

Research, Scholarly, or Creative Contributions

Meets Expectations: During years two and three of the probationary period the Senior Assistant Librarian must demonstrate involvement in research, scholarly, or creative contributions. In subsequent years, continued active involvement in and successful completion of some professionally evaluated activities should be evident.

Above Expectations: The Senior Assistant Librarian must meet the requirements for Meets Expectations and also have attained recognition beyond the university for research, scholarly, or creative contributions.

Service to the University and/or Community

Meets Expectations: The Senior Assistant Librarian should demonstrate a developing level of participation in service, particularly at the library level. To receive tenure, the Meets Expectations Senior Assistant Librarian must demonstrate significant participation in the area of service.

Above Expectations: The Senior Assistant Librarian must meet the requirements for

Meets Expectations and also demonstrate unusual effectiveness or performance as a contributor or leader in the university, the community, or both. This record of exceptional service shall be clearly documented both quantitatively and qualitatively.

2. Associate Librarian

Performance of Professional Assignments

Meets Expectations: The Associate Librarian must demonstrate proficiency in the appropriate performance of professional assignments criteria.

Above Expectations: The Associate Librarian must meet the requirements for Meets Expectations and also provide a preponderance of evidence demonstrating excellence in the performance of professional assignments.

Research, Scholarly, or Creative Contributions

Meets Expectations: The Associate Librarian must demonstrate a record of active involvement in and successful accomplishment of research, scholarly, or creative contributions. Successful accomplishment at this level normally requires some continued completion of professionally evaluated activities.

Above Expectations: The Associate Librarian must meet the requirements for Meets Expectations and also have attained recognition beyond the university for research, scholarly, or creative contributions.

Service to the University and/or Community

Meets Expectations: The Associate Librarian must demonstrate significant participation in the area of service. For a library faculty member hired at this rank, Meets Expectations may be assigned for demonstrating sufficient progress towards meeting this standard by the third probationary year.

Above Expectations: The Associate Librarian must meet the requirements for Meets Expectations and also demonstrate unusual effectiveness or performance as a contributor or leader in the university, the community, or both. This record of exceptional service shall be clearly documented both quantitatively and qualitatively.

3. Librarian

Performance of Professional Assignments

Meets Expectations: The Librarian must demonstrate proficiency in the appropriate performance of professional assignments criteria and have a sustained record of involvement and achievement indicative of a commitment and ability to continue at that level.

Above Expectations: The Librarian must meet the requirements for Meets Expectations and also provide a preponderance of evidence demonstrating excellence in the performance of professional assignments.

Research, Scholarly, or Creative Contributions

Meets Expectations: The Librarian must demonstrate a record of successful accomplishment and recognition in research, scholarly, or creative contributions.

Above Expectations: The Librarian must meet the requirements for Meets Expectations and also have attained recognition beyond the university for research, scholarly, or creative contributions.

Service to the University and/or Community

Meets Expectations: The Librarian is expected to provide effective leadership in some service activities and demonstrate a sustained commitment to these leadership roles in addition to significant participation in service activities.

Above Expectations: The Librarian must meet the requirements for Meets Expectations and also demonstrate unusual effectiveness or performance as a contributor or leader in the university, the community, or both. This record of exceptional service shall be clearly documented both quantitatively and qualitatively.

Periodic Evaluation of Tenured Library Faculty

1. Purpose:

The purpose of periodic evaluation of tenured library faculty members is to assure continued excellence in the performance of professional assignments; research, scholarly, or creative contributions; and service to the university and/or community. The process is intended to be both positive and supportive.

2. Procedure

a. Tenured library faculty shall be subject to periodic evaluation at intervals of not more than five years. Periodic evaluations shall be conducted by the Library Evaluator, the Library Evaluation Committee, and the Library Dean.

b. Participants in the Faculty Early Retirement Program (FERP) shall not be required to undergo periodic evaluation unless requested either by the FERP participant or an appropriate administrator.

c. If more than 25% of the tenured library faculty are scheduled for periodic evaluation at the same time, the Library Evaluation Committee may determine by a random method a one-year postponement of some evaluations to reduce the number to less than 25%. The random process shall be supervised by the chair of the Library Evaluation Committee.

Also subject to periodic evaluation are tenured library faculty whose previous evaluations resulted in a decision to review in less than five years.

d. The FAD Office sends out a call for FARs to the relevant library faculty with the due date for submission. The date for this action and those that follow in the evaluation cycle are taken from the current Timetable for Periodic Evaluation and Performance Review of Library Faculty.

e. Library faculty complete their FARs and submit them to the FAD Office.

f. The Library Evaluator, the Library Evaluation Committee, and the Library Dean evaluate the WPAFs in sequence, not concurrently. The FAD Office assembles the WPAF, then notifies the Library Evaluator that it is ready for evaluation. Continuing on, the FAD Office notifies each succeeding level of evaluation when it is their turn according to the Timetable for Periodic Evaluation and Performance Review of Library Faculty. Each of the three levels

above generates a report, which, when completed, is submitted to the FAD Office for addition to the WPAF prior to the next level of evaluation. The FAD Office also sends a copy of each report to the library faculty being evaluated who has ten calendar days from their receipt of a report to respond or rebut in writing to the FAD Office. The due dates for the reports are in the Timetable for Periodic Evaluation and Performance Review of Library Faculty.

The FAD Office adds copies of any responses or rebuttals to the WPAF and shares copies with all previous levels of evaluation.

3. Criteria: Tenured library faculty shall be evaluated in the areas of performance of professional assignments; research, scholarly, or creative contributions; and service to the university and/or community. The criteria are the same as those for performance reviews.

4. Exclusion: Members of the Library Evaluation Committee are required to recuse themselves from their own review. If, for this reason, a member of the Library Evaluation Committee must withdraw, the library faculty being evaluated may either give consent for the review to proceed with the remaining two members or submit a name of a qualified person able to serve for this one evaluation to the Library Dean for approval.

5. Delays in Review: It is recognized that unforeseen situations may warrant a delay in periodic evaluation. Requests for a delay shall be made in writing clearly stating reasons that must be serious and compelling. These requests must be submitted to the Library Dean. Delays of more than one year may be granted by the Library Dean in consultation with the Library Evaluation Committee in exceptional circumstances, such as a multiyear leave of absence.

Guidelines

1. Overview: The library faculty have the option of preparing guidelines for application of criteria in the three areas contained in this document. These written guidelines, while specific to the profession of academic librarianship, must strictly conform to the university-wide criteria. They are intended to provide guidance to library faculty on those activities and items that tend to have greater applicability for academic librarianship.

These guidelines are not intended to supersede the listing of criteria contained in this document nor to impose a professional technique and as such may not eliminate or exclude any

criterion listed in the areas of performance of professional assignments; research, scholarly, or creative contributions; and service to the university and/or community.

2. General Requirements

a. Performance of Professional Assignments: Description in general terms of professional techniques or approaches which are best suited to the CSUSB libraries.

b. Research, Scholarly, or Creative Contributions: The most appropriate professional activities may be indicated, and suggestions given on how best to engage in them to achieve professional accomplishments. Guidelines must avoid setting specific quantitative goals since evaluators must evaluate both quantitative and qualitative aspects of activities and achievements in this area. Additionally, strict rank ordering of items shall be avoided, but clear identification of the most appropriate activities and achievements is encouraged.

c. Service to the University and/or Community: Indicate the most appropriate activities for library faculty.

3. Procedure for Approval of Guidelines

The Library Dean is responsible for ensuring that guidelines are developed or amended with the full participation of all tenure-line library faculty. Guidelines and subsequent modifications must receive, by secret ballot, approval from a majority of the library faculty and approved through the normal Faculty Senate process, which will include a two-reading vote on the floor of the Faculty Senate. Faculty Senate consideration shall be limited to determining whether the proposed guidelines or subsequent modifications to existing guidelines are in line with the criteria established in this document, including academic freedom in the area of research, scholarly, or creative contributions. These guidelines are implemented in the following way.

a. Library faculty who were hired before the approval of the guidelines may opt to adopt the guidelines or the university-wide criteria established in this document for their evaluations.

b. Library faculty who are hired after the approval of the guidelines must be evaluated according to them.

4. Distribution of Guidelines

The Library Evaluator is responsible for distributing copies of the guidelines in the fall semester each year to library faculty who may be undergoing evaluation that year.
For new library faculty, the Library Evaluator shall provide a written copy of the guidelines and meet with them to discuss the contents of the guidelines.

///Policy FAM 652.4 info start///

Approvals

Approved by the Faculty Senate on: __05-07-2024__

Approved by the Provost on: _____

Approved by the President on: _____

History

First created: [DATE] by Faculty Affairs Committee

Revised: 2016 by Faculty Affairs Committee

Revised: 04/12/2022 by Faculty Affairs Committee

Renumbered: 2010 from 652.45 to 652.4 by Faculty Affairs Committee

///Policy FAM 652.4 info end///

FAM 652.5

EVALUATION OF COACHING FACULTY

Purpose and Scope

The purpose of this section is to specify the procedure and criteria to be used in the evaluation of coaching faculty. Given their special employment status, coaching faculty are subjected only to periodic evaluation, not performance review.

These departmental procedures augment campus evaluation procedures and conform to Article 15 of the Collective Bargaining Agreement (CBA) between California State University (CSU) and the California Faculty Unit Employees. They also conform to the 2014- 2017 Coaches Handbook published by the California Faculty Association.

Procedures for Periodic Evaluation

1. Preparation of a Coach's Activities Report

- a. All coaches must prepare a Coach Activities Report (CAR), with supporting documentation, and a self-evaluation, within thirty (30) days of the conclusion of the championship season in their sport.
- b. Head coaches will provide an assessment of the performance of assistant coaches in their sport for inclusion in the Working Personnel Action File (WPAF)
- c. The CAR and the performance assessment of assistant coaches by head coaches will be submitted to the Athletic Director and will be incorporated into the Working Personnel Action file.
- d. The WPAF will include the CAR, coach's evaluation form (for assistant coaches), peer visitation reports, student opinions of coaching effectiveness and other relevant materials.

2. Evaluation of a Coach's Performance

- a. The evaluation of each coach's performance will be performed by the Coach Evaluation Committee, the Athletic Director and the Vice President responsible for Athletics.
- b. These evaluations will be based on the materials in the coach's WPAF.
- c. The coach will receive a written report at each step of the process.

3. The Coach Evaluation Committee

a. The Coach Evaluation Committee (CEC) shall be composed of the Faculty Athletics Representative, a tenured faculty member from the Intercollegiate Athletics Advisory Committee (IAAC), selected by the committee, and one additional tenured faculty member, nominated by the coaches and approved by the Vice President in charge of Athletics.

b. The Coach's Evaluation Committee will review the WPAF and forward its report within thirty (30) days to the Director of Athletics, with a copy to the coach.

c. The criteria for the assessment of the coach's performance are listed in Section II.

d. The coach will have ten days to submit a response/rebuttal to this report. Any response/rebuttal will be added to the WPAF.

4. Athletic Director

a. The Athletic Director will review the WPAF and consider the advice of the CEC in formulating his/her evaluation.

b. The Director of Athletics will complete the Coach Evaluation Form, with any recommended corrective action, within thirty (30) days.

c. This report will be added to the WPAF with a copy forwarded to the coach.

d. The coach will have ten (10) days to submit a response/rebuttal to this report. Any response/rebuttal will be added to the WPAF.

e. When a coach has reached the service step maximum of a salary range, the Director of Athletics shall submit a recommendation to the Vice President for Athletics regarding movement to a higher salary range.

5. Vice President in Charge of Athletics

a. The Vice President in charge of Athletics will review the WPAF, considering the advice of CEC and the Director of Athletics, and reach a decision about evaluation.

b. The decision of the Vice President in charge of Athletics shall be communicated to the coach, in writing, within thirty (30) days, stating the reasons for the decision and any expected actions on part of the coach.

c. The coach will have ten (10) days to submit a response/rebuttal to this report. Any response/rebuttal should be submitted to Academic Personnel and will be added to the Personnel Action File (PAF).

Criteria for Periodic Evaluation

1. Overall team performance

Coaches are expected to develop and maintain competitive athletic teams. Team performance shall be evaluated in relation to the resources that are available to the program, e.g., scholarship dollars, operating budgets, coach's time base; and the level of ability of those against whom the University competes, e.g. strength of conference.

2. Recruiting

Coaches are expected to recruit student-athletes who will be strong representatives of the program and who have been recruited from the widest geographical area within the region. Recruitment shall be evaluated in relation to the amount of resources that are available to the program, e.g. scholarship dollars, operating budgets, coach's time base. Coaches are also expected to show good judgment in the distribution of athletically-related aid, while exploring all options for other financial aid.

3. Compliance with NCAA and conference rules

Coaches are expected to perform within the rules and regulations of the NCAA and the Conference Office. Consistent secondary violations and/or major violations of NCAA and Conference rules may result in disciplinary action in accordance with the applicable collective bargaining agreement.

4. Fundraising and community service

Coaches are expected to develop a circle of support within the campus and community leading eventually to the creation of a booster club. Coaches are expected to help market the program, increase attendance at games and matches, and develop and/or participate in fundraising activities for the purpose of increasing scholarships and

Evaluation of Coaching Faculty

obtaining funds for additional operating expenses. Fundraising and community service shall be evaluated in relation to the amount of resources that are available to the program and the coach's time base.

Coaches are also required to engage in and encourage their athletes to be involved in community service activities.

5. Student-athlete well-being

Coaches are required to facilitate a safe and welcoming environment for student-athletes. Student-athletes must be able to be involved in reasonable and responsible campus social activities available to all students and that fit within the team rules for conduct.

6. Team academic performance student-athlete academic performance and retention

Coaches are required to help maintain the academic eligibility of student-athletes by providing them with guidance towards satisfactory academic progress and ultimately completion of degree programs.

To the extent possible, coaches are also expected to help retain student-athletes with remaining eligibility.

7. Administrative assignments

Coaches are expected to comply with administrator requests designed to advance the mission of their program or the athletic department. Coaches are expected to understand and complete all required NCAA, Conference, and University paperwork in a timely manner and are expected to understand and operate within budgetary allocations. Administrative assignments shall be evaluated in relation to the amount of resources that are available to the program and the coach's time base.

8. Ethical conduct

Coaches are expected to conduct themselves and their programs with honesty, sportsmanship, honor and dignity as outlined in NCAA Bylaw 10 on ethical conduct.

///Policy FAM 652.5 info start///

Approvals

Approved by the Faculty Senate on

Approved by the President on

02/18/2020

03/27/2020

///Policy FAM 652.5 info end///

ELECTION OF DEPARTMENT EVALUATION COMMITTEES

FAM 652.6

Purpose and Scope

This policy sets forth provisions regarding the election of the Department Evaluation Committee. The functions and other aspects of the said committee are specified in appropriate places in FAM 651.1:

Evaluation of Tenure-Line Faculty.

Definition

The term department used in this document refers to an academic unit in an academic college that houses faculty and offers academic programs to students. It includes both departments and schools

(e.g. School of Computer Science and Engineering and School of Social Work).

Consequently, the term department chair is used to refer to both department chair and school director;

the term Department Evaluation Committee refers to both Department Evaluation Committee and School

Evaluation Committee.

The California State University • Bakersfield • Channel Islands • Chico • Dominguez Hills • East Bay • Fresno • Fullerton • Humboldt • Long Beach • Los Angeles
Maritime Academy. Monterey Bay, Northridge • Pomona • Sacramento • SAN BERNARDINO
• San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

Policy statement

FAM 652.6; 2023

Department Evaluation Committee

Peer review lies at the heart of evaluation in academia. In the CSUSB's RPT process, the responsibility of

peer review rests with the Department Evaluation Committee. As such, the election of the Department

Evaluation Committee should be conducted with utmost integrity.

A Department Evaluation Committee shall normally be composed of three tenured faculty. In

departments with many evaluations to conduct, the department may vote to increase the size of

the DEC to as many as five members. One member may be an Associate Professor who is not undergoing performance review, and the remaining members must be Professors. Associate Professors must recuse themselves from cases involving promotion to Professor (see CBA Article

15.43). If a recusal results in a committee with fewer than three members, the department shall elect a Professor to serve as an alternate committee member. Eligible faculty who are undergoing

periodic evaluation may serve on the committee but must recuse themselves from their own evaluation. The Department Chair may not serve on this committee. The committee shall elect its

chair who must hold the rank of Professor. The committee serves a one-year term, elected annually from within the department or from related academic disciplines.

It is the responsibility of the department chair to initiate and supervise the process for the election of the

Department Evaluation Committee. Questions on procedures and eligibility shall be addressed to the

College Elections Officer, who may consult with the Office of Faculty Affairs and Development or the

Executive Committee of the Faculty Senate as needed. Election challenges concerning violation of

procedure shall be adjudicated by the University Elections Committee.

Procedures for Election(s)

1. All elections described here shall follow the procedures in the Bylaws of the Faculty Senate, Article II, Section 3.). College elections officers are available to provide guidance to departments

on election procedures.

2. At the start of each academic year, before nominations of DEC members occur, any departmental

tenure-line faculty member may request in writing that the DEC should consist of up to five members rather than the default three members. If such a request is made, the tenure-line faculty in the department shall conduct an anonymous election to determine the number of DEC

members.

3. The department chair shall call for nominations for the positions on the Department Evaluation

Committee. Only tenure-line faculty within the Department are eligible to make nominations. There is no limit to the number of nominations a faculty member may make but each nomination must be verified as coming from a tenure-line faculty member in the department.

Nominees

must be tenured Professors or Associate Professors. Faculty in the Faculty Early Retirement Program are eligible to serve on a Departmental Evaluation Committee if (a) the period of active

employment spans the period of the Committee's work, and (b) the appointment is approved by

the College Dean. However, evaluation committees may not be comprised solely of faculty participating in the Faculty Early Retirement Program. Although faculty on sabbatical or difference-in-pay leaves are under no obligation whatsoever to perform departmental/school service during their leaves, they are eligible to serve on their department's/school's evaluation committee if they freely choose to do so (without undue pressure or solicitation by their colleagues) and, in addition, agree to review the files for all review cycles and to attend all meetings throughout the entire academic year, including cycles and meetings that occur during the time they are on leave. Nominees must be from within the Department or from a related academic discipline. Standard nominating forms shall be used. (See Attachment A).

4. Members of a Department Evaluation Committee cannot concurrently serve on the College Evaluation Committee or the University Evaluation Committee. They may, however, be elected to

other departmental evaluation committees. Department Evaluation Committee members who are undergoing a Periodic Evaluation may serve on the Department Evaluation Committee but must recuse themselves when they are being evaluated. Also, department chairs cannot serve on

the evaluation committee within their own Department but may be elected to other department committees.

5. What constitutes a related discipline is to be determined by the tenure-line faculty of the Department.

6. If a recusal results in fewer than three committee members, the department shall conduct an anonymous vote for a Professor to serve as an alternate committee member.

7. If fewer nominations are received than positions available, nominations shall automatically be

extended for a period of three days to allow for additional nominations. All members of the Department shall be informed in writing of this extension. If there are still fewer nominations than positions, an election shall be held for the nominees available and then the vacancy filled by

starting a new election at Step 3, above.

8. The nominating period shall extend for five working days after the day that the call for nominations is distributed to faculty. The departmental tenure-line faculty shall be notified via email or some other secure method of the list of nominees three (3) days before the distribution of ballots.

9. Only tenure-line faculty within the Department may vote in Department evaluation committee elections. This includes department chairs and others who are appointed to administrative positions but remain in the employment status of faculty (Unit-Three).

10. Ballots shall be distributed within three working days after nominations close, using the normal Senate procedures (See Bylaws of the Faculty Senate, Article II, Section 3) for confidential voting.

Ballots must be received by the Department office no later than four working days after they are distributed to faculty.

11. Ballots shall be prepared and tallied as follows:

a. The name of every eligible nominee shall be placed on the ballot.

b. If there are more qualified candidates than positions, a ratification/election ballot shall be used (Attachment B). Otherwise, only a ratification ballot will be needed (Attachment C), except for the following special case. If there are more candidates than positions, if no associate professor is currently on the committee and if the number of professor candidates is less than the number of positions, then a ratification ballot shall be used for the professor candidates and a ratification/election ballot used for the associate professor candidates.

c. Ballots shall be opened and counted by the department chair and the college elections officer (or designee for the latter).

d. Whenever there is one candidate per position, a candidate is ratified upon receiving a majority of the "acceptable" votes among the valid ballots cast. At this point the election is over. If any positions remain unfilled (due to candidates not being ratified), then a new election will be called to fill those remaining vacant positions.

e. For ratification/election ballots, evaluate ratification first. A candidate is ratified upon receiving a majority of the "acceptable" votes among the valid ballots cast. Candidates not ratified are disqualified from the preferential count. Preferential votes are tallied according to the ballot procedure as described in the Bylaws of the Faculty Senate, Article II, Section 3.G). Once one associate professor has been elected, all additional associate professors shall be deemed

ineligible for the remaining positions. If the election results in a committee composed entirely of faculty in the Faculty Early Retirement Program, the last FER Per elected shall be removed and

one more committee member shall be elected from among the remaining candidates who are not participating in the Faculty Early Retirement Program.

12. If, for any reason, a Department Evaluation Committee does not have at least three members who meet the criteria, the department chair should work to nominate other qualified nominees from related departments. If a Department Evaluation Committee does not have at least three members, and an evaluation deadline is imminent, it shall complete the evaluation with its two available members. A special election shall be held at the earliest opportunity to fill in the missing position(s).

13. All members of the Department are to be notified in writing or electronically of the outcome of each election. The department chair shall send the results of the election to the College Office, the Faculty Senate Office and the Office of Faculty Affairs and Development.

14. All election materials shall be retained by the department for 30 calendar days after ballots have been counted. These materials shall be available for inspection. To be valid, election challenges must be filed in writing with the University Elections Committee within five working days from the date that the election results are distributed to faculty.

Attachment A

DEPARTMENT EVALUATION COMMITTEE NOMINATION FORM DEPARTMENT OF _____

[Note: Only tenure-line faculty at the rank of Professor or Associate Professor (not under consideration for promotion during the academic year) are eligible to be nominated. No department chair may be nominated for the department evaluation committee within their department. No member of the University Evaluation Committee is eligible to serve on a department evaluation committee. No member of a college evaluation committee is eligible to serve on a department evaluation committee within their college. Faculty in the Faculty Early Retirement Program are eligible to serve on a Departmental Evaluation Committee if (a) the period of active employment is two semesters of the academic year and (b) the appointment is approved by the College Dean.]

Printed name of person being nominated

Signature of person being nominated

(This signature indicates a willingness to accept the nomination.)

Date

Attachment B

DEPARTMENT EVALUATION COMMITTEE ELECTION BALLOT

DEPARTMENT OF _____

The persons below were nominated to serve on the Department Evaluation Committee. There are ____ openings on this committee. This is a two-part ballot, both parts need to be completed.

1. In the ACCEPTABILITY columns, please mark either "acceptable" or "unacceptable." Failure to vote on acceptability will have the same effect as voting "unacceptable."

2. In the RANK column, please rank order all candidates (including those marked unacceptable) by marking "1" by the name of your 1st choice (most preferred) candidate, "2" by the name of your 2nd choice candidate, "3" by the name of your 3rd choice candidate, and so on. Make sure all candidates are ranked. Incomplete ranking will render your ballot invalid.

[Note: Only tenure-line faculty are eligible to vote.]

ACCEPTABILITY

RANK

Acceptable	Unacceptable	Vote	Candidate

Attachment C

DEPARTMENT EVALUATION COMMITTEE RATIFICATION BALLOT

DEPARTMENT OF _____

The persons below were nominated to serve on the Department Evaluation Committee. They are unopposed for the position(s). Please vote on ratification for each of these candidates by marking in either the "acceptable" or "unacceptable" space next to each candidate. Failure to vote for a candidate will have the same effect as voting "unacceptable."

[Note: Only tenure-line faculty are eligible to vote.]

ACCEPTABILITY

Acceptable	Unacceptable	Candidate

FAM 651.570
CSUSB MSPA Program Retention, Promotion,
and Tenure (RPT) Guidelines

I. PREAMBLE

The purpose of these guidelines is to assist faculty in understanding the expectations in the retention, promotion, and tenure process as deemed appropriate in the specific discipline and context of the Master of Science in Physician Assistant (MSPA) Program at CSUSB. Throughout these guidelines, you will find categories describing and providing examples of evidence that would demonstrate work in each related area being evaluated. If an issue is not addressed in this document, the faculty should refer to the university FAM 652.1.

A. Note to Faculty

1. It is the faculty's primary responsibility to provide a clear faculty activity report (FAR) and provide evidence of all activities in each section (Appendix B).
2. If the faculty are collaborating on an activity with anyone else, a joint activity report (JAR) is required to be submitted as evidence of the faculty's contribution to the activity (Appendix C).
3. If a faculty member is granted credit for prior years of higher education service in their hiring contract, the faculty member must submit the approval of this credit as part of the evaluation process. If a faculty member is granted up to two years of service credit, any scholarly work completed prior to hiring within that time period (e.g., two years) can be included as part of the requirements for the retention, promotion, and tenure process. It is the faculty member's responsibility to make it clear how many years were granted, any scholarly activities that occurred in those years, and provide evidence for those scholarly activities.
4. If an activity overlaps multiple sections, faculty should justify where they want that activity to be recognized and provide evidence in that particular section. Faculty should not put one distinct activity in multiple sections. For example, faculty should count the activity class coordinator as teaching, leadership, or service to the department.
5. If applicable, the faculty should make it extremely clear which Departmental Guidelines FAM they were hired under or agreed to upgrade to a newer version. It is highly recommended

Updated: 05.03.2024 Page | 2

CSUSB MSPA Program; 2024

Retention, Promotion, and Tenure (RPT) Guidelines

that faculty state this at the top of their FAR and link the Department Guidelines that are relevant.

B. Note to Evaluators

1. Faculty in the MSPA program are 12-month faculty and therefore are required to work during

the summer term as part of their yearly workload. This may result in workload differences compared to academic year faculty.

2. Evaluators are recommended to use the MSPA-specific evaluation form that aligns with this document.

3. If a faculty member has been granted credit for prior years of higher education service, evaluators should acknowledge service credit in retention, promotion, and tenure evaluations by reviewing faculty-provided evidence of granted service credit and scholarly activities occurring within the designated time.

4. Evaluators should be aware that faculty may follow different Departmental Guidelines depending on when they were hired, please follow the Departmental Guidelines that the faculty has listed in their FAR.

5. Point of Information: Student opinions/evaluations, regardless of whether they are quantitative or qualitative, are inherently biased and may have biases founded in gender,

1

nonverbal behavior, or physical appearance,

2 sexual orientation,

3 or race.

4 As such, these

types of evaluation instruments may be discriminatory. The MSPA program recognizes that student evaluations are an instrument of evaluation officially mandated by the Collective Bargaining Agreement between the California Faculty Association and the California State University and that it is important for student voices to be heard. Nonetheless, we are cognizant of the severe shortcomings of student evaluations, and we believe that the evaluator should be made aware of these biases.

II. TEACHING

Teaching effectiveness is primarily assessed via collegial evaluation of classroom teaching and examination of student feedback surveys. Teaching effectiveness will also be assessed by examining relevant course materials that clearly demonstrate effective teaching and student learning. Observations of teaching can come from traditional classroom visitations, but guest lecturing and team teaching with written observations will also be considered. When a teaching-related activity is done in conjunction with other individuals, a JAR must be submitted as it is a clear indicator of the amount of contribution that was undertaken.

If a faculty member has a pattern of unfavorable reviews from either colleagues or students, it is

imperative that the faculty member provides context for those reviews and outlines a plan for

improvement. Please note that a "pattern" generally involves repetitive action, a task, or behavior engaged in frequently. A pattern of unfavorable reviews related to teaching, instruction, and course management may include (but is not limited to) student comments within a single course, multiple courses per semester or academic year, or each time a course is taught. Teaching effectiveness is evaluated by evidence of activities in three categories.

Definitions and examples of the categories are listed below.

A. Category 1 – Essential Teaching Activities

Essential Teaching Activities represent the teaching-related activities that are necessary for the MSPA program to function and are expected of all tenure-track faculty members. All essential teaching-related activities should be documented in the FAR and evidence should be provided when available. Please reference the MSPA Workload Policy in Appendix A.

Tenure-track faculty members are expected to perform ALL the following activities:

- Implement and communicate MSPA program-approved program learning outcomes, course learning outcomes, course objectives, policies, and grading criteria in all classes;
- Utilize course design, materials, and practices that indicate responsible fulfillment of classroom duties and currency in the field;
- Demonstrate evidence of student success in achieving learning outcomes set for the course by the University and the program;
- Demonstrate evidence of teaching effectiveness in the classroom based on peer evaluations by colleagues;
- Demonstrate knowledge and command of appropriate levels of educational technology for assigned courses;
- Provide availability to students for academic counseling through regular office hours (as described in the University Policies) and/or scheduled appointments;
- Assure the availability of remedial instruction for students as appropriate.

B. Category 2 – Indicators of Teaching Effectiveness

Indicators of Teaching Effectiveness represent teaching effectiveness in MSPA program courses that should be documented in the FAR and evidence should be provided when available. ALL of the following elements are expected to demonstrate teaching effectiveness:

- Support for a diverse and inclusive learning environment as demonstrated by the use of varied means of assessment, multicultural content, and/or responsive teaching strategies;
- Receiving a pattern of favorable comments and student ratings. The evaluator should consider the class modality, number of credit hours, and complexity of the course content/assessments;

- In the event of a pattern of unfavorable comments and/or ratings, the candidate is expected to provide an explanation regarding these ratings and/or a plan for future changes.
- Participation in activities designed to enhance the candidate's teaching effectiveness, including (but not limited to) on-campus or off-campus conferences, workshops, etc.;
- Continuous review and modifications of course content to meet changing curricular needs for the discipline or profession as needed. Course content is relevant, timely, and has salient issues clearly identified.

C. Category 3 – Indicators of Teaching Excellence

Indicators of Teaching Excellence represent teaching-related activities that demonstrate excellence in teaching effectiveness and teaching-related leadership activities. If teaching occurs outside of the classroom (e.g., mentoring in clinical, research, or service activities), it should be mentioned in this section and not in other respective sections.

The following elements are considered indicators of teaching excellence:

- Leadership roles in teaching (e.g., course director);
- Evidence of a rigorous, thoughtful, and dynamic approach to the teaching/learning process;
- Efforts to improve and adapt teaching with innovative methods, such as developing original content or the use of active learning strategies (e.g., case studies or simulations);
- Invited to provide instruction to external departments or institutions due to subject matter expertise (e.g., clinical expertise; public health; PA program administration, etc.);
- Developing and implementing new/innovative courses or teaching methodologies (within existing courses);
- Conducting workshops or seminars that enhance teaching within the department, college, or profession;
- Receiving a student group, college, university, or discipline-based teaching/faculty award.

D. Table 1 – Teaching Ratings and Activity Requirements

The table below outlines the minimum activity requirements for each rating (i.e., Above Expectations, Meets Expectations, Below Expectations, Well Below Expectations) in Teaching for retention, promotion, and tenure. It is the faculty's primary responsibility to outline their teaching-related activities in all categories in their FAR document. Table 1 should be used in conjunction with FAM 652.1 to understand teaching ratings for retention, as well as tenure and promotion to Associate and Full Professor.

Table 1. Teaching Ratings and Activity Requirements

Rating Activity Requirements

Above Expectations • Category 1,

- All of Category 2, and
- Some of Category 3

Meets Expectations • Category 1, and

- All of Category 2

Below Expectations • Category 1, and

- Some of Category 2

Well Below

Expectations

- Category 1 only

In order to receive an Above Expectations rating for tenure and promotion, one should normally have served as the instructor of record for a minimum of 120 weighted teaching units

Updated: 05.03.2024 Page | 5

CSUSB MSPA Program; 2024

Retention, Promotion, and Tenure (RPT) Guidelines

(WTUs) for tenure and a minimum of 90 WTUs for promotion. (Note: a full load is 150 WTUs across 5 years of teaching.) If service credit is granted at hire, the minimum WTU requirement is decreased for each year of service credit based on the faculty member's defined full instructional load (up to 30 WTUs per year).

For MSPA faculty with an additional focus (e.g., Admissions and Student Success), the minimum WTUs for tenure and promotion are decreased based on the reassigned time received

for program-specific administrative responsibilities. For example, a faculty member with a specific focus may have 2 WTUs per semester reassigned. Therefore, a full instructional load for this faculty member would be 24 WTUs per year instead of 30 WTUs per year.

Any type of leave of absence (e.g., medical leave, sabbatical) should be explained and noted in the faculty's FAR document.

III. RESEARCH, SCHOLARSHIP, AND CREATIVE
ACTIVITIES

Tenure-track faculty in the MSPA Program are required to contribute to discipline-specific scholarly work. Research activities can have a range of involvement, such as a single-author

publication representing a complete and total effort towards the research activity. However, many research activities are done collaboratively. Collaborative research is critical, but the proportion of work conducted in those research activities varies significantly. In order to understand the amount of work done by the scholar, it is critical that faculty include Joint Activity Reports (JARs) with each research, scholarly, or creative activity that is submitted in a FAR. Scholarship can also come in many different forms and may have different methodologies. In 1990, Boyer outlined an academic model which advocated for four types of scholarship. 5 Until that time, traditional scholarship, referred to as scholarship of discovery, had been the center of academic life. Boyer argued for the academy to broaden its definition of scholarship in order to reward faculty for work they do outside of the narrower conventional boundaries of research, teaching, and service. Therefore, Boyer defined scholarly work into four categories as seen in the table below.

Type of Scholarship Definition

Scholarship of Discovery

- Search for new knowledge
- Discovery of new information and new models
- Sharing discoveries through scholarly publication

Scholarship of Integration

- Integration of knowledge from different sources
- Presents an overview of findings in a resource topic
- Bringing findings together from different disciplines to discover convergence.
- Identify trends and see knowledge in new ways.

Scholarship of Application

- Discovering ways for new knowledge to be used to solve real-world problems.

Scholarship of Teaching

- Involves the search for innovative approaches and best practices to develop skills and disseminate knowledge.
- Informal or formal teaching, advising, and mentoring

Using rationale provided by Boyer, the MSPA program created a list of activities that are specific to the PA profession. For example, the MSPA program considers clinical practice to be an example of scholarship of application.

Research, Scholarship, and/or Creative Activities are evaluated by evidence of activities in three categories. Definitions and examples of each category are listed below. If faculty believe that an applicable research, scholarship, or creative activity is not listed below, they must make a strong case why the evidence belongs in this section of the FAR and in what category it belongs.

A. Category 1 – Essential Research, Scholarship, and/or Creative

Activities

Essential Research, Scholarship, and/or Creative Activities represent the activities that are expected of all tenure-track faculty members. All essential research should be documented in the FAR and evidence should be provided when available. For the MSPA program, research activities may include clinical or higher education topics. The following activities are considered indicators of essential research, scholarships, and/or creative activities:

- IRB application or IRB approval;
- Study proposal;
- Workshops related to research;
- Conference research presentation;
- Peer-reviewed journal article and/or case report;
- Clinical practice resulting in peer-reviewed, practice-based, or health-system clinical practice guidelines;
- Peer reviewed grants;
- Peer-reviewed book or book chapters;
- Peer-reviewed authorship of print, electronic, or multimedia instructional or assessment materials;
- Attainment of a graduate degree directly relevant to the PA profession (e.g., PhD, EdD, DMSc). (It is the responsibility of the faculty member to establish relevance of the graduate degree to the PA profession. The relevance would be collectively evaluated by the MSPA Program Director and the RPT review committees.)

B. Category 2 – Indicators of Sustained Research, Scholarship, and/or

Creative Activities

Indicators of Sustained Research, Scholarship, and/or Creative Activities represent indicators of sustained research activities within the faculty's sub-discipline.

All activities should be documented in the FAR and evidence should be provided. If a

Updated: 05.03.2024 Page | 7

CSUSB MSPA Program; 2024

Retention, Promotion, and Tenure (RPT) Guidelines

faculty member presents at a conference and the abstract is published as part of the conference proceedings, that research output counts as one piece of evidence in Category 2.

The following activities are considered indicators of sustained research, scholarships, and/or creative activities:

- Publishing a book review, review essay, technical report, encyclopedia entry, peer-reviewed research abstract, or scholarly web-based commentary or podcast in a relevant area;
- Receiving an externally funded grant or contract in support of original research, program development, and/or professional development (<\$10,000);
- Participating in academic conferences or forums by presenting original work, workshops, or acting as a discussant on a panel or roundtable;
- Delivering an invited lecture on scholarly work;
- Developing and submitting an unfunded external grant that is >\$10,000;
- Receiving positive reviews from journal reviewers on a peer-reviewed manuscript that has not yet been accepted or published;
- Receiving funded internal (CSUSB) research-related grants or contracts (except travel grants);
- Organizing a scholarly conference;
- Attending grant or research-related workshops;
- Non-published abstracts and/or case reports where students are the primary author;
- Non-peer reviewed publication, media contributions, presentations, abstracts, grants, etc.;
- Invited commentary or editorials;
- Professional development activities related to scholarship – e.g., additional degrees (e.g., MPH), certifications (e.g., Certificate of Added Qualifications [CAQ], global health certificate, disaster preparedness), conferences (e.g., Association of American Medical Colleges [AAMC] Medical Education Research Certification workshops);

- Serving as journal, department, or journal feature editor;
 - Serving on editorial board;
 - Committee work which results in development of state or national level curricula standards or assessment;
 - Obtaining continuing medical education credits for maintenance of certification and/or recertification through National Commission on Certification of Physician Assistants (NCCPA), including Category 1 credits, Physician Assistant National Recertifying Examination (PANRE), and PANRE Longitudinal Assessment (PANRE-LA);
 - Committee work which helps shape local, regional, state, and national policy and involves the analysis of data and application of that analysis to advance the goals of the profession, improve PA education, and/or patient care;
 - Accreditation activities related to obtaining or maintaining professional accreditation;
 - Clinical Practice;
 - o Defined as non-peer-reviewed scholarship of application that follows an evidence-based approach.
 - Consulting activities in the field that directly relates to the intellectual work of the faculty member. The end product is disseminated in an academic fashion;
- Updated: 05.03.2024 Page | 8

CSUSB MSPA Program; 2024

Retention, Promotion, and Tenure (RPT) Guidelines

- Support or development of community activities that link with academic discipline;
- Formal development and/or oversight of practica or partnerships for the program's students (beyond established curriculum);
- Technical, procedural, or practical innovations made clinically or professionally;
- Publication of innovative teaching materials, textbooks, and strategies.

C. Category 3 – Indicators of Sustained Excellence in Research, Scholarship, and/or Creative Activities

Indicators of Sustained Excellence in Research, Scholarship, and/or Creative Activities represent indicators of sustained excellence in research activities within the faculty's sub-discipline. All activities should be documented in the FAR and evidence should be provided.

- Publishing, or having been accepted for publication, a manuscript in a peer-reviewed publication, such as a journal article or a scholarly book chapter. Evaluators should consider both the quantity and quality;
- Publishing, or having accepted for publication, a scholarly endeavor, such as a peer-reviewed and discipline-specific book or textbook;

- Presenting original work at external international, national, or regional conferences, workshops, or forums as a keynote speaker, invited research talk, or another substantial type of research talk;
- Receiving a significant ($\geq \$10,000$) externally funded grant or contract in support of original research, program enhancements, and/or professional development;
- Awards related to research (college, university, or professional organization).

D. Table 2 – Research, Scholarship, and Creative Activities Ratings and Activity Requirements

The table below outlines suggested annual scholarship activity, as well as requirements for tenure and promotion. It is the faculty's primary responsibility to outline their scholarship activities in all categories in their FAR document. The Suggested Annual Activity column describes the minimum suggested annual activity in each category by rating per year. The Total for Tenure and Promotion section describes the minimum scholarship activities in each category

by rating when applying for tenure and/or promotion. If more than the minimum scholarship activities are completed in a higher category, they can count toward a lower category (ONE Category 3 = TWO Category 2).

A minimum combination of activities required for the achievement of Above Expectations, Meets

Expectations, Below Expectations, or Well Below Expectations in Research, Scholarship, and/or Creative Activities for Retention, Promotion, and Tenure is listed below. The same requirements

apply for promotion to Associate Professor and Full Professor considering a six-year time frame. If promotion to Full Professor takes longer than six years, then the same requirements in Total for Tenure and Promotion amount of work remains the same.

Table 2. Research, Scholarship, and Creative Activities Ratings and Activity Requirements

Updated: 05.03.2024 Page | 9

CSUSB MSPA Program; 2024

Retention, Promotion, and Tenure (RPT) Guidelines

Rating Suggested Annual Activity Total for Tenure and Promotion

Above Expectations ● Category 1 – minimum of

1 activity

● Category 2 – minimum of 2-3 activities

- Category 3 – minimum of 1 activity
- +
- Category 1 – continuous
- Category 2 – minimum of 12 activities
- Category 3 – minimum of 3 activities

Meets Expectations

- Category 1 – minimum of 1 activity
- Category 2 – minimum of 1-2 activities
- Category 3 – minimum of 1 activity
- Category 1 – continuous
- Category 2 – minimum of 8 activities
- Category 3 – minimum of 2 activities

Below Expectations

- Category 1 – continuous
- Category 2 – less than 8 activities

Well Below Expectations

- Category 1 – continuous

Indicates suggested activity may be completed annually or every other year to meet total requirement.

Please note: If a faculty member is the main supervisor for a CSUSB student on a peer-reviewed research article or lead investigator on an externally funded project, the faculty member/lead investigator may get credit as if it were a first-author publication.

IV. SERVICE

Tenure-track faculty in the MSPA program must demonstrate evidence of contributions to the department, college, university, discipline, profession, and community beyond the university. They are expected to maintain a consistent pattern of regular service-related activity across the period of review.

Faculty are expected to contribute and be actively involved in all categories as they demonstrate an ongoing commitment to service. Candidates undergoing the RPT process must be able to list

and describe all service activities from the categories.

Since service activities often vary in the amount of contribution and impact, faculty members must provide evidence (e.g., thank you letters, certificates of appreciation, email evidence with a clear acknowledgment of the work, etc.) and a short description of the service-related activity in the FAR. When a service-related activity is done in conjunction with other individuals, a JAR must be submitted as it is a clear indicator of the amount of contribution that was undertaken. Depending on the amount of contribution associated with the service activity, the FAR

CSUSB MSPA Program; 2024

Retention, Promotion, and Tenure (RPT) Guidelines

description and/or JAR could provide evidence about which category the activity belongs in. Faculty members should be explicitly clear about the amount of contribution and impact the service activity has when composing their FAR.

Service Activities are evaluated by evidence of activities in four categories. Definitions and examples of each category are listed below. If faculty believe that an applicable service activity is not listed below, they must make a strong case why the evidence belongs in this section of the FAR and in what category it belongs. Additional service activities in Category 4 can be used to take the place of requirements from Category 3. However, additional activities from Category

3 are not able to offset deficiencies in activities from Category 4.

A. Category 1 – Essential Service Activities

Essential Service Activities represent the service-related activities that are necessary for the department to function and are expected of all tenure-track faculty members. All essential services should be documented in the FAR and documentation should be provided when available. Evidence provided in categories 2, 3, or 4 may be evidence for category 1 and be counted in both sections.

- Regular participation in department meetings;
- Contributing to activities that uphold the department function (e.g., admissions outreach, reviews, and interviews);
- Consistent participation in collaborative teaching (e.g., physical examination, clinical and technical skills, etc.) and assessment activities (e.g., interprofessional experiences, OSCEs, simulation, Summative Evaluation, etc.) unless granted formal exemption by the Program Director based on operational needs each semester;
- Collaborating with colleagues within the department to contribute to activities that uphold the department;
- Serving on a committee for at least one function of the department (e.g., MSPA

Curriculum Committee, MSPA Assessment Committee, etc.);

- Attending and contributing to important program and university events, such as white coat ceremony, awards, convocation, and commencement;
- Completing faculty classroom visitations and writing reports;
- Serving as a search committee member for search committees within the program;
- Supporting student success (e.g., recommendation letters, academic and career advising/mentoring, internships);

B. Category 2 – One-time Service Activities

One-time Service Activities are service-related activities that are only a single occurrence and do not represent a long-term commitment to that particular service activity (e.g., single-day events or single-occurrence events).

- Participation as a juror and/or panelist at an on-campus event, professional conference, or community event;
- Discipline-specific presentation or event for the local community, student club, or the campus (e.g., community or health outreach event);
- Evaluation of faculty (tenure-track and part-time classroom visitation reports);
- Serving as a peer reviewer for journals, presses, conference submissions (i.e., proceedings, presentations, workshops), or granting agencies;
- Marshaling for commencement; Retention, Promotion, and Tenure (RPT) Guidelines
- Serving as a search committee member for search committees within the college and university;
- Serving as a search committee chair within the program, college, and university;
- Acting as a scholarly resource in non-academic contexts (e.g., for the government, the press, or in publications for a popular audience)

C. Category 3 – Long-Term Service Activities

Long-term Service Activities are service-related activities that a faculty is involved in across all levels of the university and profession. When the service activity represents the completion of activities, but without a clear leadership role, the activity would be considered Category 3 (unless it is an essential service).

- Serving on more than one MSPA committee, such as the assessment, curriculum, admissions committee, etc.;
- Participating (but not chairing/leading) in an active/working college or university committee or program;

- Serving as an active faculty member in another program/department (e.g., attending another department's meetings, serving on another department's committees, etc.);
- Acting regularly as a resource or consultant for the campus or greater community regarding academic or professional subject matter through outreach and networking (e.g., pro-bono consulting, radio interviews);
- Serving as an advisor to a student organization/club on campus (e.g., Pre-PA Student Society);
- Serving on a master's degree culminating project committee (when not part of assigned teaching duties);
- Collaborating with colleagues from across campus, or from other campuses on one or more service-related activities/projects, including curricular, facilities, policies, or service grant-writing;
- Involved in a formal mentoring program;
- Internal grant funding received for service-related activities;
- Participating actively in a discipline-based professional association (e.g., by serving as a committee member for PA Education Association [PAEA], American Academy of Physician Associates [AAPA], California Academy of Physician Associates [CAPA], etc.);
- Serving on a board or other community organization related to academic/professional interest;
- Participating in a collaborative discipline-based partnership with the community, schools, industry, or other agencies that result in a notable impact on the curriculum, the CSUSB campus, and/or the community;
- Expanding opportunities for students or programs in the community in an area of academic and/or professional interest (such as creating an internship or building long-term relationships that support student professional development) above and beyond assigned teaching duties;

D. Category 4 – Leadership Activities

Leadership Activities consist of clear leadership activities in service of the department, college, discipline, and profession. If the FAR description and/or JAR indicates that the faculty member took a clear leadership role with documentation demonstrating the work, it would indicate that the activity belongs in Category 4.

- Awarded a Service-related Award (college, university, community, professional);
- Chairing or leading standing college or university committees or Programs;
- Chairing a named MSPA committee (e.g., curriculum, assessment, etc.) and/or major task force;

- Leading a major MSPA program or initiative (e.g., pipeline programs, summer programs);
- Acting as an elected or appointed leader in healthcare, public health, education, discipline-based professional associations (e.g., PAEA, AAPA, CAPA), or professional organizations related to the mission of the MSPA Program;
- Creating and/or successfully sustaining significant collaborative partnerships with schools, industry, community, or other agencies that results in a notable impact on curriculum, the CSUSB campus, and/or the community;
- Serving as an editor of an academic or professional journal;
- Developing, running, and/or maintaining community programs that result in students having a practical application of academic knowledge and providing services to the community (e.g., free clinics, street medicine) when above and beyond assigned teaching duties.

E. Tables 3 & 4 – Service Activities Ratings and Activity Requirements

The tables below outline suggested annual service activity, as well as requirements for tenure and promotion. It is the faculty's primary responsibility to outline their service activities in all categories in their FAR document. The Suggested Annual Activity column describes the minimum suggested annual activity in each category by rating per year. The Total for Tenure and Promotion section describes the minimum service activities in each category by rating when applying for tenure and/or promotion. If more than the minimum service activities are completed in a higher category, they can count toward a lower category (ONE Category 3 = TWO Category 2; ONE Category 4= TWO Category 3).

A minimum combination of activities required for the achievement of Above Expectations, Meets Expectations, Below Expectations, and Well Below Expectations in Service Activities for Retention, Promotion, and Tenure from Assistant to Associate Professor is listed in Table 3.

Table 3. Service Activities Ratings and Activity Requirements (Assistant to Associate Professor)
Rating Suggested Annual Activity Total for Tenure and Promotion

Above Expectations

- Category 1 – minimum of 1 activity
- Category 2 – minimum of 2 distinct* activities
- Category 3 – minimum of 2-3 distinct* activities
- Category 4 – minimum of 1 activity

+

- Category 1 – continuous
- Category 2 – minimum of 10 activities

- Category 3 – minimum of 12 activities
- Category 4 – minimum of 2 activities

Meets Expectations ● Category 1 – minimum of 1 activity

- Category 2 – minimum of 2 distinct* activities
- Category 3 – minimum of 1-2 distinct* activities

- Category 1 – continuous
- Category 2 – minimum of 10 activities
- Category 3 – minimum of 8 activities

Below Expectations

- Category 1 – continuous
- Category 2 – less than 10 activities
- Category 3 – less than 8 activities

Well Below Expectations

- Category 1 – continuous

A minimum combination of activities required for the achievement of Above Expectations, Meets Expectations, Below Expectations, Well Below Expectations in Service Activities for Tenure and Promotion from Associate Professor to Professor is listed in Table 4.

Table 4. Service Activities Ratings and Activity Requirements (Associate Professor to Professor)
Rating Suggested Annual Activity Total for Tenure and Promotion

Above Expectations

- Category 1 – minimum of 1 activity
- Category 2 – minimum of 2 distinct* activities
- Category 3 – minimum of 3 distinct* activities
- Category 4 – minimum of 1 activity

+

- Category 1 – continuous
- Category 2 – minimum of 10 activities
- Category 3 – minimum of 15 activities
- Category 4 – minimum of 3 activities

Meets Expectations

- Category 1 – minimum of 1 activity

- Category 2 – minimum of 2 distinct* activities
- Category 3 – minimum of 2-3 distinct* activities
- Category 4 – minimum of 1 activity

+

- Category 1 – continuous
- Category 2 – minimum of 10 activities
- Category 3 – minimum of 12 activities
- Category 4 – minimum of 2 activities

Below Expectations

- Category 1 – continuous
- Category 2 – less than 10 activities
- Category 3 – less than 12 activities

Well Below Expectations

- Category 1 – continuous

For Tables 3 and 4:

- + Indicates suggested activity may be completed annually or every other year to meet total requirement.

* “Distinct activity” in this context means separate and distinct service commitments and should be explicitly clear in the FAR document how they are distinct. For example, each time a faculty leads a different college or university committee (or serves a separate year as chair) counts as a distinct activity within Category 4. In addition, if a faculty member was on a university committee for multiple years, each year of service would count towards Category 3, for example. If a faculty member was a chair of a committee for multiple years, each year of service as a chair would count towards category 4 and count for category 3 if evidence of distinct differences in service activities. The faculty member is awarded a year for each year served, e.g., a three-year commitment is awarded three years.

APPENDIX A – MSPA PROGRAM WORKLOAD POLICY

Table 1. Percentage Time and Weighted Teaching Units (WTUs) by Position
 Position Teaching Scholarship Service Total
 Assistant/Associate/Full Professor
 (Principal Faculty)

67%
(10 WTU)

7-13%
(1-2 WTU)

13-27%
(2-4 WTU)

100%
(15 WTU)

Director of Didactic
Education
^

Director of Clinical
Education
^

47%
(7 WTU)

0-7%*
(0-1 WTU)

46-53%
(7-8 WTU)

100%
(15 WTU)

Program Director

^+ 0-20%*
(0-3 WTU)

0-7%*

(0-1 WTU)

80-100%

(12-15 WTU)

100%

(15 WTU)

^ These program members are not Unit 3 faculty, but we list their approximate workload percentages here for completeness and comparison.

* Not required based on job responsibilities. Please see the appropriate section below.

+Per ARC-PA accreditation standards, the program director must dedicate at least 80% of their time to administrative responsibilities.

Workload for tenure-line Unit 3 faculty is 15 weighted teaching units (WTUs) per term, of which a maximum of 12 WTUs may be assigned for direct instruction leaving at least 3 WTUs for

Updated: 05.03.2024 Page |

15

CSUSB MSPA Program; 2024

Retention, Promotion, and Tenure (RPT) Guidelines

scholarship and service activities. Lecturers can be assigned up to 15 WTU for direct instruction per term.

Teaching:

Teaching load for the MSPA Program is based on a workload of 10 weighted teaching units (WTUs) per semester. A semester workload of 10 WTUs equates to a 67% teaching load.

A faculty member who manages a significant function of the program (e.g., MSPA Admissions) may be granted up to a 2 WTU teaching load reduction per semester with the written authorization of the Program Director. For example, a faculty member's 67% teaching load (10 WTU) could be reduced to 53% (8 WTU). In these instances, and those of other reassigned time awards, a faculty member's direct instructional workload can be decreased from 10 WTU temporarily for a term or until the end of the assigned time contract. Further details can be found

in the MSPA Program Workload Based on Course and Teaching Function section below.

MSPA Program Workload Based on Course and Teaching Function

The WTUs for each course are calculated based on the California State University (CSU) Course Classification System, and they are summarized in Table 2: Weighted Teaching Unit (WTU) Calculations for MSPA Courses Using the CSU Course Classification System. Courses

are assigned WTUs based on the type of instruction and the amount of curriculum development required. For example, a one-credit hour course with interprofessional education (IPE) and practical exam components will be adjusted as follows:

- $(1.0 \text{ credit hour course} * 1.5) + (0.5 \text{ Wtu}) = 1.5 + 0.5 = 2 \text{ WTUs}$

After WTUs have been calculated for a course using the CSU Course Classification System, workload can be determined using Table 3: MSPA Workload Based on Teaching Function. For example, a Co-course Director of a course with 8.0 WTUs would receive 50%, which is 4.0 WTUs.

Table 2. Weighted Teaching Unit (Wtu) Calculations for MSPA Courses Using the CSU Course Classification System

Course Type Definition Workload Adjustment

Course without a laboratory component

Course does not include a laboratory component or special instruction.

No additional Wtu

Course with a laboratory component

Course includes a laboratory or practical component such as physical examinations or clinical procedures.

K factor of 2.0 per laboratory credit hour. Based on class size, a minimum of two laboratory sections are required.

Updated: 05.03.2024 Page | 16

CSUSB MSPA Program; 2024

Retention, Promotion, and Tenure (RPT) Guidelines

Course with special instruction

Course includes at least one of the following types of special instruction:

- Category 1: OSCEs
- Category 2: Practical or skills exams
- Category 3: Interprofessional education (IPE)

K factor of 1.5 per credit hour. In courses with lecture and laboratory components, a K factor of 1.5 only applies to the lecture component, as a K factor of 2 is already applied to laboratory

components. Additional 0.5 WTU of assigned time may be granted based on complexity of the course, including if a combination of more than one category of special instruction is included in the course. Course with applied learning experiences Course includes community health and/or applied learning experiences during the didactic phase.

K factor of 1.5 per credit hour. Additional 0.5 WTU may be granted due to complexity of arranging and coordinating with sites for community health and/or applied learning experiences.

Experiential education courses (clinical phase)

Course is one of the Supervised Clinical Practice Experiences (SCPEs) during the clinical phase. (Note: Direct clinical instruction is provided by clinicians [i.e., preceptors] and not by MSPA faculty.)

0.75 WTU per credit hour

Course with a culminating experience component

Course includes the comprehensive examination (also known as the summative evaluation), which includes a minimum of three components. The separate components include a comprehensive written exam, OSCEs, and practicals.

1.0 WTU per component

Collaborative teaching

Collaborative teaching includes (but is not limited to) laboratory sessions (e.g., practical and skill-based instruction), interprofessional education, practical examinations, and OSCEs.

Collaborative participation is expected of all MSPA faculty each semester unless granted written permission from the Program Director.

Additional 0.5 WTUs per semester (per instructor)

Course development or major revision

Course is being developed for the first time or is undergoing significant revision.

- Up to 3 WTUs per semester for the first and second years
- After initial program launch, WTUs for course development and major revision must be approved

Updated: 05.03.2024 Page |

17

CSUSB MSPA Program; 2024

Retention, Promotion, and Tenure (RPT) Guidelines by the MSPA Program Director.

Table 3. MSPA Workload Based on Teaching Function

Teaching Function

Definition Workload Percentage

Course Director, Sole Instructor

Only MSPA faculty member overseeing the course. Writes/oversees course structure/modules, arranges and manages course, provides course advisement, maintains grade book, sole grader, sole instructor (up to two guest speakers).

100%

Course Director,
Primary Instructor

Only MSPA faculty member overseeing the course. Writes/oversees course structure/modules, arranges and manages course, provides course advisement, maintains grade book, sole grader. Course includes at least one additional MSPA faculty instructor and/or facilitator, but maintains responsibility for all content, testing, and grading.

Up to 70%

Course Facilitator Only MSPA faculty member overseeing the course. Writes/oversees course structure/modules, arranges and manages course, provides course advisement, maintains grade book, sole grader. Little to no personal teaching; primarily uses guest speakers.

Up to 50%

Co-Course Director Split equally between two MSPA faculty members who oversee the course. Both contribute equally to writing/overseeing course

structure/modules, arrange and manage course, provide course advisement, maintain grade book. Both are primary instructors (up to two guest speakers).

Up to 50%

Adjunct Faculty Non-MSPA faculty who function as the Course Director, whether as a sole instructor or primary instructor.

100%

Instructional Faculty Non-MSPA faculty who serve as instructors or facilitators in didactic courses and preceptors in clinical courses.

Percentage is based on the hours dedicated to teaching/facilitation compared to overall course

Research, Scholarship, or Creative Contributions:

There is no scholarship requirement for the Director of Didactic Education, Director of Clinical Education, and Program Director (as they are not Unit 3 faculty). However, these MSPA members are able to contribute up to 7% (1 WTU) to scholarly work if desired.

Tenure-track Faculty in the MSPA Program are required to contribute to scholarly work.

Scholarly work can be in the following categories:

- Scholarship of Discovery
- Scholarship of Integration
- Scholarship of Application
- Scholarship of Teaching

Table 4. Types of Scholarship Based on Ernest Boyer's Scholarship Reconsidered

Updated: 05.03.2024 Page |
18

CSUSB MSPA Program; 2024
Retention, Promotion, and Tenure (RPT) Guidelines

Type of Scholarship Definition Examples

Scholarship of Discovery

- Search for new knowledge
- Discovery of new information and new models
- Sharing discoveries through scholarly publication
- Internally or externally funded research projects
- Research projects
- Peer-reviewed journal articles
- Book chapters and/or books

Scholarship of Integration

- Integration of knowledge from different sources
- Presents overview of findings in a resource topic
- Bringing findings together from different disciplines to discover convergence.
- Identify trends and see knowledge in new ways.
- Professional development workshops and continuing education
- Literature reviews
- Presentations of research at conferences
- Non-academic publications that address discipline-related Concerns
- Meta-analysis
- Accreditation activities

Scholarship of Application

- Discovering ways for new knowledge to be used to solve real-world problems.
- Consulting activities in field that directly relates to the intellectual work of the faculty member, and end result is disseminated in an academic fashion.
- Support or development of community activities that link with academic discipline.
- Formal development and/or oversight of practica or partnerships for the program's students (beyond established curriculum).
- Editor or member of editorial board for professional journal
- Reviewer of manuscripts for professional journals or books
- Media contributions (newspaper, magazine, etc.)

Scholarship of Teaching

- Involves the search for innovative approaches and best practices to develop skills and disseminate Knowledge.
- Informal or formal teaching, advising, and mentoring
- Educational research projects resulting in findings disseminated at professional conferences and/or in peer-reviewed publications
- Projects funded by external or internal grants to support instructional activities.
- Publication of textbooks or teaching materials.

Service:

Service load for the MSPA Program is based on position. The service workload for Unit 3 faculty is 2-4 weighted teaching units (WTUs) per semester. Whereas, the service load for Director roles may range from 7 to 15 WTUs per semester (due to administrative responsibilities). Every faculty member is required to perform essential service activities each year for the department, college, university, and service community. Essential service includes (but is not limited to) regular participation in department meetings, contributing to activities that uphold the department function, collaborative teaching, standard committee or task force membership, attending and contributing to programmatic and CSUSB events (e.g., graduation and white coat ceremony), supporting student success, faculty peer evaluation/mentoring, and more.

In addition to essential service, MSPA program faculty are expected to perform one-time and long-term service activities in order to “meet expectations” for retention, tenure, and promotion.

In order to be “above expectations,” MSPA program faculty must also be engaged in leadership activities.

APPENDIX B – FACULTY ACTIVITY REPORT (FAR)

Faculty Member _____

Department _____

Academic Year _____

As part of the submission, all supporting documentation listed below must be included in an Index of Attachments.

I. Teaching

- a. Category 1 – Essential Teaching Activities
- b. Category 2 – Indicators of Teaching Effectiveness
- c. Category 3 – Indicators of Teaching Excellence

II. Research, Scholarship, and Creative Activities

a. Category 1 – Essential Research, Scholarship, and/or Creative Activities

Updated: 05.03.2024 Page |

20

CSUSB MSPA Program; 2024

Retention, Promotion, and Tenure (RPT) Guidelines

b. Category 2 – Indicators of Sustained Research, Scholarship, and/or Creative Activities

c. Category 3 – Indicators of Sustained Excellence in Research, Scholarship, and/or

Creative Activities

III. Service

a. Category 1 – Essential Service Activities

b. Category 2 – One-time Service Activities

c. Category 3 – Long-term Service Activities

d. Category 4 – Leadership Activities

IV. Other Information

a. Faculty may include other information appropriate to the evaluation criteria.

Signature Date

APPENDIX C – JOINT ACTIVITY REPORT (JAR)

Faculty Member _____

Department _____

Academic Year _____

To ensure fairness and equity in deliberations by RPT committees, a faculty member should supply a clarification of their individual contribution to each joint activity listed on their Faculty Activities Report.

Updated: 05.03.2024 Page |

21

CSUSB MSPA Program; 2024

Retention, Promotion, and Tenure (RPT) Guidelines

For each joint activity, please provide the information listed below. Faculty can attach as many sheets as needed to the Faculty Activity Report.

Note: Faculty are recommended to attach the JAR as the first page in the attachment of evidence for evaluators to review more easily.

APPENDIX D – REFERENCES

1. Mitchell KMW, Martin J. Gender bias in student evaluations. *PS Polit Sci Polit*. 2018; 51(3):648-652. doi:10.1017/S104909651800001X
2. Ambady N, Rosenthal. Half a minute: Predicting teacher evaluations from thin slices of nonverbal behavior and physical attractiveness. *J Pers Soc Psychol*. 1993; 64(3):431-441. doi:10.1037/0022-3514.64.3.431
3. Russ T, Simonds C, Hunt S. Coming out in the classroom... an occupational hazard? The influence of sexual orientation on teacher credibility and perceived student learning. *Comm Ed*. 2002; 51(3):311-324. doi:10.1080/03634520216516

Activity Title

as listed in Faculty Activity Report

Activity Description Contribution

Identify the activity by title as listed in your Faculty Activity Report.

Describe your activities in the preparation of this project (e.g., amount of research, degree of consultation, assembling of an exhibition, etc.).

Describe the amount and significance of your contribution to the joint activity and provide the percent contribution for yourself and each contributor.

4. Reid LD. The role of perceived race and gender in the evaluation of college teaching on RateMyProfessors.com. *J Divers High Educ*. 2010; 3(3):137-152. doi:10.1037/a0019865
5. Boyer EL. *Scholarship Reconsidered: Priorities of the Professoriate*. John Wiley and Sons;

FAM 652.6

ELECTION OF DEPARTMENT EVALUATION COMMITTEES

Purpose and Scope

This policy sets forth provisions regarding the election of the Department Evaluation Committee. The functions and other aspects of the said committee are specified in appropriate places in FAM 651.1: Evaluation of Tenure-Line Faculty.

Definition

The term department used in this document refers to an academic unit in an academic college that houses faculty and offers academic programs to students. It includes both departments and schools (e.g. School of Computer Science and Engineering and School of Social Work).

Consequently, the term department chair is used to refer to both department chair and school director; the term Department Evaluation Committee refers to both Department Evaluation Committee and School Evaluation Committee.

Peer review lies at the heart of evaluation in academia. In the CSUSB's RPT process, the responsibility of peer review rests with the Department Evaluation Committee. As such, the election of the Department Evaluation Committee should be conducted with utmost integrity. A Department Evaluation Committee shall normally be composed of three tenured faculty. In departments with many evaluations to conduct, the department may vote to increase the size of the DEC to as many as five members. One member may be an Associate Professor who is not undergoing performance review, and the remaining members must be Professors. Associate Professors must recuse themselves from cases involving promotion to Professor (see CBA Article 15.43). If a recusal results in a committee with fewer than three members, the department shall elect a Professor to serve as an alternate committee member. Eligible faculty who are undergoing periodic evaluation may serve on the committee but must recuse themselves from their own evaluation. The Department Chair may not serve on this committee. The committee shall elect its chair who must hold the rank of Professor. The committee serves a one-year term, elected annually from within the department or from related academic disciplines. It is the responsibility of the department chair to initiate and supervise the process for the election of the Department Evaluation Committee. Questions on procedures and eligibility shall be addressed to the College Elections Officer, who may consult with the Office of Faculty Affairs and Development or the Executive Committee of the Faculty Senate as needed. Election challenges concerning violation of procedure shall be adjudicated by the University Elections Committee.

Procedures for Election(s)

1. All elections described here shall follow the procedures in the Bylaws of the Faculty Senate, Article II, Section 3.). College elections officers are available to provide guidance to departments on election procedures.

2. At the start of each academic year, before nominations of DEC members occur, any departmental tenure-line faculty member may request in writing that the DEC should consist of up to five members rather than the default three members. If such a request is made, the tenure-line faculty in the department shall conduct an anonymous election to determine the number of DEC members.
3. The department chair shall call for nominations for the positions on the Department Evaluation Committee. Only tenure-line faculty within the Department are eligible to make nominations. There is no limit to the number of nominations a faculty member may make but each nomination must be verified as coming from a tenure-line faculty member in the department. Nominees must be tenured Professors or Associate Professors. Faculty in the Faculty Early Retirement Program are eligible to serve on a Departmental Evaluation Committee if (a) the period of active employment spans the period of the Committee's work, and (b) the appointment is approved by the College Dean. However, evaluation committees may not be comprised solely of faculty participating in the Faculty Early Retirement Program. Although faculty on sabbatical or difference-in-pay leaves are under no obligation whatsoever to perform departmental/school service during their leaves, they are eligible to serve on their department's/school's evaluation committee if they freely choose to do so (without undue pressure or solicitation by their colleagues) and, in addition, agree to review the files for all review cycles and to attend all meetings throughout the entire academic year, including cycles and meetings that occur during the time they are on leave. Nominees must be from within the Department or from a related academic discipline. Standard nominating forms shall be used. (See Attachment A).
4. Members of a Department Evaluation Committee cannot concurrently serve on the College Evaluation Committee or the University Evaluation Committee. They may, however, be elected to other departmental evaluation committees. Department Evaluation Committee members who are undergoing a Periodic Evaluation may serve on the Department Evaluation Committee but must recuse themselves when they are being evaluated. Also, department chairs cannot serve on the evaluation committee within their own Department but may be elected to other department committees.
5. What constitutes a related discipline is to be determined by the tenure-line faculty of the Department.
6. If a recusal results in fewer than three committee members, the department shall conduct an anonymous vote for a Professor to serve as an alternate committee member.
7. If fewer nominations are received than positions available, nominations shall automatically be extended for a period of three days to allow for additional nominations. All members of the Department shall be informed in writing of this extension. If there are still fewer nominations than positions, an election shall be held for the nominees available and then the vacancy filled by starting a new election at Step 3, above.

8. The nominating period shall extend for five working days after the day that the call for nominations is distributed to faculty. The departmental tenure-line faculty shall be notified via email or some other secure method of the list of nominees three (3) days before the distribution of ballots.

9. Only tenure-line faculty within the Department may vote in Department evaluation committee elections. This includes department chairs and others who are appointed to administrative positions but remain in the employment status of faculty (Unit-Three).

10. Ballots shall be distributed within three working days after nominations close, using the normal Senate procedures (See Bylaws of the Faculty Senate, Article II, Section 3) for confidential voting. Ballots must be received by the Department office no later than four working days after they are distributed to faculty.

11. Ballots shall be prepared and tallied as follows:

a. The name of every eligible nominee shall be placed on the ballot.

b. If there are more qualified candidates than positions, a ratification/election ballot shall be used (Attachment B). Otherwise, only a ratification ballot will be needed (Attachment C), except for the following special case. If there are more candidates than positions, if no associate professor is currently on the committee and if the number of professor candidates is less than the number of positions, then a ratification ballot shall be used for the professor candidates and a ratification/election ballot used for the associate professor candidates.

c. Ballots shall be opened and counted by the department chair and the college elections officer (or designee for the latter).

d. Whenever there is one candidate per position, a candidate is ratified upon receiving a majority of the "acceptable" votes among the valid ballots cast. At this point the election is over. If any positions remain unfilled (due to candidates not being ratified), then a new election will be called to fill those remaining vacant positions.

e. For ratification/election ballots, evaluate ratification first. A candidate is ratified upon receiving a majority of the "acceptable" votes among the valid ballots cast. Candidates not ratified are disqualified from the preferential count. Preferential votes are tallied according to the ballot procedure as described in the Bylaws of the Faculty Senate, Article II, Section 3.G). Once one associate professor has been elected, all additional associate professors shall be deemed ineligible for the remaining positions. If the election results in a committee composed entirely of faculty in the Faculty Early Retirement Program, the last FER Per elected shall be removed and one more

committee member shall be elected from among the remaining candidates who are not participating in the Faculty Early Retirement Program.

12. If, for any reason, a Department Evaluation Committee does not have at least three members who meet the criteria, the department chair should work to nominate other qualified nominees from related departments. If a Department Evaluation Committee does not have at least three members, and an evaluation deadline is imminent, it shall complete the evaluation with its two available members. A special election shall be held at the earliest opportunity to fill in the missing position(s).

13. All members of the Department are to be notified in writing or electronically of the outcome of each election. The department chair shall send the results of the election to the College Office, the Faculty Senate Office and the Office of Faculty Affairs and Development.

14. All election materials shall be retained by the department for 30 calendar days after ballots have been counted. These materials shall be available for inspection. To be valid, election challenges must be filed in writing with the University Elections Committee within five working days from the date that the election results are distributed to faculty.

Attachment A

DEPARTMENT EVALUATION COMMITTEE NOMINATION FORM DEPARTMENT OF _____

[Note: Only tenure-line faculty at the rank of Professor or Associate Professor (not under consideration for promotion during the academic year) are eligible to be nominated. No department chair may be nominated for the department evaluation committee within their department. No member of the University Evaluation Committee is eligible to serve on a department evaluation committee. No member of a college evaluation committee is eligible to serve on a department evaluation committee within their college. Faculty in the Faculty Early Retirement Program are eligible to serve on a Departmental Evaluation Committee if (a) the period of active employment is two semesters of the academic year and (b) the appointment is approved by the College Dean.]

Printed name of person being nominated

Signature of person being nominated Date
(This signature indicates a willingness to accept the nomination.)

Printed name of person making the nomination

Signature of person making the nomination Date

[Note: Only tenure-line faculty within the department may nominate. Self-nomination is permitted. There is no limit to the number of nominations an eligible faculty can make.]

Attachment B

DEPARTMENT EVALUATION COMMITTEE ELECTION BALLOT

DEPARTMENT OF _____

The persons below were nominated to serve on the Department Evaluation Committee. There are _ openings on this committee. This is a two-part ballot, both parts need to be completed.

1. In the ACCEPTABILITY columns, please mark either "acceptable" or "unacceptable." Failure to vote on acceptability will have the same effect as voting "unacceptable."

2. In the RANK column, please rank order all candidates (including those marked unacceptable) by marking "1" by the name of your 1st choice (most preferred) candidate, "2" by the name of your 2nd choice candidate, "3" by the name of your 3rd choice candidate, and so on. Make sure all candidates are ranked. Incomplete ranking will render your ballot invalid.

[Note: Only tenure-line faculty are eligible to vote.]

ACCEPTABILITY RANK

Acceptable Unacceptable Vote Candidate

Attachment C

DEPARTMENT EVALUATION COMMITTEE RATIFICATION BALLOT

DEPARTMENT OF -----

The persons below were nominated to serve on the Department Evaluation Committee. They are unopposed for the position(s). Please vote on ratification for each of these candidates by marking in either the "acceptable" or "unacceptable" space next to each candidate. Failure to vote for a candidate will have the same effect as voting "unacceptable."

[Note: Only tenure-line faculty are eligible to vote.]

ACCEPTABILITY

Acceptable Unacceptable Candidate

8

///Policy FAM 652.6 info start///

Approvals

Approved by the Faculty Senate on October 24, 2023

Approved by the President on

History

First created: 2007 by Faculty Affairs Committee

Renumbered: from FAM 315 to FAM 651.7

Renumbered: 2020 from FAM 651.7 to 652.6

Minorly edited: 2020 by Faculty Affairs Committee

Revised: 2023 by Faculty Affairs Committee

///Policy FAM 652.6 info end///

FAM 653.3

POLICY CONCERNING IMPLEMENTATION OF THE FACULTY MERIT INCREASE AND SERVICE SALARY STEP INCREASE PROGRAMS

1. Preamble

This document is designed to implement the sections in Article 31 in the Memorandum of Understanding for employees in the Faculty Bargaining Unit (Unit 3) dealing with the Faculty Merit Increase and Service Salary Step Increase Programs. All Faculty Merit Increase (FMI) and Service Salary Step Increase (SSSI) awards at California State University, San Bernardino shall be made in conformance with this policy. In any instance of conflict between the Memorandum of Understanding (MOU) and this FMI policy, the MOU shall govern.

All faculty, both tenure-track and temporary, have the right to be involved in the departmental determination of the appropriate FMI structure, all faculty have the right to participate in voting for and serving on department committees should that be the mechanism chosen, and all faculty have the right to participate in voting for and serving on the campus appeals panel. All appeals panel and committee members shall have equal voting rights as committee or panel members regardless of time base. Each department shall be responsible for ensuring that adequate records concerning temporary faculty are maintained.

2. Definitions

2.1 The term "department/school" shall be used to refer to an academic department or equivalent unit for the purpose of this FMI policy. The three equivalent units shall be (a) coaches, (b) counselors, and © librarians. Each department or equivalent unit may have a "Department/school" FMI Committee. Individual instructional faculty unit employees in Undergraduate Studies shall be grouped with the academic department(s)/school(s) most closely related to the discipline(s) they teach for the portion of their time base relevant to each department/school. Temporary faculty in a college teaching interdisciplinary courses and not assigned to a department/school shall make a permanent decision concerning with which department/school in the college they choose to be grouped for the purpose of this FMI policy. Tenure-track faculty with joint appointments shall be assigned to their primary department/school for the purpose of FMI review. Temporary faculty teaching in more than one department/school shall be reviewed in each department/school for the portion of their time base relevant to that department/school.

2.2 The term "department chair/school director" shall be used to refer to an academic department chair/school director or equivalent for the purpose of this FMI policy. The department chair/school director equivalent for coaches shall be the Athletics Compliance Officer. The department chair/school director equivalent for Librarians shall be the Faculty Senate Librarian representative. The department chair/school director equivalent for Counselors shall be their immediate supervisors. These definitions of department chair/school director equivalents do not imply an expectation that Management Personnel Plan faculty will serve on department/school FMI or SSSI committees.

2.3 The term "college" shall be used to refer to an academic college or equivalent unit for the purpose of this FMI policy. The three units equivalent to colleges shall be (a) Athletics, (b) Student Affairs, and (c) Library.

2.4 The term "dean" shall be used to refer to an academic dean or equivalent for the purpose of this FMI policy. For coaches, the Director of Athletics shall be the college dean equivalent. For librarians, the University Librarian shall be the dean equivalent. For counselors, the Vice President for Student Affairs shall be the dean equivalent.

3. Annual Activities Report (AAR)

Each faculty unit employee shall submit three copies of a completed Annual Activities Report (AAR) to her/his department chair/school director.

3.1 For 1998/99 and 1999/00, the AAR shall be submitted no later than October 1, 1999. This report shall detail annual faculty activities in separate sections as follows.

a) For 1998/99, all appropriate activities from July 1, 1995 or from the period covered in the last successful PSSI review or from the date of initial appointment (whichever beginning date is most recent) through June 30, 1998; FMIs to be effective July 1, 1998.

b) For 1999/00, all appropriate activities from July 1, 1998 through June 30, 1999; FMIs to be effective July 1, 1999.

3.2 The AAR shall be submitted no later than October 1 of each year thereafter. In fiscal year 2000/01, the time period of review for activities contained in the AAR shall be July 1, 1999 through June 30,

2000. Additional time lines for the FMI program for each year shall be as provided in Appendix G of the MOU.

3.3 The AAR format shall be as shown in Attachment 1 (not available). Each AAR shall include the faculty unit employee's rank/classification, salary, date of appointment, and whether the faculty unit employee is eligible for a Service Salary Step Increase.

3.4 The AAR must cover only the designated time period. If an activity is spread out over more than this period, the AAR must describe the contribution to this activity which was made during that time period.

4. FMI Eligibility

All full- and part-time faculty unit employees who submit completed AARs are eligible for and shall be considered for FMIs except those indicated in Sections 4.1 and 4.2 below.

4.1 The following employees are not eligible for FMIs: Substitute Instructional Faculty, Instructional Faculty - Extension, Instructional Faculty - Special Programs, Instructional Faculty - Summer Arts, Instructional Faculty - Summer Session, persons not employed during the applicable review period as specified in Section 3, and persons on full-time leave without pay for personal reasons during the entire applicable review period.

4.2 Faculty unit employees who indicate on their AARs that they decline to participate in the FMI program shall not be considered for FMIs.

4.3 The following is a clarification of FMI eligibility for part-time temporary employees:

- a) For 1998/99, part-time temporary faculty unit employees who submit completed AARs, who had an appointment at any point during the period July 1, 1995 through June 30, 1998, and who are eligible to receive the FMI award shall be eligible for consideration for an FMI.
- b) For 1999/00 and thereafter, part-time temporary faculty unit employees who submit completed AARs, who had an appointment at any point during the period of the review cycle, and who are eligible to receive the FMI award shall be eligible for consideration

for an FMI.

c) A part-time temporary faculty unit employee shall have an appointment at some point during the current academic year for which the FMI awards are effective in order to be eligible to receive an FMI. The department shall be responsible for making its best determination as to whether or not a part-time temporary faculty unit employee has reason to expect an appointment for the Winter and/or Spring quarters of that current academic year when implementing Sections 4.3.a and 4.3.b.

5. Criteria

5.1 Faculty unit employees shall be eligible for FMIs for demonstrated performance commensurate with rank, work assignment, and years of service for:

- a) the quality of the unit member's teaching alone;
- b) teaching and scholarship;
- c) teaching and service to the University and community; or
- d) teaching, scholarship, and service to the University and community.

Tenure track faculty will be evaluated under category 5.1.d unless their work assignment specifies otherwise.

5.2 Faculty unit employees whose performance does not include assignments in one or more of the above areas shall nonetheless be eligible for an FMI on the basis of their performance in the individual areas of their assignment. Examples would be part-time faculty assigned only to teaching or full-time faculty on sabbatical leave for a year.

5.3 Teaching is broad and inclusive. Teaching encompasses instruction and such activities as advising, mentoring, supervision (e.g., individual studies, thesis direction, field supervision), and a range of contributions to improving student learning (e.g., curriculum revision, course and program coordination, assessment of learning outcomes, and applications of technology). For faculty unit employees who are coaches, counselors, or librarians, "professional assignments" shall substitute for the "teaching" category.

5.4 Scholarship includes discovery (traditionally labeled research, especially published or presented to professional audiences), integration (e.g., inter- or cross-disciplinary efforts), application (e.g., used in teaching or solving social, community, or technical problems), and creative activity (e.g., works of art, performances).

5.5 Service to the University and community is likewise broad. Service to the University and community includes the activity necessary to the faculty role in shared governance of the institution (CSU and its campuses) and activity applying the unit employee's expertise to benefit the University and its community in general. Examples of service include significant committee work; student outreach and retention; participation in university and community organizations, community partnerships, professional associations, faculty associations, and appropriate governmental boards and commissions; advancement of public support for the University; and lectures and seminars to community groups.

For instructional faculty, service shall be defined as university service and/or community service, and/or administrative assignment. Administrative assignment shall be defined as duties performed as department chair/school director, as program coordinator, or for any other administrative duties for which assigned time has been provided at the systemwide, university or college level.

6. Maximum Amounts and Types of Faculty Merit Increases

No faculty unit employee shall receive more than a 7.5% FMI in any year.

6.1 Permanent increase in base salary. An FMI shall be a permanent increase in the base salary of the faculty unit employee on the salary schedule in Appendix C to the MOU, except for faculty unit employees (other than Professors) who have reached the top of their rank or classification in the salary schedule in Appendix C.

6.2 Bonus (not a permanent increase in the base salary of the individual). An FMI shall be a bonus of no more than the equivalent of an annual salary increase of 7.5% in the case of any faculty unit employee (except for those at the rank of Professor) who has reached the top of her/his rank or classification in the salary schedule in Appendix C to the MOU. An FMI may also be a bonus of no more than an annual salary increase of 7.5% in the case of any faculty unit member whose demonstrated performance is being recognized as part of an activity or project conducted by a team, department/school, or group of employees.

7. Levels of Review and the General Review Process

7.1 There shall be three levels of review as follows:

- a) The Department/School,

- b) The College Dean, and
- c) The President and/or designee.

7.2 A faculty unit member shall not review his/her own AAR for an FMI. However, no faculty unit employee shall become ineligible for service on a Department/School FMI Committee because he/she is being considered for an FMI.

7.3 Each level of review shall forward all AARs, as well as the recommendations from that level on each of the faculty unit members, to the next level of review. Failure to meet any established deadline for recommendations shall automatically result in the forwarding of all AARs and lower level recommendations to the next level of review. The timetable for FMI review process is shown in Attachment 2 (not available).

7.4 Recommendations for each faculty unit employee at the first two levels of review in the FMI process shall include the following:

- a) whether the faculty unit employee is recommended to receive an FMI, and
- b) if the recommendation in 7.4.a is yes, the amount of the increase recommended.

8. Allocation of Funds for FMI Recommendations

The total funds available for FMIs in a specific cycle shall be subdivided as follows for the purpose of recommendations at the review levels specified in Section 7.1.

8.1 An amount equal to 85% of the FMI pool will be assigned to departments as the amount they can employ in their recommendations. These funds shall be distributed to departments/schools on a filled FTEF prorata basis. This amount in each department shall be termed the Department/School FMI pool.

8.2 An amount equal to 10% of the FMI pool will be allocated to the president and/or designee. The expenditure of these funds shall be reported as a distinct category of the campus report required in the MOU. This amount shall be termed the President's FMI pool.

8.3 The campus shall reserve an amount equal to 5% of the FMI pool (the FMI appeal pool) to fund successful appeals.

8.4 FMI funds not used in a particular cycle shall be rolled forward in the aggregate and become part of the total funds available for FMIs in the next annual FMI cycle. They are not rolled forward in the specific categories 8.1, 8.2, or 8.3.

9. Department/School FMI Recommendation Structure

For the purpose of arriving at Departmental/School FMI recommendations, departments/schools are free to use a Department/School FMI Committee, the department chair/school director, a designee, or any combination of the preceding. The decision on structure is to be made on an annual basis by a vote of all faculty unit employees in the department/school. It is permissible to allow for procedures that permit votes proportional to time base for part-time unit members. The department chair/school director shall be responsible for conducting the vote and for notifying the dean concerning the department decision regarding the structure by which department/school FMI decisions will be made. Attachment 3 (<http://academic-affairs.csusb.edu/personnel/fmi3.htm>) contains four specific alternatives for making department/school FMI recommendations suggested (but not required) by the Faculty Senate. Department/School procedures must ensure that no faculty unit member shall participate in the evaluation of her/his own AAR.

10. FMI Merit Rating and Recommendations at the Department/School Level

Departments/Schools shall review the AARs of all qualified faculty unit employees assigned to the department/school, including department chairs/school directors. Department/School reviewers may ask faculty members to clarify the information in the AAR. For each award period, the Department/School shall rate the merit of each faculty unit member using the following scale:

- 0 = Not Recommended
- 1 = Recommended
- 2 = Highly Recommended
- 3 = Very Highly Recommended
- 4 = Outstanding

Departments/schools are free to determine how to relate the amount of an FMI recommendation to the rating scale above. Two possible approaches are shown in Attachment 4 (<http://academic-affairs.csusb.edu/personnel/fmi4.htm>). Departments/Schools may recommend that an individual faculty unit member receive an FMI at any amount up to the

maximum amount provided in Section 6. The Department's/School's recommendations shall include whether the faculty unit employee should receive an FMI and also the amount of the FMI. The total dollars of the department's/school's recommendations for all FMIs recommended for faculty unit employees in the department/school shall not exceed the amount of dollars allocated to the Department/School in Section 8.1.

Department/School FMI recommendations and comments shall be made on the FMI Recommendation Form (Attachment 5, not available) for each faculty unit member and forwarded along with all AARs to the College Dean. For each faculty unit employee, the department can forward only one FMI Recommendation Form to the dean and that form can contain only one set of recommendations regarding FMI ranking, whether to recommend an FMI and how much.

11. College Dean Review and Recommendation

11.1 All Department/School FMI recommendations shall be reviewed by the College Dean. The Dean may concur or disagree with the recommendations, may change the amount of any recommended FMI, and/or may recommend an FMI for any member of the department/school that was not recommended by the department/school. The dean may recommend that an individual receive an FMI of any amount up to the maximum amount provided in Section 6. It is the Dean's responsibility to make final recommendations for disposition of all the FMI funds allocated to departments/schools within the College. Each recommendation shall be made on the FMI Recommendation Form.

11.2 The Dean shall forward the AAR and all recommendations from the first two levels of review to the President and/or designee.

12. President and/or designee Review and Decision

The President and/or designee shall review each AAR and all relevant recommendations from the first two levels of review. The President and/or designee may concur or disagree with the recommendations, may change the amount of any recommended FMI, and/or may grant an FMI for any member of the department that was not recommended by the department or by the dean. The president may grant that an individual receive an FMI of any amount up to the maximum amount provided in Section 6. Each decision shall be made on the FMI Recommendation Form. The total of the recommendations at this level shall not exceed 95% of the annual FMI funds available, i.e., the total of the department FMI pools plus the President's FMI pool.

13. Communication, Rebuttals, and Appeal During the AAR Review Process

13.1 As soon as Department/School FMI recommendations are forwarded to the Dean, the Dean shall provide each faculty unit member with a copy of her/his Department/School FMI recommendation. If a faculty unit member disagrees with the recommendation, she/he may file a written rebuttal with the Dean within seven calendar days of being sent the recommendation.

13.2 The Dean's recommendation on each faculty unit member shall be forwarded simultaneously to the faculty unit member and the Office of Academic Personnel. If the faculty unit member disagrees with the recommendation, she/he may submit a written rebuttal to the Office of Academic Personnel within seven calendar days of being sent the recommendation.

13.3 The President and/or designee's decision on each faculty unit member shall be forwarded to the faculty unit member and the Dean. If the President and/or designee reduces the FMI recommended by the Dean or the Department/School, the affected faculty unit member may submit a written rebuttal to and appeal the decision of the President and/or designee. The rebuttal and appeal request shall be submitted in writing to the Office of Academic Personnel within 14 calendar days of being sent the decision.

13.4 The appeal shall be heard by an appeal committee as described in the MOU. The decision of the appeal committee shall be final and binding. This decision shall be forwarded simultaneously to the faculty unit member, the President and/or designee, and the Dean. The appeal panel from which the appeal committee is selected shall be elected at the beginning of Fall quarter by the Faculty Senate Constituent Unit elections officers. Five members shall be elected from each Constituent Unit. For this purpose, the five constituent units are defined as follows: Arts & Letters and Library; Business and Public Administration; Education; Natural Sciences and Coaches; Social and Behavioral Sciences and Counselors. All faculty unit employees, tenure track and temporary, shall be eligible to run and vote. Voting shall be done by the preferential method. When the appeal committee is selected by lot from the panel, one faculty unit employee shall be selected from each constituent unit.

14. Use of FMI Materials in RPT Deliberations

14.1 The decision concerning granting an FMI shall not be considered in deliberations regarding reappointment, promotion, or tenure (RPT) unless the faculty unit member includes the material in her/his Personnel Action File (PAF). This shall not preclude the consideration of any facts during RTP deliberations which are also considered during FMI deliberations. AARs and notification of all FMI decisions may be placed in both the PAF and any Working PAF established for the purpose of RTP evaluations at the discretion of the faculty unit employee.

14.2 The award of FMIs shall not be considered personnel recommendations, decisions or actions which must be based upon a faculty unit member's Personnel Action File. However, this shall not preclude review of a faculty unit member's WPAF during FMI deliberations.

15. Campus Information Regarding Those Receiving FMIs

A list of faculty unit employees who have received an FMI, their ranks, the amount of each FMI, and their department affiliations shall be made public on campus within one month after final decisions regarding FMIs are made. Awards shall also be reported by amount of increase, gender, and ethnicity but without individual name. Completed AARs shall be made available in the College Office for a period of one year following publication of the awards, for review by faculty members in that college.

16. Service Salary Step Increase Procedures (Fiscal Year 1999-2000 and Subsequent Years)

16.1 Faculty bargaining unit employees eligible for an SSSI shall be reviewed by the Department/School using the same committee/department chair/designee structure the department has elected to use for the evaluation of department/school members for FMIs (Section 9). The Department/School shall recommend whether to grant or deny an SSSI; department/school procedures must ensure that no faculty unit member shall participate in making the decision regarding her/his own SSSI award. The department/school recommendation, using an SSSI Recommendation Form, shall be forwarded to the College Dean. Department/School SSSI recommendations shall be made and forwarded to the Dean before the department/school FMI recommendations are made and forwarded.

16.2 The recommendation of the Department/School shall be reviewed by the College Dean, who shall either grant or deny the SSSI. An SSSI Recommendation Form (Attachment 6, not available) shall be used. 16.3 The criteria to be used when evaluating

faculty bargaining unit employees for an SSSI shall be whether the employee has demonstrated satisfactory performance commensurate with rank, work assignment, and years of service. This evaluation shall be based on the employee's AAR covering the prior year and may include the employee's Working Personnel Action File.

16.4 The decision to deny an SSSI may be appealed as provided in the MOU, using the FMI Appeals Panel. The procedure for selecting an SSSI Appeals Committee shall be the same as for selecting an FMI Appeals Committee. A person who has been selected to serve on the FMI Appeals Committee may decline to serve on that committee, if she/he has previously been selected for the SSSI Appeals Committee, or vice versa.

///Policy FAM 653.3 info start///

Last Revision 2000: FAC

///Policy FAM 653.3 info end///

FAM 653.43

PROCEDURES AND CRITERIA FOR RANGE ELEVATION

Purpose and Scope

Lecturers who have no more 551 eligibility in their current range and who have served five years in this range may apply for elevation to the next higher range. This document sets out the procedures and criteria to be followed in making and considering such requests for "range elevation."

Range elevation refers to a salary increase. Lecturers are normally evaluated solely on the basis of their teaching (FAM 652.2). Excellence in teaching (demonstrated and evaluated in accord with the Procedures and Criteria for Performance Review and Periodic Evaluation) is, thus, the primary criterion for range elevation. At the same time, if some element of service or research, scholarly, or creative contributions is explicitly included in the work assignment of such a faculty member, this activity should also be evaluated. Additional service and professional activities, even when these are not directly related to the work assignment, may be taken into Range Elevation account by those considering a range elevation request. However, no faculty member should be expected to perform duties not explicitly called for in that faculty member's work assignment.

There are four ranges: Lecturer A, Lecturer B, Lecturer C, and Lecturer D. As faculty members move up from range to range, they will be held to progressively more stringent applications of the relevant evaluative criteria.

Definitions

1. Department: an academic department or school of the lecturer who applies for range elevation.
2. Department chair: the chair of a department or director of school.

Participants in Range Elevation

1. All eligible lecturers, regardless of time base.
2. Department chairs or equivalent.
3. Department Evaluation Committee or equivalent.
4. College Deans or equivalent.

Procedures

1. All eligible full-time lecturers who wish to be considered for a range elevation will submit a Range Elevation Report (RER) to the Office of Faculty Affairs and Development, which will be responsible for assembling the Working Personnel Action File (WPAF).
2. All eligible part-time lecturers who wish to be considered for a range elevation will submit an RER to their College Office or equivalent, which will be responsible for assembling the WPAF.
3. The Department Evaluation Committee and Department Chair (or equivalents) shall review the WPAF and submit a joint evaluation and recommendation to the College Dean or equivalent. The lecturer shall have ten calendar days to respond in writing to this joint recommendation.
4. The College Dean (or equivalent) shall review the WPAF, recommendation, and response (if any), and decide to approve or disapprove the range elevation request. In the case of a denial, the Dean (or equivalent) shall provide a written justification. The decision shall be communicated to the faculty member, who shall verify receipt of the decision.
5. A denial of a range elevation request is subject to the Peer Review process of the Collective Bargaining Agreement, to be initiated by the faculty member applying for range elevation by a written request to the Associate Provost for Faculty Affairs and Development within ten (10) academic days after receipt of the denial. The decision of the Peer Review Panel shall be final.

Instruments of Evaluation

1. Range Elevation Report.
2. The WPAF, which shall include copies of visitation reports, previous evaluations, appropriate classroom materials such as syllabi and examinations (as set forth in Procedures and Criteria, chapter 2, II A), and student evaluations.

Criteria for Range Elevation

1. Applicants shall be evaluated according to their effectiveness in performing workload assignments.

Teaching shall be evaluated by the criteria listed in FAM 652.1: Evaluation of Tenure- Line Faculty. Applicants may introduce additional evidence that they have maintained currency and active involvement in their disciplinary field. Examples might include evidence of continuing education, maintenance of professional licenses, involvement in scholarly research or creative

activity, and involvement in community or University service related to the faculty member's discipline.

2. It is not expected that lecturers engage in traditional areas of scholarship and university or community service unless such engagement forms part of their work assignment. If the work assignment includes such requirements, evaluators shall apply the established criteria for those areas from the Procedures and Criteria document in a manner which reflects the scope of the assignment and the appropriate proportion among the areas being evaluated.

Application of Criteria

To be recommended for Range Elevation, the lecturer must be rated as performing at an Exceeds Expectations level subject to the guidelines listed below. The higher the range, the higher the expectations. Section 1 applies to the rating of teaching and section 2 applies to the rating of non-teaching activities, if applicable. As indicated in section c, only those non-teaching activities (if any) that are part of the lecturers' work assignment must be considered.

1. Exceeds Expectations in teaching should be based on the following guidelines.

a. For range elevation from Lecturer A to Lecturer B, the faculty member must demonstrate proficiency in each of the four teaching criteria outlined in the Procedures and Criteria document, and show evidence of additional commitment to maintaining currency in his or her discipline.

b. For range elevation from Lecturer B to Lecturer C, the faculty member must, in addition to the above, demonstrate a level of excellence that goes beyond routine classroom proficiency: examples include but are not limited to: range of courses taught, pedagogical innovations, development of new courses, supervision of independent work, evidence of student achievement.

c. For range elevation from Lecturer C to Lecturer D, the faculty member, in addition to satisfying the guidelines above, the faculty member must have demonstrated superior subject matter mastery. This mastery may be demonstrated through professional activities that provide evidence of expertise and currency in the discipline. Evidence that the lecturer holds a terminal degree may also be used to satisfy this guideline.

2. Non-teaching duties can cover a tremendously diverse array of activities, thus, an Exceeds Expectations rating at Range B (for example) should reflect a greater degree of responsibility and effectiveness than a Exceeds Expectations rating at Range A.

Timeline

The notification of eligibility will occur during the second week of October; the Range Elevation Report will be due first week of the Spring Semester and the college dean's decision will be due mid-March. The exact dates will be set at the start of the academic year by the Office of Faculty Affairs and Development.

Range Elevation Report

Name: _____

Period Covered From: -----To: -----

Department: _____ College: _____

Degrees, Licenses, and/or Certifications: _____

This report should identify and cover your work assignment since your last range elevation or last six years, whichever is more recent. Please attach supporting documentation where appropriate.

1. Teaching and Instructionally Related Assignments

- a. List courses taught. {Indicate course number and title for courses taught and submit a copy of syllabus for each course.
- b. Submit other information that will be of assistance in the evaluation of your teaching, including, for example, participation in conferences and seminars on instruction, special preparation for courses and other activities, direction of MA theses, independent studies, internships, special examinations, development of new courses and programs and/or innovative approaches to standard courses.

2. Professional Activities

- a. List professional activities that give evidence of maintaining currency in discipline as well as any special competencies that support your work assignment; for example, participation in conferences and seminars.
- b. List other professional activities.

3. Service to the University and/or Community

- a. List service activities that give evidence of maintaining currency in discipline or that are part of your work assignment.
- b. List other service activities

FOR OFFICE USE ONLY

///Policy FAM 653.43 info start///

Approved by the CSUSB Faculty Senate on October 27, 2020

Signed and dated by

Nov 20, 2020

Beth A. Steffel (Senate Chair) Date

Tomas Morales (President) Date

FAM 653.43; 2018

Range Elevation

[This is the last page of a FAM document and shall be kept in the senate office. The dates on this page must match dates on the corresponding lines of the previous page.]

///Policy FAM 653.43 info end///

FAM 665.7 SCHEDULING OF INSTRUCTIONAL FACULTY

Purpose and Scope

The purpose of this policy is to provide limits on the number of consecutive classes that may be assigned to instructional faculty, and to provide adequate breaks between days of instruction. The policy is consistent with the Collective Bargaining Agreement (CBA) as of January 2020.

Policy Statement

Faculty shall not be assigned to teach more than four and a half consecutive scheduled class hours without at least a one-hour break, and shall not be assigned more than six scheduled hours of instruction on a single day. By request of the faculty member, an exception can be made for faculty who teach classes that meet one evening a week or for other special situations (e.g. rehearsal and studio time). Additionally, medical constraints may require specific scheduling accommodations, and these shall be honored (with documentation as needed).

Faculty shall also have at least a twelve-hour break between the end of one day's instruction and the beginning of the next day's instruction or other scheduled instructionally-related meetings (such as department meetings)

Faculty may request an exception to this FAM in writing, subject to the approval of their department chair or school director, and their dean. Instruction involving laboratories, studio, rehearsals, field work, and supervised instruction is exempt from this requirement.

///Policy FAM 665.7 info start///

Approvals

Approved by the Faculty Senate on February 4, 2020

Approved by the President on

History

First created: ____ [Date] by _____

Renumbered: ____ [Date] from 435 to 665.7

Revised: 2012 by EPRC

Revised: January 2020 by EPRC

Approved by the CSUSB Faculty Senate on February 4, 2020

Signed and dated by April 15, 2020 Beth A. Steffel (Senate Chair) Date Tomas Morales (President) Date

///Policy FAM 665.7 info end///

FAM 665.7
SCHEDULING OF INSTRUCTIONAL FACULTY FAM

GUIDELINES FOR SCHEDULING OF INSTRUCTIONAL FACULTY

Faculty shall not be assigned to teach more than four consecutive scheduled class hours without at least a one-hour break, and shall not be assigned more than six scheduled hours of instruction on a single day. They shall also have at least a twelve- hour break before teaching the next day. Faculty may request an exception in writing, subject to the approval of their department chair or school director, and their dean. Instruction involving laboratories, studio, rehearsals, field work, and supervised instruction is exempt from this requirement.

FAM 665.73 SCHEDULING OF COUNSELOR FACULTY

Purpose and Scope

This policy establishes guidelines for the scheduling of counselor faculty that are consistent with the Collective Bargaining Agreement (CBA) and professional norms among counselor faculty. If there is any disagreement between this policy and the CBA, the CBA shall prevail.

Policy Statement

Counselor faculty shall not be assigned/scheduled (intake/walk-in crisis placeholders and/or appointments made by office staff or management) more than 24 hours of direct service responsibilities (60-65%) in a 40-hour work week. On average this should be calculated to be no more than 6 hours of direct services per day for a 10-hour day and no more than 5 hours for an 8-hour day (noting that counselors may need to partition hours in accordance with their own specific scheduling needs, i.e., certain days may require increased hours of indirect services such as documentation or meetings, while other days counselors may choose to engage in more direct services).

In addition, counselor faculty shall not be assigned to conduct more than four consecutive hours of direct service without at least a 30- minute break. Direct service hours include the following: assigned intake placeholders, scheduled therapy hours, scheduled crisis coverage, outreach activities, liaison activities, workshops/presentations, and individual and group supervision. Also, given the natural ebb and flow of the counselor's workflow (e.g., more students access services in the academic year as opposed to the winter intersession) and given that indirect services such as committee meetings, professional development, trainings, and research also contribute meaningfully to the operation of the center, certain exceptions to the above standard can be made with approval of the appropriate administrator.

Accreditation Standards for University and College Counseling Centers

(ASUCCC) issued by the accrediting agency International Association of Counseling Services (IACS), explicitly provide that "[s]taff members should have a balanced workload that affords time for all aspects of their professional functioning." See ASUCCC V.D. Moreover, "[d]irect Service responsibilities, i.e. face-to-face contact with clients including intake, individual / group counseling, and crisis intervention should not exceed 65% of the workload on a continuing basis." ASUCCC V.D.1.

///Policy FAM 665.73 info start///

Approvals Approved by the Faculty Senate on April 26, 2022, Approved by the President on May 26, 2022

History Updated: 2022 by FAC May 26, 2022

Approved by the CSUSB Faculty Senate on

April 26, 2022 Signed and dated by ///Policy FAM 665.73 info end///

FAM 668.4 POLICY CONCERNING FACULTY DEPARTMENTAL/SCHOOL TRANSFER

1. Purpose

The purpose of this policy is to enable, whenever appropriate, the transfer of a faculty member from one department/school to another.

2. Request for Transfer

The request to transfer a faculty member from one department/school to another shall be initiated by the faculty member. This request shall be made in memo form addressed to the faculty member's college dean. The memo shall include a justification for the transfer.

3. Approval Process

A. Request for transfer shall be forwarded by the faculty member's college dean to the department chair(s)/school director(s) of both the current department/school and the department/school to which the transfer is requested (recipient department/school). If the recipient department is outside the faculty member's college, the request shall also be forwarded to the dean of that college

B. The dean shall then consult and review the request with the two department chair(s)/school director(s). If needed, the dean of the college who will be receiving the new faculty member will also be consulted to determine the appropriateness, feasibility, and programmatic implications of the transfer. If the transfer is deemed appropriate and feasible the request for transfer will be forwarded to the recipient department/school.

C. The recipient department/school shall vote on whether to recommend or not recommend the transfer.

D. All tenured and tenure-track faculty members in the recipient department/school shall be eligible to vote.

E. The vote shall be conducted by confidential ballot and require an affirmative vote of an absolute majority of the tenure track members of the department/school for approval of transfer to pass. [Note: a (majority in this context means 50% plus one of all tenure-track members of the department/school irrespective of whether they cast a valid ballot.)]

F. If the recipient department/school does not agree to the transfer the request shall not be approved.

G. If the recipient department/school does agree to the transfer the college dean (or the college deans jointly if a second college is involved) shall then make a recommendation to the Vice President of Academic Affairs/Provost.

H. The Vice President/Provost shall make the final decision on whether to approve the transfer.

4. Faculty Rights and Status

Faculty members involved in transfers from one department/school to another within the university shall retain all rights, including tenure and seniority, in their new department/school.

FAM 670.5

IN-STATE TRAVEL

A faculty member may travel in state on an academic workday* to attend professional meetings provided the College Dean approves. Requests for in-state travel funds are submitted to College offices on travel request forms. Present State regulations allow \$46.00 per diem for meals, lodging, and incidental expenses in a 24-hour period. Conferences registration fees up to \$50.00 can also be reimbursed; for fees in excess of this amount, or for more than two faculty members at any single conference, prior authorization must be secured from the President's designee (the Vice President for Academic Affairs/Provost).

Whenever possible, faculty are urged to use State vehicles available through the College. If a private auto is used for in-state travel, reimbursement is provided according to a schedule established by the State.

* Academic Work Days include: instructional days, preparation days, examination days, registration days, evaluation days, commencement, and other days scheduled for such purposes as faculty and departmental conferences, committee meetings, faculty development activities, etc.

FAM 670.6

OUT-OF-STATE TRAVEL

A faculty member planning to travel out of state, on an academic workday* or when any part of expenses are to be paid by the State, must submit a Request for Chancellor's Office Approval (to leave the state) form. This form should be approved by the College Dean and the Vice President for Academic Affairs/Provost in advance of travel. When out-of-state travel is undertaken in fulfillment of duties as a State employee, any honorarium or fee paid to the employee from an outside source for work done during regular working hours would be in violation of the law. Therefore, the employee may either refuse the honorarium or fee and obtain approval for the travel, receiving regular compensation, or the employee may request a leave of absence without pay and accept the honorarium or fee.

If the travel extends over a number of days and the honorarium or fee is connected only with a service rendered on one particular day, the employee may elect to accept the fee and not receive State salary for that day. If the service is rendered by the employee after regular working hours, the employee may submit a certificate stating that the fee received was for services performed after regular working hours and may, thus, be permitted also to receive State salary for that day. (UCAM 723)

Limited funds are available for out-of-state travel to participate in professional activities. To be eligible for out-of-state travel funds, faculty must actively participate in a professional meeting as chairman of a panel, panel discussant, officer of the organization, or presenter of a paper. Funds are also available for trips certified by the President as essential to the College's operations.

The allocation of out-of-state travel funds is the responsibility of the College Dean. All requests for funds should be initiated at the College Office on forms provided for that purpose.

To request out-of-state travel, a faculty member should:

1. Obtain substantiation of the purpose of the trip (e.g., a letter from the organization, a copy of the program which will indicate the nature of active participation).
2. Obtain from the College Office: (a) "Faculty Request for Out-of-State Travel Funds" (2 copies).
3. Complete the forms and forward them, with substantiation of the purpose of the trip, to College Office in time to meet deadlines set by the College.

The College Dean will notify faculty of his action on each out-of-state travel request. When the College Dean approves payment of full airfare, the College or Department/School Secretary will order tickets through the College Business Office. When the Dean approves only partial payment, the faculty member will make his/her own travel arrangements and may request an advance through the College or Department/School Secretary.

No more than 30 days after completing the trip, the faculty member will provide the transportation ticket stub to the College or Department/School Secretary who will initiate the Travel Claim.

* Academic Work Days include: instructional days, preparation days, examination days, registration days, evaluation days, commencement, and other days scheduled for such purposes as faculty and departmental conferences, committee meetings, faculty development activities, etc.

FAM 803.5

POLICY AND PROCEDURES CONCERNING ACADEMIC

DISHONESTY POLICY

Plagiarism and cheating are violations of the Student Conduct Code (see Appendix of the CSUSB Bulletin of Courses) and may be dealt with by both the instructor and the Judicial Affairs Officer. Definition and procedures for addressing cheating and plagiarism are found below. Questions about academic dishonesty and the policy should be addressed to the Office of the Vice President for Student Affairs.

Definition of plagiarism/cheating:

Plagiarism is the act of presenting the ideas and writings of another as one's own

Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.

Cheating includes but is not limited to:

1. Copying, in part or in whole, from another's test, software, or other evaluation instrument.
2. Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental/school policy.
3. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department/school policies of both departments/schools.
4. Using or consulting during an examination sources or materials not authorized by the instructor.
5. Altering or interfering with grading or grading instructions.
6. Sitting for an examination by a surrogate, or as a surrogate.
7. Any other act committed by a student in the course of his or her academic work, which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

Plagiarism is academically dishonest and makes the offending student liable to penalties up to and including expulsion. Students must make appropriate acknowledgements of the original source where material written or compiled by another is used.

Section 1: Academic dishonesty shall initially be addressed by the instructor, who may employ any of the sanctions listed below in Section 3. The instructor shall then

complete a form that identifies the student who was found responsible, the general nature of the offense, the action taken (if any), and a recommendation whether further action should be considered by the Judicial Affairs Officer. The instructor shall send the completed form (which may be found in Appendix A below) to the Judicial Affairs Officer, care of the Office of the Vice President for Student Affairs.

Section 2: An instructor who takes any of the actions listed in Section 3 below has the following responsibilities:

1. To preserve the evidence in support of the allegation
2. To notify the student of the allegation and of the evidence on which it is based
3. To provide the student a reasonable opportunity to challenge or rebut the allegations
4. To notify the student of the action being taken

Section 3: The instructor may employ any of the following sanctions:

1. Verbal or written reprimand
2. Assignment or appropriate task or examination
3. Change of grade, including assigning a punitive grade to work involving dishonesty, or for the course, project, thesis, or any other summary evaluation of the student's academic work

Section 4: If the student does not wish to accept the sanction proposed by the instructor, the student may request and require that the allegation be referred to the Judicial Affairs Officer. In that event, the procedures specified under Executive Order 628 (Student Disciplinary Procedures of the California State University) shall be observed. The instructor shall not impose any sanction other than the sanction(s) imposed through the disciplinary procedure.

Appendix A

EPRC

Reporting Form to Judicial Affairs for Academic Dishonesty

Name of faculty member completing the form: _____

Contact information: e-mail address: _____ phone extension: _____

Department: _____ Course Number: _____

Course Title: _____

Academic quarter: Fall Winter Spring Summer Year: _____

Name of Student: _____ Student ID Number: _____

Date: _____

Summary of the academic dishonesty issue including cheating or plagiarism:

Briefly describe action taken by the faculty member:

Recommendation to the Judicial Affairs Officer (JAO) as to whether or not additional action should be considered:

Thank you for completing this form and the information submitted will be kept confidential by the JAO. Faculty members must keep all evidence on academic dishonesty for a minimum of one year period.

To submit the form to the Vice President of Student Affairs (VPSA) or designee for JAO, please go to the following web address: <http://academic-affairs.csusb.edu/eprc/default.html> . If you prefer to hand deliver this form, you may take it to Office of VPSA, University Hall 231, 537-5185, Ext. 75185, or email it to address "student-conduct@csusb.edu"

Note: This form complies with Chancellor's Office Executive Order 1006.

FAM 803.65

STUDENT ACADEMIC GRIEVANCE PROCEDURES

Purpose and Scope

The policy and procedures specified herein deal with student grievances related to faculty evaluation of student work, academic decisions made by departments and colleges, or university decisions such as admission to majors and programs, academic probation, suspension or dismissal from major or from the university.

This policy does not deal with all cases of academic grievance. The following cases are handled Elsewhere:

1. Non-academic complaints such as those involving sexual harassment, discrimination, or inappropriate social conduct unless those matters relate to a specific academic decision. Non-academic complaints should be referred to the Vice President for Student Affairs. See Student Non-Academic Grievance Policy and Procedures. See: <https://www.csusb.edu/policies/student-non-academic-grievance-policy-and-procedures>
2. Academic grievances that allege Discrimination, Harassment or Retaliation, as defined by Executive Order 1097; see <https://calstate.policystat.com/policy/8453516/latest/>
3. Academic grievances involving the grade of "W" (withdrawal from a class) .

If a student has filed a grievance using the procedures that apply under Executive Order 1097, the Campus grade appeal procedure shall be placed in abeyance until such time as any appeal processes under Executive Order 1097 (Article VI and/or VII) have concluded. In cases where the EO-1097 investigation determines that EO-1097 was violated, then:

- For a grade grievance the Committee will proceed directly to Section 3.x. of this policy, which authorizes a re-grading of the student's work.
- In cases of other academic decisions, it is presumed that the determination would have been made by the EO-1097 process.

In cases where the EO-1097 investigation does not determine that EO-1097 was violated, students are to be directed to Section 2 of this policy and instructed to complete the grievance form of this policy without seeking to obtain their instructor's (or decision makers) signature.

POLICY STATEMENT

The purpose of this policy is to ensure that careful and equitable processes have been followed in making matriculation and assessment decisions about students. This policy lays out a procedure by which a student may challenge an academic decision the student perceives

as capricious.

Definitions

Academic Grievance Panel: The pool of 15 from which the Hearing Committee will be drawn.

Hearing Committee: A committee of 4 drawn from the Academic Grievance Panel who will hear the grievance.

Qualified Faculty: Faculty who are from the department or a closely related discipline of the instructor of record and are presently on the CSUSB faculty.

Procedure and Process

1. Basis and Procedures for Grade Appeal or Other Academic Grievance

a. Basis for Appeal:

A student may appeal a final course grade or a grade on a Comprehensive Examination or a project (e.g., art exhibition) or thesis required for graduation. An appeal may be initiated when a student believes there has been any of the following:

- i. Clerical error
- ii. Capricious or prejudicial evaluation
- iii. Inconsistent or inequitably applied standards for evaluation

Along with the right to assign grades, faculty have the responsibility to provide careful evaluation and timely assignment of grades. There is a presumption that grades assigned are correct and that faculty will base grades on clearly stated criteria. It is the responsibility of anyone appealing an assigned grade to demonstrate otherwise.

b. Types of Academic Appeal in Addition to Grade Grievances:

Students may also appeal other types of academic decisions. These include, but are not limited to:

- i. Denial of Admission to or Dismissal from a course, major or program
- ii. Placement on Academic Probation
- iii. Suspension or Dismissal from the University

It is presumed that such decisions result from consistent, fair, and equitable application of clearly articulated standards and procedures. Students appealing such decisions must demonstrate that the standards and procedures were not clearly stated or that they were not applied in a consistent, fair and equitable manner. An appeal based on a disagreement with the standards and procedures themselves will be denied a hearing.

c. Informal Resolution of Academic Grievances:

Every effort should be made to settle the disagreement informally. This document is not intended to limit a student, faculty member, or department from resolving a problem in any informal way they find satisfactory. However; the college level appeal procedures outlined in Section 2 must be exhausted before a student may initiate the University-level procedures described in Section 3.

d. Extension of Time Limits:

Time limits cited in these procedures may be extended up to 80 days when extenuating circumstances exist (e.g., the student is incapacitated in an accident). The Provost/Vice President of Academic Affairs or designee will make such determinations upon consultation with the department chair or director.

2. College-Level Appeal Procedures

a. Informal Resolution and Initiation of the Formal Process:

Grade Grievance procedures must be initiated by the student by the following deadlines (or the next working day if the campus is closed).

- For grade grievances that occur in the Fall semester, the formal grievance must be filed by the last business day of the sixth week of the Spring semester.
- For grade grievances that occur in the Winter intersession, the formal grievance must be filed by the last business day of the seventh week of the Spring semester.
- For grade grievances that occur in the Spring semester, the formal grievance must be filed by the last business day of the sixth week of the Fall semester.
- For grade grievances that occur during any summer session (I, II, full), the formal grievance must be filed by the last business day of the seventh week of the Fall semester.

Grade grievances involving a change of grade from an incomplete must be lodged within fifty (50) calendar days of notification of the grade change.

Other types of Academic Grievances must be lodged within fifty (50) working days of notification of any decision which the student seeks to appeal. It should be noted that faculty members and department chairs may not be available during the summer. Prior to filing a formal grade appeal or other academic grievance, the student shall seek redress directly from the instructor, or for other academic grievances, the decision maker. If the instructor is no longer at the University, the student should contact the Department Chair or Director to attempt to resolve the issue.

If, after consultation with the Department Chair or Director, the student is not satisfied and wishes to pursue the matter further, the student shall complete pages one and two of

the Student Academic Grievance Form, which is also available in hard copy in each college office. The student will then submit the form to the college office who will date-stamp the form. Submission and acceptance of this form officially initiates the procedure.

The form shall then be sent to the instructor of record, or for other academic grievances the decision maker within three working days for the instructor's written comments, which must be returned to the college office within 14 working days of the date of receipt by the instructor. The college office shall then furnish a copy of the grievance form with the instructor's comments to the student within five (5) working days of receiving it.

b. College Level:

If, after informal conversations, the grievance is unresolved, the student next may seek redress through a meeting with the instructor, the Department Chair, and the College Dean (or designee). In this meeting, only the involved parties shall be present. The student must request the meeting within seven (7) working days from the date the process under Section 1 is concluded. The meeting shall be convened by the College Dean or designee as soon as possible, but within no more than twenty (20) working days. In cases involving a grade appeal, the Department Chair or Director and College Dean will consult with the instructor of record, who has the sole discretion to change a grade at this stage, consistent with this policy. The College Dean or designee shall note the conclusion reached on the College's and student's copy of the Student Academic Grievance Form, return the appropriate copy to the student and instructor, and retain the College copy on file.

3. University-Level Appeal Procedures

a. Submission of a University-Level Appeal:

If dissatisfied with the outcome of the College level procedure (Section 2), a student may initiate University-level appeal procedures by requesting that the previously completed Student Academic Grievance Form be submitted to the Office of the Provost and Vice President of Academic Affairs or designee. The Office of the Provost and Vice President of Academic Affairs will provide the student a time-stamped copy of the submitted form. The request must be filed within fifteen (15) working days (excluding time between terms) following completion of the College- level procedures.

b. University-Level Procedural Review:

Within (10) working days of the filing of this request, the Provost and Vice President of Academic Affairs, or designee, shall determine whether the procedures of Section 2 have taken place. If all efforts to resolve the matter without a hearing have been completed, the Provost and Vice President of Academic Affairs or designee shall initiate selection of a Hearing Committee. The Hearing Committee shall then be selected within (10) working days.

c. University-Level Review:

There shall be a standing Academic Grievance Panel of fifteen (15) members: five (5) tenured faculty (one from each college), five (5) undergraduate students, and five (5) graduate students.

- i. The five tenured faculty members shall be elected by the faculty of their colleges, using the established procedures of the Faculty Senate and will serve staggered two- year terms. Faculty serving on College or University RPT Committees shall not be eligible to serve on the Academic Grievance Panel. Faculty eligible to serve shall not have had an academic grievance upheld against them within the prior two years and shall not be party to any current grade grievance.
- ii. The five undergraduate students shall be appointed to one year terms by the Board of Directors of the Associated Students, Incorporated (ASI) through its established procedures for appointments to faculty-affiliated committees with the following additional criteria: To be eligible to serve, the students must have a minimum overall GPA of 3.0, no disciplinary actions on record, including no violations of academic integrity, have attained junior class standing, and have been matriculated as a student at CSUSB for at least one term.
- iii. The five graduate students shall be appointed to one-year terms by the Board of Directors of the Associated Students, Incorporated through its established procedures for appointments to faculty-affiliated committees. To be eligible to serve, the students must be classified graduate students, conditionally classified graduate students or classified post-baccalaureate students, and must have a minimum overall GPA of 3.0, have no disciplinary actions on record, including no violations of academic integrity, and have been matriculated as a student at CSUSB for at least one term.
- iv. Terms of office for student members shall begin on October 1 and end on September 30, or upon completion of any hearing in progress as of that date.
- v. The two-year terms of office for faculty members shall begin and end in the same time frame established for Faculty Senate committees.
- vi. In the event a member is unable to complete the term of office, a replacement shall be elected or appointed to complete the unexpired term, following the original appointment procedures.

d. Selection of the Grievance Hearing Committee

Within ten (10) working days of initiating selection of the Hearing Committee, the Provost and Vice President of Academic Affairs, or designee, shall meet with the student who is appealing and with the instructor of record. If the instructor of record is on leave of absence or is no longer at the University, the Chair or Director of the Academic

Department (or designee) shall represent the instructor throughout these procedures.

Two (2) faculty and two (2) student names shall be drawn at random from the roster of the Academic Grievance Panel. Either the appealing student or the instructor may veto one of the names drawn. Another name will be drawn at random from the representative panel pool to replace the excluded member. No more than one exclusion is permitted for either the student or the faculty member. The four representatives shall constitute the Hearing Committee and there shall be no further challenges.

i. If the student who is appealing chooses not to sign the release of information section of the Student Academic Grievance Form, the Hearing Committee shall have no student members and the size of the Hearing Committee shall be reduced accordingly. Student members of the Hearing Committee will be required to complete the Confidentiality Agreement, stating that they will hold all aspects of the proceedings in confidence (see form at end of this policy).

ii. If the student who is appealing is an undergraduate, only the undergraduate students on the roster of the Academic Grievance Panel are eligible to serve on the Committee. If the student who is appealing is a post-baccalaureate student, only the graduate and post-baccalaureate students on the roster of the Academic Grievance Panel are eligible to serve on the Hearing Committee.

e. Selection of Convener of the Hearing Committee

The Vice President of Academic Affairs or designee shall designate one of the faculty members selected to serve on the Hearing Committee as convener of the Hearing Committee. The names of the other members of the Hearing Committee and the Student Academic Grievance Form shall be forwarded to the convener.

f. Convening the Hearing Committee

The faculty member shall convene the Hearing Committee within fifteen (15) working days. The Hearing Committee shall select its own Chair from among the faculty members on the Hearing Committee. It should be noted that students and faculty members on the Hearing Committee are not available during the summer.

g. Approving Request

Deliberating in private and based solely upon review of the Student Academic Grievance Form, the Hearing Committee shall determine whether to approve the request for a hearing.

To approve the request for a hearing, the material submitted by the student must persuade the Hearing Committee that a hearing is warranted. The Hearing Committee shall be guided by the CSUSB policy that the grade awarded by the instructor and academic decisions made by

departments and colleges are presumed to be correct unless the student, upon whom the burden of proof falls, is able to demonstrate otherwise in the material and documentation submitted.

Mere protestations of capriciousness or prejudice, unsupported by substantive information or argument, shall not be persuasive.

- i. If the request for a hearing is denied, the grievance shall be terminated, and the Chair of the Hearing Committee shall notify the student, the instructor, and College Dean. The records shall be deposited and retained in the Office of the Vice President of Academic Affairs or designee.
- ii. If the request for a hearing is approved, the Hearing Committee shall schedule the hearing within fifteen (15) working days and reach its decision within no more than five (5) working days after the hearing. The Chair shall notify the student and the instructor of the date, time, and place of the hearing.

h. Conducting the Hearing

The hearing shall be conducted in accordance with the following guidelines:

i. The hearing shall be closed and only the following persons may be present:

- a) The members of the Hearing Committee, and
- b) The student who is appealing and a non-legal representative if any, and
- c) The instructor and a non-legal representative if any, and
- d) Witnesses, while presenting evidence.

Students who have a verified disability, as determined by Services to Students with Disabilities, and require accommodation(s) to participate in the hearing shall be provided appropriate accommodation(s) (e.g., American Sign Language interpreters, etc.).

Instructors who have a verified disability, as determined by the Americans with Disabilities Act), who require accommodation(s) to participate in the hearing, shall be provided appropriate accommodation(s).

- ii. A recording of the Hearing shall not be made unless requested by either party.
- iii. Any document received into evidence shall be preserved and shall be attached to the report form of the Hearing Committee. Both the student and the instructor shall have the opportunity to have a reasonable opportunity to challenge or to rebut the evidence. At the discretion of the Hearing

Committee, copies may be given to either parties.

iv. All persons present at the hearing shall be advised by the Chair that the proceedings are confidential, that all evidence submitted is required to be accurate and truthful, that all parties present are required to comport themselves in an orderly fashion, and that any violations of these requirements may be cause for University disciplinary action, with unruly behavior cause for removal from the Hearing. Witnesses will be advised as to these requirements before presenting testimony.

v. The proceeding will not be bound by formal rules of evidence or trial-like procedures. Rather, the procedures will be those that reasonable persons customarily use in the conduct of serious affairs.

a. The chair shall rule upon all procedural issues.

b. If procedural issues arise which require external assistance, the Chair may delay or recess the proceedings pending submission of the issue to the Vice President of Academic Affairs or designee for resolution. The decision of the Vice President of Academic Affairs or designee shall be final.

vi. Evidence or testimony shall be limited to that which is relevant to the issue(s). Irrelevant or unduly repetitious evidence or testimony may be ruled out of order. The burden of proof to sustain a grievance rests with the student, and the student first will present his/her case.

a. If the student fails to appear at the time and place of the hearing without advance notice and/or reasonable explanation, the grievance shall be considered to have been withdrawn and these proceedings shall be terminated. The Chair shall notify the student and the instructor and shall submit a report to the Vice President of Academic Affairs or designee.

b. If the instructor fails to appear at the time and place scheduled for the hearing, without advance notice and/or reasonable explanation, the hearing shall proceed to its conclusion as though the instructor was present.

c. If it is determined by the Hearing Committee Chair that either the student or the instructor failed to appear because of circumstances beyond his/her control, the Hearing Committee may take whatever action it deems appropriate to ensure fairness.

vii. The Hearing Committee shall consider only the issues and evidence submitted during the hearing. The Hearing Committee may request either party to present additional evidence or testimony during the hearing which would assist the Hearing Committee in arriving at a fair and impartial conclusion.

- viii. Both the student and the instructor shall have the following rights:
 - a) To be present during the hearing.
 - b) To be confronted with all evidence received by the Hearing Committee, whether oral or documentary.
 - c) The opportunity to challenge or to rebut such evidence.
 - d) To submit evidence on behalf of their own position.
 - e) The opportunity to submit a summary argument and to respond to the argument of the opposing party.
- ix. Hearing Committee Deliberations

Upon conclusion of the hearing, the Hearing Committee shall deliberate in private. For the filed grievance to succeed, a majority of the Hearing Committee members must agree to sustain the grievance. There is a presumption that the grade assigned by the instructor of record or the academic decision made by the department, college, or university is correct. Thus, the burden of proof to the contrary rests with the student who is appealing. To find in favor of the student, the Hearing Committee must reach a conclusion that the original grade was incorrectly or improperly assigned OR that the original academic decision was based on inconsistent, unfair, or inequitable application of existing university procedures and policies.

x. Assigning Grades

In the event the Hearing Committee concludes that a change of grade should be effected, the faculty members on the Hearing Committee shall arrive at a decision as to what grade should be assigned. (For policy on how to form this committee, see Section 3c.)

In the event there is a finding under EO-1097 that EO-1097 has been violated under the separate procedures for that executive order, the faculty members on the Hearing Committee shall arrive at a decision to what grade should be assigned. (Please see EO-1097 for guidance on pursuing a grievance under EO-1097; a EO-1097 grievance can be filed concurrently with an academic grievance filed under this FAM).

In arriving at a grade change decision or if the grade change requires a re-evaluation of the student's course work, the Hearing Committee may consult with qualified faculty. Qualified faculty will have 30 working days to re-evaluate the student's coursework.

- i. Student members of the Hearing Committee shall not participate in the assignment of grades.
- ii. Both faculty and students may participate in reaching conclusions for other types of academic decisions which have been appealed.

xi. Notification of Decision and Disposition

The Chair of the Hearing Committee shall notify the Provost and Vice President of Academic

Affairs or designee in writing of the decision within five (5) working days following the Hearing Committee's decision. All written records pertaining to the Hearing Committee's decision shall be deposited and retained in the Office of the Vice President of Academic Affairs or designee.

i. The Provost and Vice President of Academic Affairs or designee shall notify the student, the instructor, and College Dean of the decision of the Hearing Committee.

ii. In the event the decision of the committee is to change the assigned grade, and the instructor of record is unwilling or unable to assign the new grade, the faculty members on the Hearing Committee shall complete and sign the change of grade form. The Provost and Vice President for Academic Affairs or designee shall ensure that the grade on the student's permanent record is changed.

xii. Appeals

I. Either the student or the instructor may appeal the decision of the Hearing Committee to the Provost and Vice President for Academic Affairs or designee. The sole basis of such an appeal shall be that the Hearing Committee so substantially departed from the guidelines and procedures set forth herein as to have seriously prejudiced the outcome.

ii. The Provost and Vice President for Academic Affairs or designee may:

a. reject the appeal, in which case the decision of the Hearing Committee shall be final, or.

b. meet with the Hearing Committee to re-evaluate the procedures that were followed; if it is determined that there was a procedural error, the Hearing Committee reconsiders the grievance, and submits a decision to the Provost and Vice President for Academic Affairs or designee. This decision is final

xiii. Retention of Records

The Office of the Provost and Vice President of Academic Affairs or designee shall retain the records of the grade appeal hearing for a period of three (3) calendar years.

xiv. Annual Report of Case Dispositions

The Academic Grievance Panel shall report annually to the President of the University and to the Faculty Senate the number of grade appeal hearings requested and the disposition of each case.

4. Expectations and Consequences for Violation of Requirements Described Herein

All persons involved in the proceedings are required to maintain confidentiality, to be accurate and truthful in all statements and evidence submitted, and to comport themselves

in an orderly fashion. Any violation of these requirements shall constitute grounds for University disciplinary action.

///Policy FAM 803.65 info start///

Approvals

Approved by the Faculty Senate on April 13, 2021

Approved by the President on _____

History

First created by EPRC:

Revised by EPRC: 2021

Signed and dated by

Beth A. Steffel (Senate Chair) Date May 5, 2021

Tomás Morales (President) Date 08/23/2021

///Policy FAM 803.65 info end///

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
STUDENT ACADEMIC GRIEVANCE FORM
(Please prepare two copies)

Name _ Telephone _ _

Street Address _ City _ Zip

I. FOR FILING A GRADE GRIEVANCE

Department __ Course No. _ Course Title _

Instructor Term Course Was Taken _ _

II. FOR APPEAL OF OTHER ACADEMIC DECISION 16

Nature of decision under appeal:

Date of decision: _ Person Making the Decision: _ _

Title or Position: _

Student's Statement

1. Following provisions of the Student Academic Grievance Procedures (FSD 69_41) I believe I should have received the following grade or decision:

The basis for my grievance

is1): _ _ _

Date Signed _ Student's Signature _

(OPTIONAL) I hereby authorize student members of the Student Academic Grievance Hearing Committee to have access to information and materials contained in my University records as they pertain to this case, following provisions of FSD 69_41.

Date Signed _ Student's Signature _

2. Is an EO-1097 grievance (see page one of the Student Academic Grievance Procedures) being filed concurrently with this grade or academic grievance?

Yes

No

18

FOR OFFICE USE (Retention in College Dean's Office, three years)

Date this form was filed in the Office of the College Dean:

Date grade recorded in the Records Office:

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
STUDENT ACADEMIC GRIEVANCE FORM
(Please prepare two copies)

Name _ Telephone _ _

Street Address _ City _ Zip

I. FOR FILING A GRADE GRIEVANCE

Department __ Course No. _ Course Title _

Instructor Term Course Was Taken _ _

II. FOR APPEAL OF OTHER ACADEMIC DECISION

16

Nature of decision under appeal:

Date of decision: _ Person Making the Decision: _ _

Title or Position: _

Student's Statement

1. Following provisions of the Student Academic Grievance Procedures (FSD 69_41) I believe I should have received the following grade or decision:

The basis for my grievance
is1): _ _ _

Date Signed _ Student's Signature _

(OPTIONAL) I hereby authorize student members of the Student Academic Grievance Hearing Committee
to have access to information and materials contained in my University records as they pertain
to this case,
following provisions of FSD 69_41.

Date Signed _ Student's Signature _

2. Is an EO-1097 grievance (see page one of the Student Academic Grievance Procedures)
being filed
concurrently with this grade or academic grievance?

Yes

No

18

FOR OFFICE USE (Retention in College Dean's Office, three years)

Date this form was filed in the Office of the College Dean:

Date grade recorded in the Records Office:

19

COLLEGE-LEVEL APPEAL FORM
(Not required if an EO 1097 grievance was filed.)

Instructor's Review

Date Submitted for Review:

Results of the Instructor review:

Review Date

Instructor's Signature__ _

I request a meeting with the instructor of record , the Department Chair, and the College Dean
(or designee).

College Dean's Review Date Submitted for Review:

Results of the Dean's review:

Review Date

College Dean's or Designee's Signature __ _

20

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

UNIVERSITY-LEVEL APPEAL FORM

I request that my Academic Student Academic Grievance Form filed at the College be
submitted for an University-Level Appeal

Student signature to initiate university-level appeal: __ _

If an EO-1097 grievance was filed, was there a finding that EO-1097 was violated?

Yes

No

Signature of Title IX or DHR Coordinator: __

Date Grade Posted __ _

Date Grievance Filed in Office of the College Dean (Not required if an EO 1097 grievance was filed.)

—

Date Filed with Vice President for Academic Affairs/Provost or designee (Not required if an EO 1097 grievance was filed.): _ _ _

By:

Committee Selection Date: _

21

By:

Committee Members and Convener: _ _ _

— — —

— — —

Hearing request __denied or __approved (Cite reason if hearing is denied and inform College Dean) (Not required if an EO 1097 grievance was filed.):

Date of Hearing (Not required if an EO 1097 grievance was filed.):

Committee Decision:

22

Date Committee Chair and College Dean notified of final disposition of this appeal:

By_ Date _

23

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
CONFIDENTIALITY AGREEMENT FOR STUDENT MEMBER OF

THE HEARING COMMITTEE

I agree that all proceedings and any records or documents provided for the purpose of the academic

grievance in which I participate will be held in confidence throughout and after the hearing. I understand that a failure to do so could subject me to disciplinary action.

Name (Printed): _____

Signature: _____

Date: _____

24

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

STUDENT REQUEST FOR AN EXTENSION OF TIME TO FILE A

GRIEVANCE

I am requesting an extension to file an academic grievance in accordance with FAM policy 803.65.

The reason I am requesting this extension (please specify): _____

—
I am requesting an extension until--specify a date that is no more than 80 calendar days after the grade or other decision is recorded (or the next working day if the campus is closed) :

Name (Printed): _____

Signature: _____

Today's Date: _____

Action of VPAA

___ Approve extension

___ Deny extension

Signature of VPAA/Provost: _____

25

FLOW CHART OF GRIEVANCE PROCESS is attached

FAM 805.2 ACADEMIC ADVISING POLICY

I. The responsibilities for student advising are distributed as follows:

A. Each student is responsible to know and meet graduation requirements and other requirements contained in the Bulletin, Class Schedule, and other publications. Further, each student needs to make every reasonable effort to obtain academic advising.

B. The office of Admissions and Records is responsible for providing accurate and timely transfer credit summaries, transcripts, and other necessary student records prior to the time of advisement.

C. Declared majors should receive their primary academic advising from their college or major department or program. Each college, department/school or program may organize its advising program in a manner best suited to its unique requirements and in conformity with the policies stated in this document. Departments/Schools or programs with degree programs at the satellite campus in Palm Desert will be responsible for coordinating on-site advising for their students.

D. Undeclared students will receive their primary academic advising from Advising and Academic Services. These students will be encouraged to declare a major or college of interest prior to completing 45 units of course work.

E. All students should confer with an advisor on a regular basis, specifically:

1. All students in freshman status are required to attend an Academic Information session and meet with an advisor prior to their first registration.
2. All transfer students are required to attend an Academic Information session and meet with an advisor prior to their first registration.
3. All students are strongly encouraged to meet with an advisor each quarter of attendance.
4. All undergraduate students on first-time academic probation must confer with an Academic Advising Center advisor prior to registration and adhere to that advisor's specific recommendations designed to improve their grade point average.
5. Students in categories 1, 2 and 4 who have not received advising during their first quarter or first quarter on academic probation will not be permitted to register.

II. The functions of academic advising include assisting students in the following areas:

- A. To understand policies, procedures, and programs of California State University, San Bernardino (CSUSB);
- B. To develop a comprehensive educational plan;
- C. To understand General Education and graduation requirements;
- D. To make appropriate use of the wide range of services and educational opportunities relevant to their educational objectives at CSUSB;
- E. To explore career options within their disciplines;
- F. To explore major career alternatives (The University will maintain special career advisement programs to provide assistance to students in this area.);
- G. To understand the possible short- and long-range consequences of their choices.

III. Academic advising is based upon complex policies, procedures, publications, and services that are supervised on a University-wide basis by the Dean of Undergraduate Studies who is responsible for:

- A. Coordinating the many components of the academic advising program, including each academic college, program or department/school, and Academic Advising Center;
- B. Reviewing and evaluating the academic advising program;
- C. Developing appropriate procedures for the academic advising program; and
- D. Arranging for additional resources to assist departments/schools or programs with disproportionately high ratios of majors to faculty members.

IV. The responsibility for providing yearly orientation regarding advising for faculty shall rest with the College Dean.

V. The responsibility for implementing the advisement policy within an academic department or program rests with the department chair/school director or program coordinator under the supervision of the college dean. In order to facilitate faculty-student advisement, advising holds may be placed on a student's computer file at any time by the

department/school or program. These holds can only be released by the academic department/school or program. The chairs will provide:

- A. A clear delineation of responsibility for academic advising;
- B. A system for maintaining advising files of majors in the department/school or program; and
- C. Information about the various majors/programs to students through a brochure, handbook, and/or checklist of major/degree requirements.

VI. Advising and Academic Services will:

- A. Gather and disseminate appropriate academic advising material to assist college, department/school, and program advising coordinators;
- B. Act as a referral service and information center for colleges, departments/schools, programs, and students;
- C. Be familiar with campus wide advising problems and formulate suggestions for improvements of the advising program;
- D. Provide academic advising, orientation, and in-service training for faculty members and advising coordinators;
- E. Be responsible for and coordinate the academic advising program for undeclared majors; and
- F. Coordinate advising and counseling services for students on academic probation or subject to disqualification in cooperation with academic units.
- G. Coordinate Academic Information sessions for all new freshmen and transfer students and review the mandatory Basic Skills policy.

VII. Students shall have the opportunity to evaluate academic advising in which they have participated under procedures recommended by the Faculty Senate.

The results of these evaluations may be included in the personnel file exclusively at the discretion of the faculty member.

VIII. Academic advising is a major responsibility of faculty and should be integrally related to the educational process. Academic advising shall be a specific item of review in the evaluation process.

FAM 805.4
FACULTY ADVISORS TO STUDENT ORGANIZATIONS

[FAM 805.4 Faculty Advisors to Student Organizations](#)

The College requires that each "recognized" student group have an advisor. A faculty member's service is voluntary and is to be undertaken only upon mutual agreement between him and the student group. Members of the faculty who wish to sponsor student groups are invited to confer with the Dean of Students. Faculty advisors are not personally responsible for individual or group actions which are illegal, inappropriate or in violation of College policy, except to point out such violation to the students and suggest appropriate action.

///Policy FAM 805.4 info start///

Last Revision: Admin

///Policy FAM 805.4 info end///

FAM 806.43

CONSTITUTIONAL ANIMAL CARE AND USE COMMITTEE

Function

The Institutional Animal Care and Use Committee (I.A.C.U.C.) is a body appointed by the Chief Executive Officer of the Institution to oversee implementation and adherence to the Public Health Service Policy on Humane Care and Use of Laboratory Animals and the Animal Welfare Act.

Membership

Members are appointed by the Chief Executive Officer of the Institution for two year terms and must include: 1) one Doctor of Veterinary Medicine, with training or experience in laboratory animal science and medicine, who has direct or delegated program responsibility for activities involving animals at the institution, 2) one practicing scientist experienced in research involving animals, 3) one member whose primary concerns are in a nonscientific area, 4) a member of the Environmental Health and Safety Office; and 5) one individual who is not affiliated with the institution other than as a member of the IACUC, and is not a member of the immediate family of a person who is affiliated with the institution. In addition to the above (which are required to meet the minimum federal requirements), this institution will include: the Dean of Graduate Studies and Research, a representative of the animal care technical staff and at least one student representative. All members have voting rights. The Dean of Graduate Studies shall serve as Chair.

Animal Use Proposal Review

Procedures involving any live, vertebrate animal for use in research, research training, experimentation, or biological testing or for related purposes must be approved by the IACUC prior to performing the proposed procedure(s). Protocols are submitted on a standard application form and reviewed for compliance with OPRR, USDA and other applicable guidelines, codes and regulations. Approval requires a majority vote of the IACUC. Meetings are held each quarter, or as needed; minutes of committee deliberations recorded and written results of the protocol review are forwarded to the applicant within one week of the meeting. Should a protocol not be approved, the IACUC will submit a written list of concerns to the applicant within one week. A written response will be required of the applicant before the protocol can be reconsidered. Additional information, procedure modification or deletion may be required to comply with federal guidelines and thus gain approval. The applicant or a qualified representative should attend all meetings during which a submitted protocol is under Review.

Communication

Completed Animal Use Proposals must be submitted to the committee Chair at least two weeks before the meeting in which the protocol is to be considered. Incomplete protocols will be returned to the applicant without review. Agendas and protocols are mailed to all committee members one week prior to scheduled meetings. Agendas are similarly mailed to applicants who have submitted protocols for review. Copies of approved minutes to the meetings are mailed to all committee members and kept on file in the office of the Dean of Graduate Studies.

Responsibility for Animals

CSUSB employs a state-licensed Registered Veterinary Technician on a full-time basis. It is the responsibility of the RVT to inspect all animals, coordinate Vivarium student assistants, coordinate ordering and receiving of all animals and supplies, and to serve as liaison with the consulting veterinarian on all matters of animal health, care and housing. The daily feeding, cleaning and care of all vertebrates used for research, teaching, and testing at CSUSB shall be the responsibility of Vivarium staff. The RVT or the RVT's designee shall conduct federally-required daily inspections of the animals.

Assurance of Compliance

In order to ensure compliance with all aspects of the federal laws governing animals use following offices should be made aware of the program: Sponsored Programs, Graduate Studies, Purchasing Department, Receiving, Radiation Safety Committee and the Chemical Hygiene Committee.

///Policy FAM 806.43 info start///

Last Revision 1998: Admin

///Policy FAM 806.43 info end///

FAM 807.3
POLICY REGARDING SUBJECT MATTER ASSESSMENT

I. Representatives of each approved teaching major (hereafter referred to as the department) in California will establish criteria and procedures (e.g., oral and/or written exam) for assessing the subject matter competence of student teaching candidates.

The Ad Hoc Teacher Preparation Committee of the Faculty Senate shall be responsible for approving these procedures and criteria. The departmental procedures and criteria for assessment shall be reviewed at least once every three years. The departmental review must be submitted to the Ad Hoc Teacher Preparation Committee, and any changes in the procedures and criteria must be approved by that Committee no later than the eighth week of the quarter prior to implementation.

The assessment shall deal with subject matter competence only. The focus will be on the quality of the candidate's academic skills. If the department does not certify the subject matter competence of the candidate, the recommendation form sent to the college of Education must include a list of the specific deficiencies and problems noted in the assessment and proposed methods of remedying the situation.

The candidate may seek certification of subject matter a maximum of three times. Prior to repeating the assessment in a subsequent quarter, the candidate should seek departmental advising. A reevaluation conducted because of a tie vote of the committee does not apply to the limit of three assessment attempts.

The following campus procedures are established:

- A. Students may be assessed after they have completed the requirements for the major and no later than the quarter prior to the term in which they plan to enter student teaching. Students will complete a registration form for the assessment in the college of Education when they obtain a portfolio. Students must submit a portfolio in the quarter they plan to be assessed.
- B. Students will be advised by the college of Education that they must contact the department by the end of the second full week of classes to arrange for the assessment.
- C. The registration forms completed by the students who will be assessed that term will be sent to the department by the end of the first full week of classes for the quarter.
- D. Students will submit completed portfolios to the Teacher Education Department by the end of the fourth week of the quarter.
- E. Overall GPAs will be computed by the college of Education by the end of the sixth week. Only CSUSB students will have their GPA in the major noted on the transcript summary provided to the department.

- F. The departments are responsible for obtaining from the college of Education at the end of the sixth week the candidates' subject matter assessment files which contain transcripts, summary worksheets and applications.
- G. The assessment should take place no later than the end of the eighth week of the quarter.
- H. The results of the assessment shall be forwarded by the department to the student upon completion of the assessment.
- I. Certification of subject matter competence based on the assessment procedures shall be sent to the Chair of the Teacher Education Department no later than the first day of the ninth week. A recommendation must be made for each candidate, even if the department assessment procedures allowed the candidate to be certified without a written or oral exam. A copy of the recommendation shall be retained by the department.
- J. The candidates will be notified by the college of Education at the end of the final examination period regarding admission into student teaching.

II. The appeal process is composed of three possible stages:

- 1) The subject area Department Chair;
- 2) the college Dean; and
- 3) the Associate Vice President for Academic Programs.

The use of stages 2 and 3 are dependent on the outcome in the prior stages.

III. Appeal procedures for subject matter competence assessments are as follows:

- 1. The decision of the departmental committee recommending denial of entry to student teaching should provide clear reasons for rejection, a list of specific deficiencies and problems noted in the results, and proposed methods of correcting the situation, e.g., specific courses, level of proficiency needed, reexamination, etc.
- 2. Students wishing to discuss the results of the assessment should first contact the Chair of the department involved to obtain clarification of the reasons for the denial, explore possible alternatives for remediation and removal of deficiencies, and establish a timeline for meeting the criteria and competencies prior to subsequent reassessment.
- 3. Students who still wish to pursue a formal appeal after discussing the assessment with the department Chair must submit to the department a written request for reconsideration or appeal. This document shall contain a specific list of grievances which the candidate wishes to have considered.
- 4. If the department Chair finds that the arguments made by the student are compelling and convincing, the department Chair shall consult with the department committee and may then call for a timely reexamination by a different panel, or may reject the appeal. In the case where the

Chair was a member of the original assessment panel, the Dean of the college shall act as the Chair.

5. If the candidate is still unsatisfied, he/she may resubmit the written appeal to the Dean of the college involved and set up an appointment to discuss the case. After meeting with the student and reviewing the facts, the Dean will decide whether to recommend retest, call for additional consultation with the department, or uphold the decision of the department in the denial.

6. Further appeal of procedures may be made outside the college to the Associate Vice President for Academic Programs. Denial at the University level will require the candidate to retake the exam in a subsequent term after following the conditions for removal of deficiencies established by the department.

///Policy FAM 807.3 info start///

Last Revision 2012: EPRC [REPEALED]

///Policy FAM 807.3 info end///

FAM 807.65 RECOMMENDATIONS ON ATTIRE FOR STUDENTS IN ON-CAMPUS SIMULATION OR CLINICAL SUPERVISION CLASSES

Departments/Schools or programs may provide recommendations for Professional Attire in on-campus simulation or clinical supervision classes provided:

- A. Such standards for attire are established by the Professional Association affiliated with that Department/School or program.
- B. Recommendations are communicated to students at the time of admission to the Professional Program and are further delineated in the course syllabi for the simulation or clinical supervision courses.
- C. All such recommendations for attire in simulation or clinical supervision courses on campus provide reasonable accommodations for traditional ethnic, cultural, or religious attire.

///Policy FAM 807.65 info start///

Last Revision 1999: EPRC

///Policy FAM 807.3 info end///

FAM 817.2 THE ACADEMIC YEAR

The academic year consists of three consecutive quarters of approximately the same length, and includes the periods of advising, registration, examination, and related activities (e.g., faculty meetings, commencement). The President, after consultation, fixes the beginning and ending dates of the academic year. The President also sets all College academic holidays, which are published annually in the College catalog. Faculty are required to be present or available for duty throughout the academic year, except during official College holidays or academic recesses.

Administrative Code - Sections 42700, 42800

FAM 818.4
POLICY ON COURSES OFFERED AS A PART OF THE REGULAR UNIVERSITY
PROGRAM AT THE COACHELLA VALLEY CENTER

The Coachella Valley Center is a recognized satellite campus of the University not subject to the reporting requirements in FSD 75-268, Rev I (Policy on Off-Campus Courses). Courses and programs previously approved by the Faculty Senate may be offered at the Coachella Valley Center, subject to the prior written approval of the relevant department head or coordinator, college dean, and the Coachella Valley Center Director. Courses and programs not previously regularly approved on the main campus may not be offered at the Coachella Valley Center. When courses or programs are offered for the first time at the Coachella Valley Center, the Center Director shall forward a memorandum to the University Curriculum Committee, the Council of Academic Deans, and the Office of Academic Programs as an information item. The memorandum shall specify the proposed initial course and/or program offerings, and be signed by the affected chair/coordinator, dean, and the Center Director.

///Policy FAM 818.4 info start///

Last Revision 2011: EPRC [REPEALED]

///Policy FAM 818.4 info end///

FAM 818.5
GUIDELINES AND PROCEDURES FOR STUDENT PETITIONS TO DROP A COURSE
AFTER CENSUS DATE

1. Obtaining forms.

Between the third and the seventh week of the term, students should obtain petitions to drop a course after census date (and a program change form) from the college office of their major. Prior to receiving the petition(s), students will be made aware of (a) the need for a "serious and compelling reason" for petitioning and (b) the need to support that reason with documentary evidence.

After the seventh week of the term, students may drop or withdraw only in cases such as serious accident or illness. They must obtain a Waiver of College Regulations form from Academic Services.

2. Complete withdrawal.

Student withdrawing from all classes also need to attach their student identification card and a Withdrawal Clearance Card (available in Admissions and Records) to their petition(s).

3. Documentary evidence.

Students must acquire the instructor's signature on both the petition and the program change form and must attach documentation to the petition before the college office will accept it for further action.

4. Processing the forms.

Between the third and the seventh week of each term, following final action on the petition, the college office should (a) send the pink copy to the student as a means of notifying him or her of the college dean's decision; (b) forward the yellow copy to Admissions and Records; (c) keep the white copy (and documentation) **in the college office for at least three years**. The campus is subject to audit by the Audit Staff of the Board of Trustees on the matter of after-census drops and withdrawals, and the college offices are responsible for maintaining records of transactions that occur between weeks three and seven of each quarter and records of all petitions that are disapproved at the college level after the seventh week.

After the seventh week of the term all copies (with documentation) of petitions approved at the college level should be forwarded to Academic Services for final approval/disapproval.

5. Reasons for dropping.

"Serious and compelling" can never be absolutely defined, but agreed upon circumstances under which students may be permitted to withdraw from one or more classes between the third and the seventh week of the term include imprisonment, illness or accident, and direct conflicts between class and work hours. Acceptable reasons would also include any documented instance of some kind of administrative error in the drop process itself (but as a first step, students should check with Admissions and Records, where the problem may possibly be resolved without recourse to the petition process).

6. Undeclared majors, interdisciplinary majors and unclassified post baccalaureate students. These three categories of students should consider Academic Services as their college office. Classified post baccalaureates as well as classified and conditionally classified graduate students should drop or withdraw between the third and the seventh week of the term through their college office. After the seventh week all copies of petitions approved at the college level should be forwarded to Academic Services for final approval/disapproval.

///Policy FAM 818.5 info start///

Last Revision: Admin

///Policy FAM 818.4 info end///

FAM 818.8

MEETING, DISMISSAL AND CONDUCT OF CLASSES

Classes and final exams are held at the time and place officially announced by the College at the time and place officially announced by the College in the Class Schedule. These may not be changed without prior approval of the Dean of Academic Planning. Forms for requesting change in a course schedule are available in the College offices.

Classes meet for the full period of time allotted for that class in the Class Schedule and on each day in which the course is intended to meet. Faculty who find it necessary to cancel or temporarily reschedule a class must obtain prior approval of the appropriate College Dean.

Dismissal of classes by an individual faculty member to demonstrate support for a particular social or political movement is considered a violation of professional ethics and a failure or refusal to perform normal and reasonable duties. The President, in such cases, is required by the Chancellor to institute formal disciplinary proceedings. The subject and content of each course at the College is that which has been reviewed by the Curriculum Committee, recommended by the Faculty Senate, and approved by the College President. Significant alteration or deviation from the intent and published description of a course requires prior review and approval, through regular College procedures established for that purpose.

///Policy FAM 818.8 info start///

Administrative Code Sec. 42753
Chancellor's Executive Order No. 79

Last Revision: Admin

///Policy FAM 818.8 info end///

FAM 818.9

CLASS ATTENDANCE POLICY

Purpose and Scope

It is generally assumed that students are expected to attend all in-person class sessions and activities, and participate in synchronous online activities at the time at which they are scheduled. However, it may happen that a student has conflicting commitments that preclude such attendance in isolated instances, and this policy lays out the procedure to request approval to miss class, and the obligation for the student to complete make-up work. We note that some accrediting agencies require specific attendance hours and/or procedures, and where those conflict with this policy, the accrediting body requirements supercede this policy.

Policy Statement

Commitments that will automatically be approved, after appropriate procedure is followed, for missing a class are:

1. Illness, injury to the student, or medical conditions that preclude attendance
2. Death, injury, or serious illness of an immediate family member. An immediate family member is defined as a close relative, or a person residing in the immediate household of the student.
3. Religious observance (for tests and examinations as per California Education Code section §89320 and extended also to other course activities as described above)
4. University-sanctioned or -approved one-time activities (examples include but are not limited to artistic performances, participation in scholarly conferences and presentations, intercollegiate athletic activities (based on the appendix Additional Procedures for Student Athlete Missed Class Time below), student government, required class field trips, etc.)
5. Jury duty, military service, or other mandated government obligation
Students may also request to miss class for other reasons, in which case approval is at the discretion of the instructor.

Procedure and Process

Procedure regarding missing a class:

As soon as the student is reasonably expected to be aware of the need to miss a class, he

or she must submit a written request to the instructor, along with documentation if required by the instructor. Requests may be rejected if they are untimely. However, late requests for missing a test or examination because the timing conflicts with a student's religious creed will be granted if rescheduling of the test or examination does not create an undue hardship (significant difficulty or expense) for the University.

2. The instructor will notify the student of one of the following, typically within two days:
 - a. Approval or disapproval to miss class
 - b. The required work to make up the class, if any, along with a deadline for submission.
3. The student will complete the required work by the deadline determined by the instructor.

As long as appropriate prior notice is given and students successfully complete the missed work, faculty shall not penalize a student for missing a class or examination for that activity. We note that missing more than one or two classes in a term is likely to be detrimental to studies, and encourage students to consider making other arrangements if they expect to request to be absent from a significant number of classes.

///Policy FAM 818.9 info start///

Approved by the Faculty Senate on _____
Approved by the Provost on _____
Approved by the President on _____

History

First created: 2016 by Educational Policy and Resources Committee
Revised: April 2019 by Educational Policy and Resources Committee
Renumbered: ____ [Date] from ____ to ____

APPENDIX I:

Addendum to Class Attendance Policy

Additional Procedures for Student Athlete Missed Class Time

1. Student athletes shall not miss any regularly scheduled classes for any practice activities.
2. For home competition student athletes shall not miss any classes prior to two hours before the scheduled competition time.
3. For away competition with same day travel, student athletes shall not miss any classes prior to 30 minutes before the scheduled time of departure.
4. For away competition with overnight travel, no team shall depart more than 30 hours prior to the time of competition.

5. The Director of Athletics will provide to the Faculty Athletics Representative and the Academic Vice President, at least one month prior to the start of a sport's season, a listing of all competitions in that sport which will necessitate student- athletes being absent from class. This listing will include the time and date of competition, destination, departure time, travel time, and return time. The Faculty Athletics Representative or the Academic Vice President may request that modifications to the travel plans be made.
6. A summary of the listings described in item 5 will be circulated to Faculty.
7. Student athletes will continue to present individual, written notifications, provided by the Athletics Department, to their instructors at least 48 hours prior to each contest which affects their class attendance.
8. It is expected that student athletes will be responsible for submitting all assignments on time and that advance arrangements will be initiated by the student-athlete for any tests that will be missed.
9. It is expected that faculty members will not penalize student athletes for missing classes due to conflicts with contractually scheduled athletic contests and related travel.
10. It is expected that coaches will not penalize student athletes for missing practices due to conflicts with regularly scheduled classes for which student- athletes are enrolled.
11. No competition will be scheduled on any day on which final examinations are scheduled unless prior approval has been received from the Academic Vice President.
12. Exceptions to the above statements for special tournaments and competitions including championship play must be approved by the Faculty Athletics Representative and the Academic Vice President.
13. Faculty who have questions about the application of these statements may contact the Faculty Athletics Representative or the Academic Affairs Committee.

FOR OFFICE USE ONLY

Approved by the CSUSB Faculty Senate on 5/28/19

Signed

Karen Kolehmainen (Senate Chair) 5/28/19

Tomas Morales (CSUSB President) 7/30/19

FSD: 18:89

///Policy FAM 818.9 info end///

FAM 440/819.5
OFF-CAMPUS COURSES OFFERED AS A PART OF THE REGULAR COLLEGE
PROGRAM

AA 77-16, Office of the Chancellor, California State University and Colleges authorizes Academic departments/schools or colleges to request approval to offer portions of their regular degree and/or credential programs at off-campus locations. The policy contained herein establishes for California State College, San Bernardino (1) the conditions under which requests for campus approval may be made; (2) the criteria which must be met before campus approval can be considered or given; and (3) the procedures which must be followed in seeking campus approval.

I. The following conditions must be met for each instance in which programs or courses are proposed for off-campus instruction:

- A. Substantial evidence of an educational need.
- B. Substantial evidence that the educational need can best be met by using the off-campus instruction.
- C. Substantial evidence that the off-campus instruction is in the best interests of the students to be served, of the College, the departments, colleges, and programs concerned and the faculty involved.

II. The following criteria must be met before campus approval of off-campus instruction can be granted.

- A. Approval by appropriate academic constituency.
Off-campus instruction must be approved by the faculty making up the most appropriate constituency as follows:

1. Departmental/School Degree or Certificate Programs and/or courses.

Department/School approval to offer off-campus instruction must include the approval of those faculty normally teaching in the degree program, certificate program, and/or the courses involved and approval of other departments/schools which provide required support or ancillary courses.

2. Interdisciplinary Degree or Certificate Programs and Courses. Approval to offer interdisciplinary degree programs, certificate programs and/or courses must include the approval of the faculty normally teaching in such programs and/or teaching such courses.

- B. Faculty Staffing of Off-Campus Instruction.

Each proposal to offer off-campus instruction must make prior assurance that faculty staffing requirements can be met for the duration of the specified period such off-campus instruction will be offered.

C. Faculty Participation.

1. In degree or certificate programs and/or courses contained within a single department/school, faculty shall be assigned to teach off- campus on the basis of the following principles listed in order of priority:

a. Voluntary participation.

b. If no volunteers are available, every effort shall be made to hire fully qualified part-time faculty.

c. If neither of the above conditions can be achieved, faculty shall be required to teach off-campus under the following stipulations:

1) Assignments will be made on a rotating basis among faculty normally teaching the course(s) to be offered;

2) No faculty member will be required to teach more than one course off-campus in a single academic year;

3) Only faculty teaching in the TSA involved may be required to teach off-campus

D. Other Criteria

1. Courses to be scheduled off-campus as part of or offered in support of an approved on-campus degree or certificate program must be included in the current catalog and be applicable for degree credit.

2. There must be a level of support comparable to equivalent on-campus activity. This support must include appropriate arrangements for student access to faculty for advising and consultation and provision for student services, e.g., career counseling, as needed. There must be provision for an adequate level of library and audio-visual material support. These materials shall be provided in such a way and to the extent that existing on-campus programs continue to be adequately supported. The College Library staff shall monitor the library resources involved in off-campus programs to ensure that the intent of this statement is implemented in consultation with appropriate faculty. The facilities in which the programs are offered shall be satisfactory for the mode of instruction employed.

3. Courses taught off-campus as part of a regular program may be subject to student evaluation as required by Board of Trustee and College policy. Such off-campus courses shall be subject to student evaluations only according to the guidelines established by the Faculty Senate as contained in the Faculty Information Handbook, Sec. 2.10, III, D and Section 2.20. The Associate Vice President for Academic Affairs/Provost will arrange for the administration of SETE's in courses selected in accordance with the above policy at the appropriate time.

III. Proposals requesting approval to offer off-campus instruction must adhere to established College policy regarding curricular proposals.

IV. Adjustments in the teaching, committee and office hour schedules for faculty teaching at off-campus locations will be made when required. Travel expenses, where appropriate, shall be provided by the College.

V. Approved proposals shall be forwarded to the Office of the Chancellor, CSUC, for approval as required.

///Policy FAM 440/819.5 info start///

Last Revision 1981: FAC

///Policy FAM 440/819.5 info end///

FAM 820.1 GUIDELINES FOR PREPARATION OF CLASS SCHEDULES

SCHEDULING OF CLASSES

Department chairs/School directors, college schedule coordinators, and college deans are the individuals who bear primary responsibility for developing class schedules. This task should be performed in consultation with individual faculty members, whose concurrence is sought but not to the exclusion of any of the following guidelines:

1. A sufficient variety of classes must be scheduled, and at appropriate times, to meet students' degree and program requirements. Consultation with other colleges, departments, and program coordinators should occur to the extent necessary to achieve this objective.
2. In order to maximize utilization of university facilities, each department/school whenever possible will schedule its course sections according to the standard meeting times e.g. (See Attachment I, Scheduling Times).

No. of unit classes	Offered days	Time per meeting(minutes)
4	MWF	70, 70, 60
4	MW or TTH	*110
3	MWF	50
3	MW	*85
3	TTH	* 85
2	MW or TTH	50
2	M, T, W or TH	*110

* Provides for 10 minute break.

3. Classes should be scheduled to make most effective use of resources.

Example 1: A class should not be scheduled if under similar circumstances the class has been cancelled for low enrollment in previous terms.

Example 2: A class should not be scheduled in an intermediate-size

lecture room if its potential for attracting students is very limited

4. After the schedule is submitted to Academic Programs all schedule adjustments should be fully justified.

5. Departments are encouraged to use the non-traditional course scheduling pattern (Earlybird) 0700-0750 on four mornings and weekend time blocks, at their option.

6. The need for slight adjustments in a few instances e.g., physical education activity courses, laboratory and activity courses is recognized. As well, there may be a few specific instances in which individual courses cannot be accommodated within the Standard Times (See Attachment I, Standard Times). In these cases, colleges must secure approval for deviation from the scheduling format from the Associate Vice President of Academic Programs.

Attachment I

STANDARD TIMES

4 Unit Classes M W F (70 minutes)	4 Unit Classes MW/TTh (110 minutes)	4 Unit Classes M, T, W, Th, F (230 minutes)	4 Unit Classes SATURDAY (230 minutes)
MWF 0800-0910 MWF 0920-1030 MWF 1040-1150 MWF 1200-1310 MWF 1320-1430 MWF 1440-1550	MW 1600-1750 MW 1800-1950 MW 2000-2150 TTH 0800-0950 TTH 1000-1150 TTH 1200-1350 TTH 1400-1550 TTH 1600-1750 TTH 1800-1950 TTH 2000-2150	M 0800-1150 T 0800-1150 W 0800-1150 TH 0800-1150 F 0800-1150 M 1800-2150 T 1800-2150 W 1800-2150 TH 1800-2150	S 0800-1150 S 0900-1250

3 Unit Classes MWF (50 minutes)	3 Unit Classes MW/TTH (85 minutes)	3 Unit Classes TTH (85 minutes)
MWF 0800-0850 MWF 0920-1010 MWF 1040-1130 MWF 1200-1250 MWF 1320-1414 MWF 1440-1530	MW 1600-1725 MW 1800-1925 MW 2000-2125 TTH 0800-0925 TTH 1000-1125 TTH 1200-1325	TTH 1400-1525 TTH 1600-1725 TTH 1800-1925 TTH 2000-2125

2 Unit Classes MW/TTH (50 minutes)	2 Unit Classes M, T, W, TH (110 minutes)	2 Unit Classes SATURDAY (110 minutes)
MW 1600-1650 MW 1700-1750 MW 1800-1850 MW 1900-1950 MW 2000-2050 MW 2100-2150 TTH 0800-0850 TTH 0900-0950 TTH 1000-1050 TTH 1100-1150 TTH 1200-1250 TTH 1300-1350 TTH 1400-1450 TTH 1500-1550 TTH 1600-1650 TTH 1700-1750 TTH 1800-1850 TTH 1900-1950 TTH 2000-2050 TTH 2100-2150	M 1600-1725 M 1800-1950 M 2000-2150 T 0800-0950 T 1000-1150 T 1200-1350 T 1400-1550 T 1600-1750 T 1800-1950 T 2000-2150 W 1600-1750 W 1800-1950 W 2000-2150 TH 0800-0950 TH 1000-1150 TH 1200-1350 TH 1400-1550 TH 1600-1750 TH 1800-1950 TH 2000-2150	S 0900-1050 S 1100-1250

FAM 820.5

POLICY ON THE ADMINISTRATION, PROCESSING, AND USE OF STUDENT OPINIONS OF TEACHING EFFECTIVENESS (SOTE)

1. Purpose. The Student Opinions of Teaching Effectiveness (SOTE) process is designed as one of several sources of information to be used in performance review and periodic evaluation of faculty teaching. In addition, faculty should find SOTE information helpful in pursuing the normal professional goal of maintaining and improving instructional effectiveness.

2. Forms to be Used. There are three forms that could be used: A) SOTE Evaluation, B) SOTE Faculty Comment, and C) SOTE Teaching Improvement. Hereby referred to as Form A, B and C, respectively. Form A is required to be used in all classes being evaluated, and it shall contain the questions shown in Attachment #1. Forms B and C are optional; that is, the faculty member whose class is being evaluated will determine whether or not they are to be included in the SOTE process. Form B is available for use by faculty to describe significant circumstances that could potentially affect student course evaluations. Form C includes supplemental questions to help a faculty member improve his or her teaching.

3. Classes to be Evaluated. Written or electronic student evaluation shall be required for all classes that faculty teach, with the following exceptions:

- i. Classes with enrollments of fewer than five students;
- ii. Field experiences, thesis research, distance learning through interactive televised video, independent project/study, recitations, and internships; and
- iii. Team-taught classes.

Faculty members teaching classes in which SOTEs are not administered are encouraged to use alternative evaluation instruments.

No first quarter SOTE of a probationary faculty member shall be placed in his or her WPAF unless he or she requests that it be included.

4. Administration of SOTEs.

4.1. SOTE Forms A, B, and C for distribution to either students or faculty shall be contained in an envelope on the outside of which is attached written instructions as shown in Attachment #2. These instructions shall provide information for the faculty member, the student distributing the SOTE Forms A and C, and the students filling out the forms.

4.2 During the 7th week of classes, colleges/departments/schools shall prepare and distribute SOTE packages to the faculty members. Faculty members shall then, at a

convenient time between the eighth and tenth week of classes, select a student in each class to administer the SOTEs in accordance with the written instructions. For hybrid/blended courses, SOTEs will be administered if possible in a face to face class session between the eighth and tenth weeks; if there is no face to face session scheduled in this period, the SOTE will be administered online. For courses offered under an alternative time format, SOTEs will be administered at an appropriate time during one of the last two class sessions. The Student will read the appropriate instructions to the class, distribute the forms, collect the forms, and return the sealed envelope with the completed forms to the appropriate administrative offices. Under certain circumstances, such as in the case of large-lecture General Education courses, a faculty member may request assistance from their college/department/school office in the administration of SOTEs. Failure on the part of faculty members to carry out scheduled student evaluations may be grounds for disciplinary action. As significant responsibility for the completion of SOTEs is placed upon students, disciplinary action should be taken only when it has been determined that faculty were derelict in their role in the SOTE process.

4.3 The faculty member teaching the class shall not be present during the administration of SOTEs. The faculty member shall refrain from discussing SOTEs with students in any manner that would tend to influence how the students would respond to the SOTE questions.

4.4 During the time that SOTE Forms are administered, students shall refrain from discussing with one another the teaching effectiveness of the faculty member being evaluated. Students shall be told (by the person administering the forms) that such discussion is inappropriate, should be reported to the Academic Personnel Office, and may result in invalidation of the SOTE results in the affected class. (See Attachment #2.)

4.5 Reports of any inappropriate behavior in the administration of SOTEs, whether on the part of faculty or students, shall be referred to the Academic Personnel Office. If, after consulting with the faculty member and thoroughly investigating all such reports, the Associate Provost for Academic Personnel determines that such inappropriateness is indeed likely to have affected the SOTE results, the SOTEs in question shall be invalidated. All invalidated SOTE's forms and summary data shall be removed from the Personnel Action File (PAF). The Associate Provost shall submit a memorandum to the PAF indicating that the SOTEs have been invalidated, but not specifying the reason. The faculty member and the appropriate department chair shall be notified of this decision. Make-up SOTEs should be scheduled at the earliest opportunity to do so. Make-up SOTEs do not need to be in the same course in which the SOTEs were invalidated.

5. Processing of Completed SOTE Forms.

5.1 Once SOTE forms are collected, the designated person in the colleges/departments/schools shall forward completed forms to the Academic Personnel Office for analysis, along with a list of all SOTEs scheduled.

5.2 The summary reports shall contain the statistical data shown in the table below for each of the questions on the front of the form. The total number of student respondents shall be printed once on the summary report.

TABLE OF STATISTICAL FUNCTIONS
FOR ANALYZING SOTE QUESTIONS, Table 1

<u>Instructor Data</u>	<u>College Data</u>
Q1-3 numerical response frequency	Q1-3 response percentage
Q4-5 numerical response frequency	Q4-5 response percentage
Q4-5 frequency histogram	Q4-5 response histogram (percentage)
Q4-5 mean (12 or more responses)	Q4- 5 mean

NOTE: The instructor and college means shall be reported to one decimal point.

Q4-5 median

For instructor data, the numerical response frequency is the number of students responding to a particular question, and is included for all Form A questions. For questions four and five solely, additional standard statistical functions to be reported are the trimmed mean, the median, and the frequency histogram. There shall be no statistical analysis of the questions collectively; there shall be no University-wide statistics; nor shall any other statistical data be reported other than those specified in this subsection (6.2). Attachment #1 is a sample summary report.

5.3 Whenever summary reports are ready, these shall be forwarded to Academic Personnel for distribution to faculty members whose classes were SOTE'd and to appropriate college deans and department chairs/school directors. The completed forms shall then be filed in respective faculty PAFs attached to a copy of the summary report.

5.4 On request, faculty members may review the completed forms in appropriate administrative office, once the forms have been filed.

5.5 Statistical summaries shall be prepared for each faculty member for each class SOTE'd after each quarter. These statistical summaries shall consist only of those statistics that are listed in Table 1. There shall be no new data that has not been distributed to the faculty member. In addition, for each SOTE administration, the summary shall include the number of respondents; the department/school, number and section of the class; and the time of day of the

class.

6. Use of SOTEs (Completed Forms, Summary Reports, Cumulative Statistical Summaries, and Faculty to College Comparison).

6. 1 Completed SOTE forms A and B, along with summary reports and cumulative statistical summaries, shall become part of the Working Personnel Action File of faculty members for the purpose of performance review and periodic evaluation and shall be considered in accordance with the guidelines of the Procedures and Criteria for Performance Review and Periodic Evaluation. Attachment #4 contains guidance on the interpretation of SOTE statistical summaries.

6.2 The faculty member shall have sole discretion to include Form C questions and some or all of the student responses in his/her Faculty Activity Report attachment.

6.3 At the beginning of each academic year, for each College, College summary statistics and histograms are to be produced based on the cumulative SOTE results from the previous year. College summary statistics will be stratified by lower division, upper division, and graduate courses.

6.4 College statistical summaries will serve for evaluators producing teaching evaluations during the retention, promotion, and tenure faculty evaluation process as the basis of comparison between a faculty member and a college. A faculty member can choose to make other comparisons depending on the availability of appropriate data. (For first year of the SOTE process implementation, the previous year's SETE statistics will serve as the basis of comparison, following the summary statistical guidelines described above as closely as possible.)

6.5 College statistical summaries will serve for evaluators producing teaching evaluations during the retention, promotion, and tenure faculty evaluation process as the basis of comparison between a faculty member and a college. A faculty member can choose to make other comparisons depending on the availability of appropriate data.

7. Monitoring and Revision of the SOTE process and forms. The Faculty Affairs Committee is responsible for drafting or reviewing recommendations for changing the SOTE process and/or forms and this policy, and for forwarding these recommendations to the Faculty Senate unless otherwise specified by the Faculty Senate.

FSD 87-25.R7

///Policy FAM 820.5 info start///

Approved by the Faculty Senate
Karen Kolehmainen, Chair Date: 9/26/17
Reviewed by the Academic Affairs Council
Shari McMahan, Provost and Date: 9/27/17
Vice President for Academic Affairs
Approved by the President
Tomás Morales Date: 10/06/17

///Policy FAM 820.5 info end///

[Attachment 1](#)

SOTE FORMS

Form A

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
Student Opinion of Teaching Effectiveness
5500 University Parkway, San Bernardino, CA 92407-2397

Name of faculty being rated

Class Description

Call Number

1. Rate your interest in the subject matter of this course before you took the class.
Very High High Moderately High Moderately Low Low Very Low

2. How many class sessions did you attend?
All Almost all More than half Less than half

3. Why did you take this course? Choose all that apply.

The course fulfills a general education requirement.

The course fulfills a requirement in my major.

The course will improve job/career opportunities.

I have enjoyed the professor's class(es) in the past.

The class sounded interesting to me.

Other: (Please specify)

4. How would you rate the overall quality of instruction in this course?

Excellent Very Good Good Fair Poor Unsatisfactory

Please provide reasons why you gave the above rating.

5. How would you rate your professor's specific contributions to your learning in this course?

Excellent Very Good Good Fair Poor Unsatisfactory

Please provide reasons why you gave the above rating.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
Faculty Supplemental Comment Form
5500 University Parkway, San Bernardino, CA 92407-2397

Class Description

Call Number

Filling out this form is optional. This form should only be completed in the event of an unusual circumstance(s) that you believe may influence the Student Opinion of Teaching Effectiveness (SOTE) responses in this class. **The faculty member must submit the completed form to Academic Personnel no later than the last scheduled class session of the quarter being SOTE'd. No forms will be accepted after that date.**

To Faculty: Using the space below, please describe the unusual circumstance(s) that you believe may influence the SOTE responses in this class.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
Teaching Improvement Supplemental Questions
5500 University Parkway, San Bernardino, CA 92407-2397

Name of faculty being rated

Class Description

Call Number

INSTRUCTIONS: Teaching Improvement Supplemental questions are designed to help faculty improve their teaching. Up to five (5) questions can be included for student response. These are to be open-ended questions. Questions will be drawn from an existing bank of questions maintained by the Teaching Resource Center, or submitted by faculty for inclusion as

supplemental questions. Faculty must have an original question approved by the Instructional Quality Committee before using it.

Questions and responses will not be included in Faculty RPT file. If the faculty member desires, the faculty member may choose to include the questions and some or all of the student response material in his/her FAR attachment.

Q1.

Q2.

Q3.

Q4.

Q5.

**Illustrative Faculty Statistical Summary
Student Opinion of Teaching Effectiveness (SOTE)**

Instructor Name: Smith, J
Course Description: Selected Topics in Geography
Course + Section: GEOG 390 01
Call Number: 12345
Year and Term: 2005 Spring
Enrollment: 36

1. Rate your interest in the subject matter of course before you took the class.

N

Very High 8
High 10
Moderately High 6
Moderately Low 5
Low 2
Very Low 1

Total 32

2. How many class sessions did you attend?

N

All 12

Almost All 15
More than Half 3
Less than Half 2

FSD: 87-25.R7
FAM 820.5
Previous FAM 320

Last Revision 2017: FAC

12

Total 32

3. Why did you take this course? Choose all that apply.
N

The course fulfills a general education requirement. 26
The course fulfills a requirement in my major. 19
The course will improve job/career opportunities. 17
I have enjoyed the professor's class(es) in the past. 10
The class sounded interesting to me. 26
Other: (Please specify) 3

4. How would you rate the overall quality of instruction in this course?
N = 30 Mean= 5.1 Median = 5.0

5. How would you rate the instructor's contributions to your learning in this course?
N = 32 Mean= 5.2 Median = 5.0

Illustrative College Comparison Summary

Student Opinion of Teaching Effectiveness (SOTE)

Comparison Group:

Social & Behavioral Science

Additional possible comparison groups:

- General Education Courses

1. Rate your interest in the subject matter of this

2. How many class sessions did you

attend?

course before you took the class.

Percentage Lower Upper Grad Total Percentage Lower Upper Grad Total

very high 20 25 17 22 all 35 38 33 36

high 25 31 33 30 almost all 50 47 50 48

moderately

high

20 19 23 20 more

than half

10 9 13 11

moderately

low

20 16 17 17 less than

half

5 6 3 5

low 5 6 7 6 Total 100 100 100 100

very low 10 3 3 5

Total 100 100 100 100

Percentage

3. Why did you take this course?

Choose all that apply.

Lower Upper Grad Total

The course fulfills a general education
requirement

50 30 0 28

The course fulfills a requirement in my
major

19 40 80 45

The course will improve job/career
opportunities

19 20 75 34

I have enjoyed the professor's class(es)
in the past

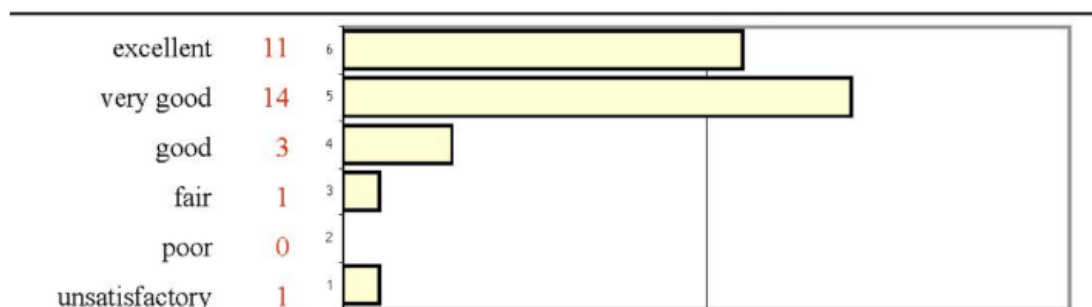
13 20 25 20

The class sounded interesting to me 20 5 20 13

Other 3 10 5 7

4. How would you rate the overall quality of instruction in this course?

N = 30 Mean= 5.1 Median = 5.0



Mean 4.8 5.0 5.1 5.0

5. How would you rate the instructor's contributions to your learning in this course?

Mean 4.8 4.9 4.7 4.8

Attachment 2

INSTRUCTIONS FOR THE ADMINISTRATION OF SOTE'S

TO THE FACULTY MEMBER:

I. Forms A and C (C is optional):

1. Since SOTE's are an important element in the evaluation of faculty, it is essential that these be administered between the eighth and tenth week of classes in order that they may be processed and included in your Faculty Personnel File. Failure on the part of faculty members to carry out scheduled SOTE's can be grounds for disciplinary action.

2. If you perceive special circumstances with your classes, such as in the case of large lecture courses, you should contact your department office to request assistance in administering the SOTE. This request should be made in a timely manner.

3. Otherwise, at a convenient time during the weeks of (_____), select a "mature and responsible" student to distribute SOTE forms, read aloud the following statement to the class,

“YOUR CLASS WAS SELECTED TO DO THE STUDENT OPINION OF TEACHING EFFECTIVENESS. THE STUDENT OPINION OF TEACHING EFFECTIVENESS IS AN IMPORTANT ELEMENT IN THE EVALUATION OF FACULTY, AND YOUR WRITTEN COMMENTS ARE PARTICULARLY VALUABLE, SO PLEASE WRITE THOROUGHLY, THOUGHTFULLY AND CLEARLY.”

Then give the complete SOTE packet to the student AND LEAVE THE CLASSROOM.

4. Aside from arranging for the student to distribute the SOTE forms, you shall refrain from any discussion of the SOTE process during the class session.

FSD: 87-25.R7

FAM 820.5

Previous FAM 320

Last Revision 2017: FAC

17

STUDENT INSTRUCTIONS FOR THE ADMINISTRATION OF SOTE's

TO THE STUDENT DISTRIBUTING SOTE FORMS

1. Clearly print your name: _____

2. Distribute SOTE forms and pencils.

3. Announce that pens with black or blue ink are preferred to pencils. If pencils are used, please ask the students to press firmly to make the writing as dark as possible.

4. Read aloud to the class the following statement:

“UNIVERSITY FACULTY EVALUATION COMMITTEES CAREFULLY CONSIDER YOUR RESPONSES WHEN MAKING RECOMMENDATIONS ON THE REAPPOINTMENT, RETENTION, PROMOTION, AND TENURE OF FACULTY. YOUR RESPONSES ARE CONFIDENTIAL AND WILL NOT BE MADE AVAILABLE TO YOUR INSTRUCTOR UNTIL AFTER GRADES ARE RECORDED. DISCUSSION OF

THE INSTRUCTOR WHILE COMPLETING THE SOTE FORMS IS INAPPROPRIATE, WILL BE REPORTED TO THE APPROPRIATE ADMINISTRATIVE OFFICE, AND MAY RESULT IN THE INVALIDATION OF ALL SOTE FORMS FOR THE CLASS."

4. After students are finished, collect the SOTE forms and place them in the envelope. SEAL THE ENVELOPE IN THE PRESENCE OF THE CLASS.

5. Promptly return the sealed envelope to one of the following locations:

Department Office _____ (if before 4:30 p.m.)

College Office _____ (if before 5:00 p.m.)

Biology Building (BI 132) SOTE Drop Box

Faculty Office Building (Stairwell area between the Colleges of Education and Social and Behavioral Sciences) SOTE Drop Box

Jack Brown Hall (2nd Floor Lobby) SOTE Drop Box

University Hall (U-Hall 124) SOTE Drop Box

Library Bldg (end of bldg towards the mountains) SOTE Drop Box

6. Unless totally unavoidable, **DO NOT TAKE THE ENVELOPE OFF CAMPUS.**

7. If your class meets at an off-campus location be sure to use the postage-paid envelope that is included with your package. PLEASE MAIL THE SAME DAY IF POSSIBLE. In case of off-campus evening classes, make sure to mail the envelope in the morning of the following day.

8. Write a report of any discussion of the instructor's teaching effectiveness during SOTE administration using the back of this instruction sheet and turn it in with the SOTE packet.

SOTE FORMS WITH STUDENT COMMENTS FOR PROBATIONARY FACULTY, TENURED FACULTY AT THE RANK OF ASSISTANT/ASSOCIATE, AND

FULL-TIME LECTURERS ARE AVAILABLE FOR REVIEW IN THE ACADEMIC PERSONNEL OFFICE, AD- 102.

SOTE FORMS WITH STUDENT COMMENTS FOR TENURED FACULTY AT THE RANK OF PROFESSOR AND FOR PART-TIME LECTURERS ARE AVAILABLE FOR

REVIEW IN THE SCHOOL OFFICES/DEPARTMENT OFFICES.

NOTE: WHEN THERE ARE TWELVE (12) OR FEWER RESPONSES FOR QUESTIONS 4 and 5, ONLY THE INSTRUCTOR HISTOGRAM, RESPONSE NUMBER, AND MEDIAN WILL BE REPORTED. Attachment 4

GUIDANCE ON THE INTERPRETATION OF SOTE STATISTICAL SUMMARIES

The Old SETE Statistical Summary

The old SETE statistical summary included item frequency distribution, instructor means, and instructor medians. In addition, the school mean and standard deviation are included.

The New SOTE Statistical Summary

The new SOTE statistical summary includes the following for Form A:

For instructors:

Item frequency distribution, item frequency distribution represented as a histogram for questions four (4) and five (5), trimmed mean (ten percent trimmed mean), and median.

For the college:

For all questions, frequency distributions are given as relative frequency reported as a percentage; for questions four (4) and five (5), frequency distributions are presented as histograms of relative frequency reported as a percentage, with means also included. In addition, the numerical and graphic representations of college results will be broken down by lower, upper, and graduate level courses. Results are reported both numerically and graphically (histogram). The college level measure is used for comparison with faculty in the college.

A brief explanation of each of the statistics to be used is given below.

Frequency Distribution

A frequency distribution is the collective listing of the frequency (count) for each particular item/question.

Frequency Histogram

It is a bar graph of the frequency distribution. It shows as a bar the frequency with which each response occurs, typically as a count or a relative frequency. The bars, collectively, give a graphical representation of all the responses, which is defined as the frequency distribution of the data.

Instructor Mean and Instructor Median

The mean and median are two methods that are commonly used to measure central tendency; that is, they are measures that represent the location of the center of the distribution. The mean, sometimes called the "average," is found by adding up all the scores for a particular item and dividing by the number of responses.

The median is sometimes called the "50 percentile". Half of the scores are larger than the median, and, half of the scores are smaller than the median. The is defined by position, not necessarily a score, therefore it is possible to have a fractional value for the median although the scores are all whole numbers.

The mean is a good estimate of the average when the scores are normally distributed.

The median is preferred over the mean when the distribution of scores is significantly skewed or the dataset is small, because the median, unlike the mean, is unaffected by extreme scores that commonly occur in small datasets and non-normal distributions.

Differences in SOTE means should be interpreted cautiously. In data that are collected

in groups (ie. courses), most of the variability in means is due to characteristics of the students and not due to characteristics of the course and instructor.

Relative Frequency As Percentage

The relative frequency is the proportion that each response category makes up of the total responses for a particular item/question. For example, if 125 people responded to a particular question that had three response options, excellent, good, and fair, with 50 respondents selecting excellent, 60 selecting good, and 15 selecting fair, the relative frequencies would be 0.40, 0.48, and 0.12, respectively. To turn these fractions into a percent, multiply each by 100. The result is the relative frequency reported as a percentage.

College Mean

The college mean is the average score for the entire college. The measure is used for comparison purposes. It is used to determine the relative position of the instructor in relation to the average score of his or her peers in the same college.

FAM 820.9

COURSE SYLLABUS POLICY AND GUIDELINES

Purpose and Scope

The purpose of this document is to articulate, based on university policies and California state law, what minimum information must be included on course syllabi and what information is recommended for inclusion. Such information provides students with basic course objectives and faculty expectations, and also serves to clarify course policy in the case of grade grievances or other student, faculty, or program concerns.

Policy Statement

1. General guidelines

- A. Unless circumstances dictate otherwise, instructor(s) shall provide course syllabi on or before the second class meeting.
- B. Instructor(s) shall provide students with course syllabi in paper copy and/or in a Learning Management System and/or via e-mail at the start of each term as described in part (a). If the syllabus is only distributed electronically, instructor(s) shall provide instructions for document access.
- C. In distributed learning courses, enrolled students shall be provided with the course URL, access instructions, and the syllabus itself, via e-mail.
- D. If any information given on the syllabus is subject to change (e.g., topics of discussion, readings, due dates, examination dates), such information shall be noted on the syllabus as "tentative" or "subject to change."
- E. Instructor(s) shall submit electronic or hard copies of the syllabus for each course to the department office, which will keep a copy of each syllabus for at least five years;
- F. Instructors shall ensure that their syllabi are created with accessibility best practices. Information and templates can be found on the Accessible Technology website.

2. At a minimum, each course syllabus must contain:

- A. Course name, number, and catalog description;
- B. Name(s) of the instructor(s), office location, telephone number and/or e-mail address, and office hours;
- C. Class term, meeting times, location;
- D. Course goals and/or objectives, and expected student learning outcomes;
- E. Required text(s) and/or materials;
- F. Types and descriptions of major assignments;
- G. Basis for assigning course grade;
- H. A current statement of ADA compliance and entitlement to accommodation, as provided by the appropriate University office, in particular including contact information for the university's office for Services to Students with Disabilities, and the reminder that it is the student's responsibility to seek academic accommodations for a verified disability in a timely manner;
- I. A statement of commitment to the values of inclusion, diversity, and equity.

Examples of such statements are available here;

J. Instructions referring students to the "Academic Regulations and Procedures" in the CSUSB Bulletin of Courses for the university's policies on course withdrawal, cheating, and plagiarism.

K. Instructions referring students to the Office of Emergency Management and Business Continuity for information regarding emergency management and safety guidelines.

3. Instructors are strongly encouraged to include the following additional information on their syllabi, as applicable:

A. Prerequisite courses and/or prior knowledge and/or additional skills required of the student;

B. Policies on participation and attendance, especially as those items affect final grades;

C. Provision(s) for makeup of missed or late assignments, if any;

D. Other information essential to the course, e.g., information about accessing any online

resources, or assignments (such as field trips or service-learning activities) that must be accomplished at off-campus locations;

E. Consequences for cheating and/or plagiarism;

F. Individual department/school or program guidelines, if applicable.

4. Faculty offering web-based or other distributed learning courses must also include:

A. The statement, per the CSU San Bernardino Distributed Learning Policy (FSD 01-01.R2, available at [http://senate.csusb.edu/docs/Policies/\(FSD%2001-](http://senate.csusb.edu/docs/Policies/(FSD%2001-01.R2)%20DL%20Policy.pdf)

01.R2)%20DL %20Policy.pdf, if faculty have chosen to use non-university supported course resources, that "the university will not provide technical support for those resources that the university does not endorse any products which may be advertised through those resources";

B. Information regarding minimum computer hardware and software requirements for the class as well as what campus facilities are available to support these requirements for students who cannot afford to buy the technology; and

C. Alternate procedures for submitting work in the event of technical breakdowns.

FAM 820.35
POLICY ON THE PRESERVATION OF SMALL CLASSES

California State University, San Bernardino is dedicated to providing quality education to students as its premier objective. A crucial aspect of this commitment is to ensure that a significant portion of instruction is conducted in small class sections, balanced by instruction in intermediate and large class sections. This has been part of the heritage of the University from its inception and it shall continue to be a fundamental objective of the institution. The goal of the University is to offer all of its students the opportunity to take the majority of their classes in small class sections.

JUSTIFICATION:

The faculty and administration at the California State University, San Bernardino are firmly committed to the concept of providing a preponderance of instruction in small-class format counterbalanced by a limited number of intermediate and large classes. Effectively maintaining the appropriate balance between small and intermediate/large classes is dependent upon a University commitment to careful planning and careful monitoring of scheduling practices. The above policy is the critical first step in facilitating faculty and administrative cooperation toward sustaining this wonderful University tradition.

///Policy FAM 820.35 info start///
Last Revision 2011 [Reaffirmed]: EC
///Policy FAM 820.35 info end///

FAM 820.55

STUDENT OPINION OF DEGREE-APPLICABLE COURSES OFFERED THROUGH THE COLLEGE OF EXTENDED AND GLOBAL EDUCATION

Purpose and Scope

The purpose of this document is to regulate student evaluation of teaching in courses offered through the College of Extended and Global Education (CEGE). The intent is to provide students in these courses an equal opportunity to provide feedback as students in regular Academic Year state-supported courses.

Policy Statement

This policy governs feedback provided from students to faculty. The primary purpose of this feedback is for formative assessment to the faculty member only. The faculty member may request that the evaluations be included in his or her Working Personnel Action File (WPAF), but otherwise they will not be included there.

Procedure and Process

All degree-applicable courses offered through CEGE shall be evaluated by students following procedures similar to those used for state-supported courses, including the use of the student questionnaires used in state-supported courses. All raw data, along with a copy of the statistical summaries, will be stored electronically in a secure document management system in a location to which only the faculty member has access, and the instructor will be notified of their availability immediately after grades are processed. Responsibility for administration of these SOTEs lies with the same office(s) that are responsible for administration of regular Academic Year state-supported courses.

///Policy FAM 820.55 info start///

History

First Created: _____ (Date) by _____

Revised: March 14, 2019 by EPRC

Renumbered: Date? F

///Policy FAM 820.55 info end///

FAM 822.5

CURRICULUM GUIDELINES

I. New Programs, Changes in Programs

1. Academic Master Plan.

New degree proposals must be in harmony with the University's Academic Master Plan. Each year, the University submits a five-year Academic Master Plan to the Chancellor's staff, the Board of trustees, and the California Postsecondary Education Commission. Requests to add degree programs to the Plan should be made to the appropriate college dean and the Associate Vice President, Academic Programs.

2. Format

The format of the new degree proposal should correspond to that outlined on the special Program Planning Form(s) available from the Scheduling Office. In addition, groups developing new programs should be aware of the Procedures for Submitting Degree Proposals (The California State University, Office of the Chancellor, Division of Educational Programs and Resources, Revised April 1985). Much of the information required by the Procedures can be used for on-campus review as well.

3. Need for the Program; Students Served.

The kinds of students for whom the program is designed and any special requirements for admission to the program should be noted. A needs assessment is also required. Generally this minimally involves a survey of potential students, endorsements by appropriate community officials and an indication of job market and societal demand for graduates.

4. Facilities, Equipment and Staffing.

Approval of a degree program by the Chancellor's Office is subject to assurances that financial support, qualified faculty, physical facilities and library holdings sufficient to establish and maintain the program will be available. Similar assurances should be provided for on-campus approval. This should take the form of specific statements addressed to faculty needs, staffing arrangements, physical facilities, capital equipment, operating expenses, library holdings, and special requirements for internship, clinical or other off-campus facilities. For programs of a complex nature, supporting statements from the Associate Vice President, Academic Resources, the University Librarian or other appropriate administrators are advisable.

5. Consultation.

Upon submission of a new degree proposal, evidence should be provided that consultations have occurred among appropriate segments of the University.

6. Size of the Major; B.A./B.S. Options.

Certain minimum requirements for degree programs are specified in Title 5 of the California Administrative Code. Although there is no specification of a maximum requirement, this should not ordinarily exceed 12 courses (60 units) for the B.A. The principal exception to this upper limit is anticipated in interdisciplinary majors where a greater than usual proportion of the course work may need to be at an introductory level. In any case, the new degree proposal should address itself squarely to the question of the size of the major program.

In certain disciplines where undergraduate preparation is of a professional type, it is appropriate to consider a B.S. degree or B.S./B.S. options. In general, the B.S. degree tends to be more structured and the B.A. degree more flexible. Also, the B.S. degree may require additional units for graduation. Regardless of size, structure of curriculum, or number of options, all students in a given major must have at least 5 undergraduate courses.

Title V Requirements

Common Core

B.A.: 186 units; 60 units (minimum) at upper-division; 36 units (minimum) in the major; 18 units (minimum) upper-division in the major.

B.S.: 186 (minimum) to 198 units (maximum); 60 units (minimum) at upper-division; 54 units (minimum) in the major; 27 units (minimum) upper-division in the major.

M.A./M.S.: 45 unit minimum.

7. General Education.

Although courses taken to satisfy General Education requirements are not ordinarily appropriate to the needs of a major program, there are instances in which certain courses may serve this dual purpose. If General Education courses are specified as part of a major, the major program must still provide for at least 36 units outside of General Education for the B.A. and 54 units for the B.S. The new degree proposal should explain the relationship, if any, of course work in General Education to that in the major.

8. Prerequisites.

Many degree programs require prerequisites outside of the discipline itself. If a given course or series of courses is to be specified as a "prerequisite" to the degree program, justification must be provided regarding:

- (a) why the proposed prerequisite is necessary,
- (b) how the prerequisite relates to required or elective courses in the degree program,
- (c) at what point in the undergraduate program the prerequisite to be completed, and
- (d) what mechanism will be employed to insure this completion?

9. Free Electives.

Although the number of "free" electives will be variable from one degree program to another, typically this number should be six or more. Degree proposals which permit substantially fewer free electives should include a specific justification of this fact.

10. Options, Concentrations, Special Emphasis and Minors.

An option, a concentration and a special emphasis are all defined as an aggregate of courses designed to give a student specialized knowledge, competence or skill usually with a degree major. All majors must have common core of 5 undergraduate or 3 graduate courses. A minor is a formal aggregate of courses in a designated subject area distinct from and outside the student's degree major. The information required for implementing an option, concentration, special emphasis or minor is less detailed than for a full degree program, both at the campus level and in the Chancellor's Office. All of the preceding guidelines that are appropriate to the submission of an option, concentration, special emphasis, or minor should be followed. In addition, the proposal should demonstrate specifically that the aggregate of courses had the type of coherence that will lead to the acquisition of "specialized knowledge, competence or skill." As a minimum, options within an undergraduate degree program must share five courses in a common core, and options within a graduate degree program, three.

11. Changes in Programs.

Ordinarily, changes in existing program do not need to be justified in as much detail as new programs. Those of the preceding guidelines which are applicable to the proposed change should be followed.

II. New Course, Course Changes

1. Format.

The format for course proposals should correspond to that outlined in the special Course Planning Forms available from the Scheduling Office.

2. Course Number, Title and Description.

The course proposal indicates, through the course number, whether the course is degree applicable and whether it is to be lower-division, upper-division or graduate level. In some cases it may be necessary to justify why the indicated course level is most appropriate. Both the course title and course description should be as clear and concise as possible. Also, consideration should be given to potential articulation problems with community colleges when considering an appropriate course level and content.

3. Need.

The specific needs to be served by the new course should be indicated. Is the course to serve as part of a required core in the major, an elective in the major, a service course for non-majors? How will the curriculum be improved by the addition of the new course?

4. Student Interest.

The approval of a new course by the Curriculum Committee does not guarantee that the course can in fact be added to the schedule of classes; this is contingent upon sufficient student interest. What evidence is there that this interest exists? What has been the pattern of enrollments for similar courses? Are there a sufficient number of students majoring in discipline to support the new course? What are the prospects that the course will be attractive to non-majors (perhaps as indicated by consultations with appropriate department chairmen)? Is there enough student interest to suggest that the course can be offered at least once every two years?

5. Staffing, facilities, Equipment.

A new course proposal must indicate either that the course can be staffed by existing faculty or that appropriate arrangements have been made to secure qualified faculty. Similarly, the facilities and equipment necessary for a new course must either be available or the means for their acquisition must be indicated. In no case can approval of a new Course by the Curriculum Committee be used as sufficient justification for a subsequent request for faculty, facilities or equipment.

6. Proliferation.

Course proliferation is impossible to define in precise terms, yet it should be a matter of concern to all who are engaged in curriculum construction. Two measures that are especially significant are these:

(a) What is the ratio of the number courses to the number of faculty in a given department?

(b) What is the relationship of a given course to the long range of the department? In considering factor (a), the ratio should not be so small as to severely limit choices available to students; but neither should it be so large to require faculty members to engage in an unusually heavy course preparation schedule not to reduce the frequency

with which individual courses can be offered no less than once every two years. At the current stage of development of the University, a ratio of about 3:1 or 4:1 appears optimum.

Finally, these questions should be considered: Are the objective of the course sufficiently broad to warrant its inclusion in an undergraduate curriculum with a strong emphasis in the liberal arts? Does the course serve primarily the needs and interest of the student? Is there enough student interest to suggest that the course can be offered at least once every two years?

7. Consultation.

Course proposals in areas in which the interests of two or more departments overlap should include an indication that appropriate consultations have taken place. Issues should be resolved prior to discussion of proposal by University Curriculum Committee if possible.

8. Units of Credit.

The standard course at the University meets four hours per week and carries five (5) quarter units of student credit. This nontraditional relationship between number of contact hours and number of credit hours requires that courses include special out-of class components to justify the additional credit awarded. A description of the out-of-class components must be included in the justification for each course.

Course formats other than that of 4 class hours/5 credit hours are permissible, but where an alternative format is used, specific justification is required. Among the alternative formats are:

- (a) Six (6) units credit. Lecture-laboratory courses meeting four hours per week for lecture and six hours per week in laboratory.
- (b) Two-and-one half (2 1/2) units credit. It is appropriate to propose, with justification, a "half-course." This might be a course which, only two hours per week for the full term or four hours per week for one-half term. The course should have a special out-of-class component, and for reason should carry one-half the credit of a "standard" course.
- (c) Two (2) units credit. This is the standard credit awarded Activity courses with no independent study features, e.g., physical education.
- (d) One (1) unit credit. This is the smallest unit of credit that can be awarded.
- (e) Variable credit. It is appropriate that variable credit (one to six units) be used for project work (e.g., independent study, special projects) that cannot always be defined in five-unit modules. In such cases the amount of credit

to be awarded for a specific offering of the course must be clearly indicated in the class schedule.

9. Class Size.

Historically, the campus has attempted to foster small classes by teaching a large majority of courses in a seminar or lecture/discussion format. This resulted in most sections having from 10-30 students with an average of around 16 students. A few classes, because of the demands of the subject matter, must be held to a maximum of 20 students. And, of necessity, to maintain the requisite student/faculty ratio university- wide, some classes must be of intermediate (up to 100) or large-lecture (up to 250) size. Careful consideration should be given in each course proposal to specify a class size that is optimum for students and faculty yet responsive to the needs of the college as a whole.

10. Prerequisites.

If prerequisites are listed for a course, it is assumed that normally a student cannot complete the course satisfactorily unless the specific prerequisites have been met. Where this assumption does not hold, prerequisites should not be listed. No checking is done in the registration process to ensure that students have met prerequisites to a course.

11. Consent of Instructor.

If consent of instructor is to be a requirement for admission to a course, the course proposal must indicate the criteria that will be used in granting consent. To comply with government regulations (e.g., Title IX), these criteria made available to students through departmental offices.

12. Courses with Changing Subject Matter.

A number of courses in the curriculum, e.g. seminars, area studies and genre courses deal with subject matter that may change from time to time as the course is offered. The following guidelines should be followed in proposing such courses.

(a) The course proposal should include a list of representative topics to be covered. If any of these topics are likely to overlap or conflict with the interest of another department/school, consultation should occur in the same manner as for other course proposals.

(b) To introduce a new topic, the faculty member teaching the course should have the approval of his/her department/school. Where overlap or conflict of interest with another department/school is likely to exist, appropriate consultation should occur.

(c) If a particular topic is to be repeated frequently, it is generally more appropriate for that topic to be proposed as a separate course than as one of a number of topics under a more general heading.

13. Repeat of Courses for Credit.

At times, it is appropriate for a student to repeat a course for credit, but the catalog description must always include a statement to this effect to ensure that credit will be awarded.

(a) For courses in which the subject matter changes, the course description should include the statement, "May be repeated for credit as subject matter changes and with consent of instructor." Moreover, where possible, the class schedule should reflect the course content. Departments/Schools should give consideration to any limitations that seem advisable on the number of times a course may be repeated and so indicate the course description, e.g., "May be repeated once for credit as subject matter changes and with consent of instructor."

(b) Certain advanced courses, particularly those involving independent study, special projects or creative activities, may also be repeated for credit. In these cases, a catalog statement such as, "May be repeated for credit with consent of instructor," is sufficient.

14. Cross-listing of Courses.

If two departments have a need to present courses of substantially the same content, this means that whenever the course is scheduled, students will enroll through the department/school offering the course. Justification for the cross-listing should be provided in the course proposal, and the course description should carry the statement, "This course is also offered as _____ Credit for the course may be received only once."

15. Restricted Credit.

(a) Occasionally, a department may wish to offer a course for the benefit of certain groups of students but deny credit toward major requirements. The reasons for limiting credit should be stated in the justification and the course description should carry a designation such as, "May not be counted toward fulfilling requirements in the major."

(b) At times, a single department/school or two related departments may offer courses that are not identical but yet are similar enough that credit should not be awarded for each. An appropriate designation should be included in the course description such as "May not be counted for credit by students who have received credit for _____."

16. General Education.

Courses that are proposed to meet general education requirements need a special justification. Contact the Committee on General Education for applicable guidelines. Since general education courses are, for the most part, to be offered in large lecture sections, some indication should be given that sufficient student interest exists to produce the required enrollment.

17. Course Changes.

For course changes the amount of information required is generally less than for new courses. Proposals for course changes need to reflect only those of the preceding guidelines which are applicable.

18. Course Number Changes.

If the course content is revised substantially, or if the number of units is change, the number of a course must also be changed. For minor changes in title or description, a course number change is not required.

///Policy FAM 820.5 info start///

Last Revision: Admin

///Policy FAM 820.5 info end///

FAM 826
STUDENT DISCIPLINARY PROCEDURES FOR THE CALIFORNIA
STATE UNIVERSITY AND COLLEGES

March 8, 1972

TO: State College Presidents

FROM: Glenn S. Dumke, Chancellor

SUBJECT: Student Disciplinary Procedures of the California State University and Colleges, as revised by Executive Order No. 148

I am pleased to attach five copies of Executive Order No. 148 relating to the revision of the Student Disciplinary Procedures of the California and Colleges, along with the following documents:

1. Student Disciplinary Procedures of the California State University and Colleges , as revised by this Executive Order (Attachment A);
2. Memorandum of the General Counsel (Attachment B). This memorandum discusses each change made by this Executive Order. For the most part, the changes do not involve any major substantive modification, and will become effective on March 20, 1972.

In cases where a hearing officer from the office of Administrative Hearings (the new designation for the Office of Administrative Procedure) is desired, arrangements should be made pursuant to the procedure set out in my cover memorandum to Executive Order No. 116.

Please arrange appropriate distribution of the Executive Order and procedures to the various areas concerned.

GSD/ph

Copies to: Chancellor's Staff

Last Revision 1972: Administrative/CO

Attachment A

Ed. Pol. -Item 6

March 21-22, 1972

1. Purpose and Scope.

- a. It is the purpose of this document to provide procedures, which are fair and just, to both the students charged and to the institution, by which it can be determined, whether violations of conduct and conduct-related regulations have occurred.
- b. These Procedures are established pursuant to Section 41304, Title 5, California Administrative Code.* They govern determinations under Article 1, Subchapter 3, Chapter 1, Part V of that Code, and other state and federal laws which require institution hearings.

*** Specific code sections referred to in these Procedures are set out in Appendix.**

2. Authority of the President.

- a. The President shall exercise his authority in disciplinary actions pursuant to Article 1, Subchapter 3, Chapter 1, Part V of Title 5, California Administrative Code, these Procedures, and other laws and regulations as applicable.
- b. All determinations and findings made at the institution level by anyone other than the President, including determinations and findings of the Hearing Officer (see Section 9), are in the nature of recommendations to the President (except as otherwise provided in Section 2-c of these Procedures), who shall have final campus authority. Decisions of the President are subject to review by the Chancellor or his designee, and by the Board of Trustees. The designation of Hearing Officers (see Section 9-a) and decisions on challenges of any Hearing Officer for cause (see Section 9-f) shall be made by the Chancellor or his designee.
- c. The functions of the President as described in the following sections of these Procedures, may be delegated by him to individual designees who are members of the staff of the institution, and who shall exercise those functions in his name. All references in these Procedures to the President include such designees. The President shall be responsible for any action taken under his authority. The President may request another institution officer or employee to perform the functions of the President under these Procedures where in his judgement the particular circumstances merit such action, such as when the President is a percipient witness in a disciplinary proceeding. Such requests should be made through the President of the other institution.

3. Coordinator.

a. The President shall assign a member of the institution staff to be in charge of administration of these Procedures; to perform the duties described in these Procedures; and to perform such other as the President may determine. The person so assigned shall serve in this assignment at the pleasure of the President.

b. The person so assigned may use such local, administrative title as the President may determine. For convenience, he is referred to herein as "Coordinator."

c. All references in these Procedures to the Coordinator shall include any other persons who are authorized by the President to assist the Coordinator and act in his name.

d. The Coordinator shall investigate all alleged violations of Article 1, Subchapter 3, Chapter 1, Part V of Title 5, California Administrative Code, Section 22505 of the Education Code and related matters concerning withdrawal of consent to remain on campus and of eligibility for and termination of financial aid.

e. As a result of his investigation, the Coordinator shall make a recommendation to the President as to whether the matter should proceed, and of the kind of hearing authorized in Section 7, which should be held.

f. The Coordinator shall send such notices as are appropriate, and institute hearings pursuant to these Procedures.

g. The Coordinator shall make physical and scheduling arrangements for the hearing of cases.

h. Except where other provision is made with respect to hearings by an administrative officer (Section 7-a (1)) and to residence hall matters (Section 7-a (3)), the Coordinator shall attend the hearings and shall marshal and present the evidence against the student charged, subject to the provisions of Section 9-I (2) of these Procedures.

4. Notices.

a. The Coordinator shall prepare and mail notices as appropriate to the student charged. Notices addressed to him at the last address posted on the records of the Registrar of the institution, and deposited in the United States Mail, postage prepaid, shall be presumed to have been received and read by the student charged.

b. The Coordinator shall initiate hearing procedures against a student charged, by mailing or delivering a notice letter to him, by registered or certified mail, return receipt requested, which notice:

(1) Contains a statement of the charges against him, in terms of Sections 41301 and 41302 of Title 5, California Administrative Code Section 22505 of the

Education Code if that Section is applicable, and applicable financial aid eligibility termination provisions, if any, a factual description stated with reasonable particularity, of the conduct upon which the charges are based, and the office at the institution where additional information regarding the evidence against him may be obtained.

(2) Notifies him of the time and place of hearing.

(3) Encloses a copy of these Procedures or notifies the student of the office at the institution where he may obtain a copy without charge. If consent to remain on campus has been withdrawn from the student at the time this notice is sent, a copy of these Procedures shall be enclosed with the notice.

(4) Notifies him that he may be accompanied at the hearing by an advisor of his choice, who may act on his behalf, and who may be an attorney, and of the time within which he must inform the Coordinator of the name and address of his adviser if he is an attorney.

(5) Includes such information as an immediate suspension and withdrawal of consent to remain on campus where such action has been decided upon; a request for the student's preference as to the kind of hearing to be conducted (Section 7), and any determination reached pursuant to Section 6-d with respect to possible sanctions and financial aid eligibility termination pursuant to Section 11-c, whether or not the student is receiving financial aid at the time, and such other information as the Coordinator may wish to include.

c. The notice letter may be amended at any time with respect to the information described in Section 4-b of these Procedures. Such amendments include deletions, additions, or other changes in the prior notice letter. In the event the amendments would require the student to prepare a defense which is substantially different from that required by the prior notice letter, the hearing may be postponed for a reasonable time which should not exceed ten (10) working days. In the event the notice letter is amended after the hearing has commenced, the Hearing Officer or Administrative Officer may, in his discretion, continue the hearing for a reasonable time, not to exceed ten (10) working days.

5. Immediate Suspension.

a. The President may order the immediate suspension of any student for the interim period pending a hearing whenever he determines such action to be required in order to protect lives or property and to ensure the maintenance of order. The student so suspended shall be afforded an opportunity for a hearing with respect to the immediate suspension. The hearing on the immediate suspension will normally be afforded within two working days** of the suspension. The hearing shall be held pursuant to the

provisions of the Section 8-a of these Procedures. The issues shall be whether his continued suspension pending such disciplinary hearing is required in order to protect lives or property and to ensure the maintenance of order, and on any issues presented by a request for hearing pursuant to Penal Code Section 626.4(c).

* * "Working day" is defined in Section 12-e.

b. Immediate suspension will be coupled with a withdrawal of consent to remain on campus, pursuant to Penal Code Section 626.4, whenever it is determined, pursuant to that section, that there is reasonable cause to believe that the person has willfully disrupted the orderly operation of the campus or institution facility, and that his presence will constitute a substantial and material threat to such orderly operation.

c. The Coordinator shall be responsible for presenting evidence that a temporary suspension, withdrawal of consent to remain on campus, or both, should be continued.

6. When Hearings are to be Held; Waivers.

a. Action under these Procedures shall go forward regardless of possible or pending other administrative, civil or criminal proceedings arising out of the same or other events.

b. The President shall cause campus action to be initiated on the basis of the criminal conviction of a student whenever applicable statutes or regulations require it.

c. Hearings shall be held whenever the President accepts the Coordinator's recommendation to that effect, or does not accept a contrary recommendation from him, and whenever required by statute, action by the Board of Trustees, or the Chancellor. The President shall decide the kind of hearing to be held, as authorized in Section 7.

d. In any case in which a student is entitled to a hearing, the student may instead waive a hearing and accept a sanction with respect to discipline and decision with respect to eligibility for or termination of financial aid, as recommended by the Coordinator. The student may accept the sanction and financial aid decision without admitting that he engaged in the conduct charged. Should the student not accept the sanction and financial aid decision, the matter shall proceed to hearing, and no cognizance shall be taken of the recommendation made pursuant to Section 6-d.

7. Alternative Kinds of Hearings.

a. Based on recommendations of the Coordinator (see Section 3) and such other considerations as may be pertinent, the President shall decide whether a disciplinary matter should be conducted:

- (1) By an administrative officer of the institution, as provided in Section 8.
- (2) By the Hearing Officer, as otherwise provided in these Procedures.
- (3) By a residence hall committee, in the case of charges of conduct

violations in residence hall facilities where the infraction charged, as determined by the Coordinator, does not involve a possible sanction of suspension or expulsion.

b. In making his determination, the President may consider the expressed wishes of the student charged, the degree of apparent complexity of the facts or issues, the seriousness of the offense, and whether the student will be represented by an attorney. Ordinarily, the desire of the student charged for a hearing by an administrative officer, the apparent absence of complicated facts or issues, the relative lack of seriousness of the offense, and the student's not being represented by an attorney, are factors in favor of a hearing by an administrative officer.

8. Office Hearings by an Administrative Officer; Hearings Under Section 7-a(3).

a. Office hearings by an administrative officer shall be informal and subject to such procedure as the President may determine; provided that a student whose case is considered in this way shall: receive notice of misconduct charged in terms of a general description of the conduct and the provisions he is charged with having violated; be informed of any evidence to be considered against him and have an opportunity to challenge and rebut it, and to present evidence on his own behalf; be informed of the decision of the President and of the administrative officer's recommendation to the President. Such hearings shall be closed to all persons other than the students and the Coordinator, a single adviser for each of them, and witnesses while they are presenting evidence.

b. Hearings under Section 7-a(3) shall be subject to such procedures as the President shall determine, but shall afford the student charged with at least the provisions enumerated in Section 8-a.

9. General Provisions Relating to Hearings by Hearing Officers.

a. Hearing Officer.

(1) The Chancellor shall designate one or more Hearing Officers, who shall serve terms as determined by the Chancellor.

(a) Hearing Officers shall be attorneys, admitted to practice law in California who are qualified by professional experience in presiding at judicial or quasi-judicial adversary proceedings, or who have been members of the California State Bar for at least five years. They will not hold any employment, or other contracts (other than as a hearing officer) with any State College during the period of their service.

b. Evidence.

The hearing need not be conducted according to technical rules relating to evidence and witnesses. Any relevant evidence shall be admitted if it is the sort of evidence on which responsible persons are accustomed to rely in the conduct of serious affairs, regardless of the existence of any common law or statutory rule which might make improper the admission of such evidence over objection in civil actions. Hearsay evidence may be used for the purpose of supplementing or explaining other evidence but shall not be sufficient in itself to support a finding unless it would be admissible over objection in civil actions. The rules of privilege shall be effective to the extent that they are otherwise required by statute to be recognized at the hearing, and irrelevant and unduly repetitious evidence shall be excluded. No evidence other than that received at the hearing shall be considered by the Hearing Officer.

c. Both the student charged or his adviser and the Coordinator or his adviser shall be entitled to present relevant evidence and to question witnesses presented by the other. The President shall request students and employees of the institution to present evidence at a hearing when requested on behalf of the student or the Coordinator.

d. The student will not be required to give self-incriminating evidence, and no inference of his guilt shall be drawn by reason of his not giving evidence on this ground. In the event the student chooses to testify, he shall no longer have this privilege.

e. The Hear Officer shall:

- (1) Make all rulings on matters relating to the conduct of the hearing, including matters regarding admission of evidence.
- (2) Maintain an orderly hearing and permit no person to be subjected to abusive treatment. He may eject or exclude anyone who refuses to be orderly.
- (3) Recognize the student charged or his adviser, and the Coordinator or his adviser, for the purpose of questioning witnesses or presenting argument, evidence of requests to the Hearing Officer. The Hearing Officer may also question witnesses.

f. A student charged may challenge the Hearing Officer for cause by submitting a written statement setting forth facts which establish that:

- (1) The Hearing Officer was a participant in the event out of which the action arose except events connected with the conduct of a hearing; or
- (2) The Hearing Officer is related to or has had past association with the student charged or his adviser, the Coordinator or his adviser, or another person who has been adversely affected by the events giving rise to the action, which past association is of a kind which would prejudice his judgment to the degree that it appears that a fair hearing could not be had. "Past association" does not include an association acquired in connection with a previous hearing.

Challenges must be presented at the earliest reasonable opportunity, which normally shall be in advance of the hearing. Challenges shall be submitted to the Coordinator, who shall immediately forward them to the Chancellor for determination, and to the Hearing Officer; except that challenges presented at a hearing shall be presented to the Hearing officer, who shall cause them to be referred to the Chancellor. In the event a challenge is not presented in sufficient time before a hearing to permit a decision by the Chancellor, the hearing may proceed, subject to being vacated should the challenge be sustained. The Chancellor or his designee shall determine whether the facts present grounds for disqualification and his decision shall be final. The Hearing Officer may disqualify himself on his own motion. No peremptory challenges may be made.

g. Following presentation of evidence, the Hearing Officer shall privately consider the evidence with all other persons excluded and shall prepare a written report to the President. The report, which shall ordinarily be submitted to the President within two working days of the termination of the Hearing, shall contain as to each student charged.

- (1) A summary of the facts as found by the Hearing Officer, and a determination that the student did or did not commit the acts charged.
- (2) A finding that the act did or did not constitute one of the causes for discipline listed in Article 1, Subchapter 3, Chapter 1, Part V of Title 5 of the California Administrative Code.
- (3) Findings on evidence, relevant to the issues of the case, in mitigation or aggravation with respect to any disciplinary sanction.
- (4) Findings as appropriate with respect to eligibility for and termination of financial aid, pursuant to Section 11-c of these Procedures.
- (5) A recommendation of discipline, if any.
- (6) Such further report, as the Hearing Officer may consider appropriate.

h. The student charged shall be regarded as innocent of the charges against him until the contrary is established by a preponderance of the evidence. The Hearing Officer shall find a student to have committed the acts as to which he is charged if the Hearing Officer is persuaded by a preponderance of the evidence that the student committed said acts.

i. Advisers; Attorneys.

- (1) The Student charged may be accompanied by one adviser of his choice, who may act on his behalf. If he desires that his adviser be an attorney, the student charged must give written notice of the name and office address of the attorney to the Coordinator at least three working days before the time set for commencement of the hearing; if there are less than four working days between that time and the date of the notice of hearing, then the notice that his adviser will be an attorney must be given at the earliest reasonable time. The Hearing Officer may, in his discretion, continue the hearing in cases where the student has failed

to give the notice required by this Section or convene the hearing without counsel present either for the student charged or the Coordinator. Even if notice is not given by the student as required by this Section, the hearing shall be conducted with counsel if the Coordinator and counsel from the Office of General Counsel consent.

(2) Should a student charged advise that he will be accompanied by an attorney, the Coordinator shall immediately advise the Office of General Counsel, so that an attorney may be present with the Coordinator to present the case.

j. Times Within Which Hearings are to Proceed.

(1) Matters preliminary to hearings shall be decided, hearings conducted, and cases determined under these Procedures as quickly as possible, consistent with reasonable notice.

(2) Normally, matters preliminary to hearings shall be decided and notices of hearings given, within five working days of the time the Coordinator is informed that a probable conduct violation or other basis for a hearing has occurred, and of the identity of the person or persons apparently responsible.

(3) Hearings will normally be held within ten working days of the date notice is sent to the student charged.

k. Hearings shall be closed to everyone other than the persons conducting the hearing, the student charged and the Coordinator, a single adviser for each of them, the person designated to record the hearing pursuant to Section 9- m, and witnesses while they are presenting evidence.

l. It is the policy of the California State University and Colleges that evidence, proceedings, findings and recommendations (but not the final decision of the President) are confidential and shall not be made public by the institution or by any participant in a hearing, including the student charged. In the event these matters should become public, however, the institution may authorize such public statements as are appropriate and which do not violate any legal prohibition against such statements.

m. A tape recording but not a transcription shall be kept of the hearing. The student charged, on request, and at his own expense, subsequently may have or, under supervision, make a copy of such recording provided that use of such a copy shall be limited to subsequent administrative and judicial proceedings held in connection with matter. No tape recording by the student charged or by other persons at the hearing shall be permitted, but the student charged, at his own expense, may furnish a certified court reporter provided that the institution shall be permitted to make copies of the

transcript at its own expense, and that the student's use of such transcript shall be limited to this or subsequent administrative and judicial proceedings held in connection with the matter. This policy of confidentiality shall not preclude the institution from taking any action following appropriate procedures against any person or entity on the basis of evidence developed at the hearing.

n. Consolidated Hearings.

(1) Where more than one student is charged with conduct arising out of a single occurrence or out of connected multiple occurrences, a single hearing may be held for all of the students so charged. Such students may request that their case be consolidated with others, or separated from others. The Coordinator shall make determinations regarding consolidation. All such determinations shall be subject to revision by the Hearing Officer. In the event of such revision, all cases affected shall be rescheduled for hearing.

(2) The separation of one or more cases from a group of cases previously set for a consolidated hearing shall not be considered to affect the remaining cases in the group.

o. Absence of the Student Charged.

If the student charged does not appear, (personally or through his adviser) without satisfactory explanation for his absence having been made at his earliest opportunity, or should he leave the hearing before its conclusions, or adjournment, the hearing shall proceed without him, and the Hearing Officer shall render a decision based on the available evidence and make his report just as though the student charged had been present throughout the hearing. The fact that an administrative hearing or a civil or criminal trial for the student is pending shall not be considered a satisfactory explanation unless the actual hearing or trial date conflicts with the institution hearing date, or unless it is physically impossible for the student charged to attend the institution hearing.

10. Presidential Action.

a. The President may establish a procedure whereby a committee of students, or students together with faculty or students together with faculty and administrative personnel, shall, in such cases as the President may determine, review the recommendations of the Hearing Officer with respect to the discipline to be imposed, if any, and advise the President. Such committees, if established, shall be composed in such manner as the institution may determine. It shall not receive new evidence or argument, or conduct hearing, and its members shall be bound by the policy of confidentiality as stated in Section 9-I. If such a committee is established, the President shall forward a copy of the report of the Hearing Officer to the committee as soon as it is received, and the committee shall present its recommendations, if any, to the President within two working days of its receipt of the report.

b. The President shall review the report of the Hearing Officer, and recommendations if any, of any committee established pursuant to Section 10a. He may take the action recommended by the Hearing Officer; he may adopt a lesser sanction; he may, if necessary, refer the matter back to the Hearing Officer for further findings on specified issues; or, after a review of the record, he may adopt a more severe sanction. In cases where a committee has not been established pursuant to Section 10-a, the President normally shall render his decision within three working days of receipt of the recommendations of the Hearing Officer. In cases where such a committee has been established, the President normally shall render his decision within three working days of receipt of the recommendations of the Committee, and no later than six working days after initial receipt of the report of the Hearing Officer.

c. The President shall cause notification of his action to be sent to the student charged. If the action taken is suspension or expulsion with denial of access to the campus and institution facilities, notification shall be by certified or registered mail. The report of the Hearing Officer, and the recommendations of any committee established pursuant to Section 10-a, shall be made available to the student.

d. if the action taken is suspension or expulsion, and the student charged is a minor, his parent or guardian shall be notified of the action by certified or registered mail, return receipt requested, sent to the parent or guardian's last address posted on the records of the Registrar.

11. Discipline Which May Be Imposed; Eligibility for and Termination of Financial Aid.

a. Students may be expelled, suspended, placed on probation, or given a lesser sanction, as provided in Section 41301 of title 5, California Administrative Code.

b. Students who are expelled or suspended on the basis of conduct which disrupted the orderly operation of the campus or any facility of an institution, may be denied access to all or any part of the campus or other facility:

(1) In the case of expulsion, for up to one year.

(2) In the case of suspension, for a period up to the period of the suspension.

c. Determination on Eligibility for and Termination of Financial Aid. Concurrently with actions under these Procedure, the person conducting the hearing shall also determine whether the particular conduct found to have occurred is a basis for ineligibility for or termination of financial aid under applicable provisions of State or Federal Law, and of the Board of Trustees, whether or not the student is receiving financial aid at the time. Financial aid shall be terminated or eligibility denied by the President whenever required by any of these provisions.

(1) Hearings by a hearing board on questions of financial aid termination shall be held where required by Education Code Section 31292.

12. Other Provisions.

- a. A student enrolled at an institution who is accused of conduct subject to disciplinary action at another institution, shall be subject to disciplinary action at the campus with respect to which the violation is alleged to have occurred, and all references to the President, the Coordinator, and the Hearing Officer shall refer to those persons at that campus; provided that the President of the institution at which the student is enrolled shall make the final decision with respect to discipline.
- b. Hearings on qualifications for admission or denial of admission pursuant to Section 41303 of Title 5, California Administrative Code, shall be conducted pursuant to Sections 8 or 9 of these Procedures, as the President shall determine.
- c. The President may combine the duties of Coordinator with those of any other officer or employee, but may not combine such duties with those of the administrative officer assigned to conduct an office hearing pursuant to Section 8 of these Procedures, or with those of the Hearing Officer.
- d. Arguments by the student charged or his adviser concerning the legal (as distinguished from factual) applicability, or legal validity of any provision on the basis of which the student is charged, or of these Procedures shall not be addressed to the person hearing the case, but to the President, as soon as the hearing has concluded. The President shall seek advice on the matter from the Office of General Counsel. Such advice shall be considered by him before a final decision is rendered.
- e. As used in these Procedures, "working day" shall mean any day during the college year, summer session, and summer term other than a Saturday, Sunday, academic holiday of the institution as that term is used in 5 California Administrative Code Section 42800, or holiday as defined in Government Code Section 18025.
- f. As used in these Procedures, "attorney" shall mean any person who is admitted to practice before any state or federal court.
- g. Technical departures from these Procedures and errors in their application shall not be grounds to withhold disciplinary action or a determination of ineligibility for or termination of financial aid unless, in the opinion of the President, the technical departures or errors were such as to have prevented a fair and just determination of the issues.
- h. As used in these Procedures, "institution" shall mean a California State University or College.

MEMORANDUM OF THE GENERAL COUNSEL

On August 19, 1970, Executive Order 109 was issued, providing a system-wide set of procedures for handling student disciplinary matters. The Board of Trustees confirmed the Administrative regulation authorizing the Chancellor to issue and revise these Procedures. On October 30, 1970, Executive Order No. 116 was issued, revising the Student Disciplinary Procedures. As was stated in my memorandum attached to Executive Order No. 116, the Procedures would continue to be tested in practice and carefully scrutinized to determine whether, based upon experience, they should be further revised.

After consultation with the interested parties, a revised Student Disciplinary Procedure is issued by Executive Order No. 148. Those consulted on these revised procedures were the Chancellor's Council of State College Presidents, the California State College Student Presidents Association, the Academic Senate, the Deans of Students and others concerned with the administration of the Procedures.

For the most part, the changes in the Procedures do not involve any major substantive modification. The nature of the changes as well as the small number of changes which were made, are a comment upon the overall effectiveness of Executive Order No. 116. For ease of review, each change in the Procedures made by this Executive Order is identified and discussed in the paragraphs which follow:

The Procedures have been physically reorganized and renumbered to provide greater clarity. This was a suggestion of California State College Student Presidents Association.

Changes have been made throughout the Procedures to reflect the name change enacted by the Legislature.

1-b Modifies references to particular Title 5 provisions to refer to appropriate Article in Title 5, rather than referring to specific sections. Any new sections within that Article will then be automatically included in the Reference.

2-c Provides for the circumstances when it would be inappropriate for a particular president to perform the functions otherwise requires by the Procedures.

3-h Clarifies that when a student is represented by an attorney; an attorney from the office of General Counsel will present the institution's case.

4-

b (1) Provides that the notice letter include a statement concerning the office where the student may obtain additional information regarding evidence

against him.

4-

b (5) Clarifies that certain financial aid eligibility determinations be made whether or not the student is receiving financial aid.

4-c This new section provides for amendment of the notice letter.

5-a Clarifies that hearings on immediate suspensions will be held not later than ten "calendar day" of the "commencement of the suspension."

7-b Includes the fact of representation by an attorney, as one for the criteria determining which type of hearing will be held.

9-b Provides that the privilege against self-incrimination is lost in the event the student chooses to testify. While no 9-d change has been made in this section of the Procedures, the student representatives requested a brief explanation of the phrase in Section 9-b; "rules of privilege shall be effective to the extent that they are otherwise required by statute." Since maintenance of the confidentiality of certain relationships is considered of greater value than the disclosure of evidence of which is acquired within those relationships, the Legislature has adopted rules of privilege through which such confidential information may be excluded in any proceeding in which testimony can be compelled by law to be given. This section makes these rules of privilege applicable to student disciplinary proceedings. Examples of such communications include most statements made in confidence in the course of lawyer-client, physician-patient, psychotherapist-patient, clergyman-penitent, and husband-wife relationships. Such communications may be excluded from evidence if an appropriate objection to their receipt is made. The privilege may be waived by a person entitled to waive it. Thus, the patient, but not the physician, may be waive the privilege against admission of statements made within the physician-patient relationship; and the client, but not the attorney, may waive the similar privilege with respect to communications within the lawyer-client relationship.

9-

g(3) Provides that findings on evidence of mitigation or aggravation is limited to relevant issues of the case.

9-

j(2) Increases from three to five days the time in which matters preliminary to hearings should be accomplished and notice letters given. (Those who administer such matters felt that the previous time limit was too short.)

9-m Deletes requirement that a student provide the institution with a free copy of any court reporter's transcript. The new provision permits the institution to make copies at its own expense.

10-a Clarifies that the president may utilize the review committee in such cases as he may determine.

12-e Redefines "working day" to exclude academic holidays.

12-f Defines "attorney."

FAM 827.3

DISTRIBUTED LEARNING POLICY

Preamble

The central tenet of this document is to preserve and protect the academic quality of courses offered through California State University, San Bernardino. The university seeks to preserve academic freedom, encourage innovation and instruction and support the faculty's collective responsibility to ensure the academic quality and integrity of the University's courses, programs and degrees. Distributed learning may allow the University to more fully achieve its mission by addressing such factors as the large service area, dispersed student population, expected enrollment growth and limited space on campus. In all circumstances, academic excellence takes precedence over managerial or economic efficiencies (Attachment 3).

Definitions

Distributed learning in this document means any mode of electronically mediated instruction where class members are not, nor are expected to be, in the same physical location as the instructor during the regularly scheduled class time.

For this document, the specific distributed learning definitions are designated by the Chancellor's Office and placed into the course schedule by Academic Scheduling (see Appendix I).

This policy does not apply to off-campus, on-site, live instruction, which is covered in FAM 819.5 Off-Campus Courses Offered as a Part of the Regular College Program.

This policy shall apply to all credit-bearing courses and programs offered through distributed learning by California State University, San Bernardino. Nothing in this policy shall imply that distributed learning is a preferred or required mode of instruction

A. General Principles Applicable to the Distributed Learning Policy

1. The campus will adhere to regulations for distributed learning provided by the appropriate accreditation bodies (WASC, et al.).
2. Distributed learning courses (hybrid and fully online) and programs shall be consistent with the educational mission and practices of the department, college, and the University.
4. Tenure-track faculty are essential to the academic integrity of any program including those offered via distributed learning. Academic content should be developed and delivered under the direction of the CSUSB tenure-track faculty. The individual faculty owns the course materials, unless there is a contract specifying otherwise.

5. No faculty member shall be compelled (directly or indirectly) to teach via distributed learning without his/her consent. This component of the policy shall not apply to off-campus, on-site, live instruction (see FAM 819.5).
6. Admissions criteria to credit-bearing classes and programs shall be comparable for students on and off campus. Some programs may have unique admissions criteria.
7. Students and faculty shall have appropriate access to the University library resources and services.
8. The University shall offer appropriate training and support services to faculty teaching distributed learning courses, using various learning modalities, including online and face-to-face options. All university computers and technologies should be updated regularly.
9. The University shall offer appropriate training and support services to students taking distributed learning courses, using various learning modalities, including online and face-to-face options.
10. Faculty and students have a right to know the modes of delivery and technological requirements of each course, program and degree offered by the University. Students shall have access to this information before enrolling in a course or program, subject to the provisions in section B.2 below. The Mode of Instruction cannot be changed after registration for classes has started unless the applicable Chair and Dean approve in extraordinary circumstances.
11. "Faculty should make reasonable efforts to ensure that technology requirements for successful completion of the class are appropriate.
12. Faculty teaching hybrid courses should stipulate as soon as possible before the course commences, the approximate number of face-to-face sessions that are to be replaced by online sessions or activities. If course management (for example, faculty assignment and scheduling) makes it impossible to inform students before they have enrolled, students shall be informed of the approximate number of face-to-face versus and online sessions or activities in the syllabus. Students shall have access to this information as soon as is reasonable before beginning a course.
13. Unless otherwise explicitly stated, current University policies and procedures also apply.

B. Curriculum and Instruction

Technology is changing quickly and influencing the development of new models of teaching and learning. At the same time, these new technologies are playing an increasingly important role in society. The university, its faculty, staff, and administration work to ensure that these new technologies promote CSUSB's standards of academic excellence.

1. Since the curricular process approves the content of all for-credit new courses, new courses taught in a distributed learning format (see definition in preamble) must first go through the regular curricular approval process.
2. In the case of existing courses, approval for the use of distributed learning is within the purview of the department/school and/or program subject to the principles set forth in this Policy.
3. In the event of a complaint or a dispute regarding the delivery mode of any course, the department chair/school director and/or college dean will conduct a review that follows university procedures and expressly takes into account the principles listed in this Policy.
4. At the program level, quality of courses is the purview of the program in which the course resides and periodic program reviews by departments and programs should be undertaken to evaluate and ensure the effectiveness of instruction of distributed learning courses. Care should be taken to abide by the standards established by the appropriate accrediting agencies. Programmatic use of distributed learning may constitute a "substantive change" in the program, as defined by WASC, and necessitate a WASC review. Other accreditations may also be affected, as well as the availability of federal financial assistance under Title IV of the Higher Education Act.
5. The university shall not contract with any private or public entity to deliver distributed learning courses or programs to that entity without the prior approval of the relevant department/school or Program, for such entity to deliver distributed learning courses or programs to CSUSB without the prior approval of the relevant department/school or program, nor to deliver that entity's distributed learning courses or programs in place of or in addition to CSUSB courses without the prior approval of the relevant department/school or program.

C. Faculty

1. The development and utilization of distributed learning must not be used to reduce or eliminate tenure-track faculty positions.
2. A faculty member may choose to offer office hours electronically after consultation with and approval of the department chair/school director and dean.

3. Class size and faculty workload will be determined by the college dean after consultation with the faculty member and the department chair/school director, and must take into account the level of interaction between faculty and students.
4. Because distributed learning may involve the use of technologies and teaching methods which require specialized training, the faculty member engaged in distributed learning is responsible for making use of the university-offered resources and training where appropriate.

D. Support for Distributed Learning: Facilities and Resources

1. Consistent with the mission of CSUSB, the university must provide funding for distributed learning as appropriate without impairment of resources for other modes of instruction.
2. The university shall provide appropriate information, support and training to faculty for compliance with the Americans with Disabilities Act. The university will provide the same level of support to students regardless of modality.
3. Faculty choosing to use non-university-supported resources (e.g. third- party servers, non-university-supported software) must state in their syllabus that the university will not provide technical support for those resources and that the university does not endorse any products which may be advertised through those resources. These faculty are responsible for compliance with all principles of this policy, including, reasonable, technical support for students. Faculty who use university supported resources shall not be held responsible for technical support of these resources.
4. University policies concerning evaluations of teaching effectiveness and outcomes assessment also apply.

E. Support for Distributed Learning: Student Services

1. The Office of Academic Technologies and Innovation (or designee) will handle student questions and refer students to appropriate available services for distributed learning.
2. The university must provide:
 - access to the range of student services appropriate to support distributed learning courses including admissions, financial aid, academic advising, delivery of course materials and placement and counseling;
 - adequate means for resolving student complaints;
 - adequate information about and resources for obtaining the

- technical competence to use the necessary technologies; information about access to library and other learning services;
- information about access to other available university support services;
- assistance to prospective students in understanding the nature and potential challenges of learning in distributed learning environments; and
- technical support for hardware and software.

3. Advertising, recruiting and admissions information must adequately and accurately represent the requirements and services available for distributed learning courses and programs.

F. Academic Integrity

1. The academic integrity of a course is ultimately the responsibility of the faculty member. The university must inform faculty involved in distributed learning about the variety of assessment tools, the relative level of security of these assessments and methods for limiting students' use of unauthorized resources. The university will provide criteria for ensuring student identity.
2. The university will provide reasonable accommodation for assessment services for courses taught via distributed learning.
3. Consistent with the university policy on plagiarism and cheating, reasonable safeguards shall be in place to ensure academic honesty.
4. Faculty are responsible for adhering to CSUSB's Intellectual Property Policy (FAM 500.8) and Acceptable Use Policy for Electronic Communications.

G. The Academic and Distributed Technologies Committee

Membership: The Academic and Distributed Technologies Committee shall include one faculty member from each College. Members shall serve two-year staggered terms, with the possibility of one-year terms to ensure that staggering ensues. The committee shall also include, as non-voting members, the Director of the Office of Academic Technologies and Innovation, the Faculty Associate of ATI, the Dean (or designee) of the College of Extended Learning, and the Director (or designee) of the Teaching Resource Center. The Committee shall select a chair or co-chairs at the beginning of each academic year from among the voting members of the committee.

Duties:

- 1) The Academic and Distributed Technologies Committee will monitor policy issues that arise with regard to the University Policy on Distributed Learning and shall, as it considers appropriate, (a) refer a particular issue to one of the standing committees of the Faculty Senate for the development of a policy or (b) develop a policy on a particular issue itself and then refer the proposed policy to the Executive Committee of the Faculty Senate.
- 2) The Committee will monitor and report on instructional technology and distributed learning trends and issues on campus.
- 3) The Committee shall seek to gather and represent faculty perspectives on questions relating to teaching, learning, or researching with instructional technologies, including distributed learning and other learning technologies, and it will work with ATI to provide services and support to the faculty. Faculty are free to bring questions and requests for support to either the Committee or ATI as they choose.
- 4) The Committee will recommend to ATI mechanisms that will support faculty in staying current on instructional technologies and distributed learning, such as opportunities for training, experimenting with emerging technologies, and support from instructional designers.
- 5) The Committee will be responsible for gathering feedback from faculty on the effectiveness and usability of the instructional technologies employed.

H. Annual Report

The Academic and Distributed Technologies Committee shall oversee the production of an annual distributed learning report will be made available to the university community. The Office of Academic Technologies and Innovation shall produce the report. The report shall discuss the state of distributed learning at CSUSB, including campus trends for online courses. Specific topics and issues to be addressed are, among others, distributed learning growth trends, the nature of hybrid courses, department and program online activity summaries, faculty workload issues, student and faculty perceptions of quality, and future directions.

///Policy FAM 827.3 info start///

Last Revision 2016: DLC

///Policy FAM 827.3 info end///

Appendix 1 – Chancellor Office Coding

Additional Instruction Modes have been implemented and Learning modes will be

delivered by the Common Management System Division of the Chancellor's Office and will be required for all class sections effective fall 2015. These include:

- OL - Online Class Section. Some campus meetings may be required for orientation, mid-term, final exam. No instructional face-to-face meetings (coded Learning Mode 03 – considered 100% online).
- FO – Fully Online Class Section. Class section in compliance with AB386. No campus meetings required, no designated day/time for synchronous interaction with instructor. (coded Learning Mode 01 – considered 100% online). Class section also requires an additional Course Attribute row of Fully Online/AB-386
- HO – Hybrid Online Instruction with Synchronous Classroom Instruction Component. Hybrid course section where online is the method of instruction but a specific day and time is scheduled for the term. Students may need to come to campus occasionally on the designated day and time and/or participate in a synchronous format/interaction with the instructor during the designated day/time (coded as Learning Mode 05 – considered 100% online).
- HC – Hybrid Classroom Instruction with Online Instruction Component. Hybrid course section, students are required to participate on-campus/face-to-face in a designated classroom on a specific day and time in addition to an online instruction component (coded Learning Mode 06 – considered as hybrid with percentage online instruction less than 80%)
- CO – CEL Online. College of Extended Learning Online. Used by the College of Extended Learning to differentiate between main campus and College of Extended Learning online class section offerings (coded Learning Mode 03 – considered 100% online)
- CM – CourseMatch Class Section. For courses that have been approved for CourseMatch. No campus meetings required, no designated day/time for synchronous interaction with instructor. (coded Learning Mode 01 – considered 100% online). Class section also requires an additional Course Attribute row of Fully Online/CourseMatch
- OC – Class Section Located Off-Campus. Face-to-face instruction required at an on off campus location identified on the Meetings page for the section (coded Learning Mode 09 – considered 100% face-to-face).
- P - Classroom Instruction. Standard instruction with face-to-face meetings. Supervision courses, unless specifically designated otherwise, are also coded as P (coded Learning Mode 09 – considered 100% face-to-face).

- TO - Televised Class Section-Origination Site. Class section broadcasting in synch with PDC class section (coded Learning Mode 09 – considered 100% face-to-face).
- TR - Televised Class Section-Receive Site. Class section receiving broadcast in synch with PDC class section (coded Learning Mode 09 – considered 100% face-to-face).
- Z - Zero Units Instruction, use for courses without units (for non-resident graduate tuition calculation– coded Learning Mode 09 – considered 100% face-to-face although zero unit courses are not reported in APDB).

FAM 831.75
POLICY CONCERNING SIMULTANEOUS ENROLLMENT

Procedures have been established whereby a student may enroll in two courses that are scheduled to meet at overlapping times. The student should procure a Petition for Waiver of University Regulations from Student Services, meet with instructors for both of the courses involved to make special arrangements and obtain the written approval of both instructors. The petition must be filed prior to the student's registration for the quarter.

///Policy FAM 831.75 info start///

Last Revision 1995: EPRC

///Policy FAM 831.75 info end///

FAM 832.4

POLICY ON FINAL EXAMINATIONS

Purpose and Scope

The purpose of this FAM is to describe policies for the final examination period.

Policy Statement

The days designated for "final examinations" are counted among the academic workdays constituting the officially defined academic term. Faculty members, therefore, must have a final class-related activity with their students for any course classified as a lecture or seminar. The final class-related activity must take place during the university's scheduled "final examination" week.

If a course has a synchronous (in-person or online) final exam, the exam should occur during its designated day and time listed in the final examination schedule; note: this option is only available for in-person, synchronous online, or hybrid courses. In courses with a final exam that is not synchronous, the exam should occur within a reasonable timeframe during the final examination week.

If a course does not include a final exam, the faculty member must use the final examination week to engage students in another final course-related activity, such as but not limited to synthesizing the course material, giving final presentations, completing course papers or projects, or meeting individually with the faculty member to discuss final assignments. These activities may occur in-person or virtually, synchronously or asynchronously, no matter what the overall mode of instruction of the course. It is the purview of faculty members, as experts in their disciplines, to determine what final class-related activities will most benefit student learning. If an activity requires the whole class to be together at a certain time (e.g., giving presentations, having a final class discussion, etc.), it should occur at the designated day and person, synchronous online, or hybrid courses.

All final exams, activities, and assignments must be due no later than the last day of the final examination week listed in the class schedule.

Petitions to Deviate from the Published Final Exam Schedule

Where relevant, deviations from the published exam schedule, or changes in time or location of the final exam or final class activity must receive prior approval from the Department Chair (or School Director) and Dean. The form from the Office of Academic Scheduling and Curriculum requesting any deviations is available [here](#). Petitions and forms for requesting such approval should be submitted as early in the term as possible, but no later than the twelfth week of the term.

///Policy FAM 832.4 info start///

Approvals

Approved by the Faculty Senate on April 25, 2023

Signed by the President on

History

First created: _____ [Date] by _____ _

Revised: 2023 [Date] by --=E'-'--P-'-R=C _____ _

Renumbered: _____ [Date] from _____ to _____ _

///Policy FAM 832.4 info end///

FAM 835.65
PRINTING AND SELLING FACULTY PUBLICATIONS ON CAMPUS

STEPS IN THE PROCESS

1. A completed Course Materials Requisition Form bearing authorized signatures of the Chairperson/Director and/or Dean must be submitted to the Book Department at Coyote Bookstore.
2. A "Copy Ready" manuscript must be submitted along with the Course Materials Requisition Form in order to be processed.
3. All manuscripts must be accompanied by a completed request to duplicate/sell materials form as well as the Copyright Clearance Center authorization form.
4. A master of each manuscript will be kept on file at the Coyote Bookstore. Upon completion of the publication, the "Original Manuscript: will be returned to you upon request.
5. Upon receipt of the manuscript by the Book Department, the finished product will take two to six weeks for completion. Each manuscript varies according to size, amount of copyrighted material, and any specialized instructions.
(Manuscripts will not excepted via inter-campus mail delivery)

DUE DATES

We are requesting that faculty observe the following due dates:

Quarter	Date
Fall Quarter.....	May 14
Winter Quarter.....	October 23
Spring Quarter.....	January 17
Summer Sessions	April 15

Manuscripts submitted within two weeks of class start dates may not be guaranteed for sale on the first day of classes. To help insure prompt completion a 10% late handling fee will be invoiced to the academic department/school.

PRICING

The Bookstore will add an industry standard 23% margin to the duplicating costs to obtain a retail selling price for all custom course publications.

DESK COPIES

The bookstore will provide at no charge to the academic department one copy of each finished publication to each faculty adopting the publication for the current term. Additional copies will be made available to the department/school at cost plus 5%.

SELECT THE FORM(S) BELOW TO VIEW OR PRINT

1. REQUEST TO DUPLICATE / SELL COURSE MATERIALS AT BOOKSTORE
2. COPYRIGHT CLEARANCE CENTER APS REQUEST FORM (See instructions for request form)

///Policy FAM 835.65 info start///
Last Revision 1997: Administrative
///Policy FAM 835.65 info end///

FAM 836.1

FIELD TRIPS

The information and procedures, which follow, have been assembled to assist faculty in planning course field trips. The procedures were developed after consultation with attorneys, and we are advised that they constitute the minimum requirements to protect both students and faculty in the event of accident or injury.

These procedures apply only to field trips recommended or required of students as a regularly scheduled part of course work or assignments. Faculty planning extra- curricular College or College-related functions may consult with the Activities Office of Student Personnel Services.

Procedures Applicable to All Trips

1. Complete a Field Trip Request Form and forward it to the College Dean. Where frequent field trips are a required portion of a regularly scheduled course, and this is stated as part of the course description in the College Catalog, a Field Trip Request Form need be completed only once at the beginning of the term.
2. The College Dean shall review the request, and approve it where appropriate.
3. Obtain and carry along on each field trip: completed authorization to consent to medical treatment forms for students under 18 years of age; and a few insurance claim forms. These may be obtained from the College Office or Student Health Services.

The parental consent form is not necessary where the trip involves no College-furnished transportation, students arrive at the trip site "on their own" rather than in a caravan, and where the trip activities are of a relatively short duration and involve virtually no risk of injury, such as a museum tour, visiting another institution, hearing a presentation, etc.

Where parental or guardian consent is difficult or impossible to obtain, the Dean of Students Office may be able to waive this requirement, under appropriate circumstances, described in Civil Code Section 34.6.

Arranging for Ground Transportation

Where possible, arrange to meet students at the field trip site; however, if you must provide transportation for students, do so in a State car driven by a State employee.

Regulations affecting the use of State cars may be obtained in the College Office. Where desirable, and providing funds are available, the instructor may prefer to travel by commercial carrier, such as a charter bus. To arrange payment for this, the College Secretary should send a

requisition to the Purchasing Department prior to the trip so that a service order can be mailed to the Bus Company.

If Your Trip Includes Visit to or Use of Private Property

Secure permission of the owner to use his property. In some instances, the owner of the facility or site may require a "hold-harmless" agreement signed by the College. This agreement, which is drawn up by the College Business Office, and reviewed by the Chancellor's Auxiliary and Business Services Staff, requires several weeks for approval.

(A Hold-Harmless Agreement is a contract between the College and a private landowner in which the College agrees to hold the owner "safe and harmless" from any accident or injury arising as a result of the College's use of the landowner's property. Reference ABS-68-29)

A Word About Insurance

In the event of accident or injury, State employees, including Student Assistants, are covered by Workmen's Compensation Insurance, provided their presence on the field trip is within the scope of their employment responsibilities. Students are covered by the ASB trip insurance and by the basic medical plan of the College. However, if there are circumstances involving unusual risk, the faculty are advised to require students to purchase supplemental medical insurance, available in the Activities office at approximately .35 cents per person.

Some faculty have asked about the extent of their liability in the event of injury or accident. The Legal staff of the Chancellor's Office has been asked for a statement, and their discussion of this matter is on file in the Academic Affairs Office and available to those interested.

In Case of Injury, Illness, or Auto Breakdown

If a sick or injured student is under 18 years of age, make every effort to contact his parent or guardian to obtain consent for medical treatment. When this is not possible, present the completed "Authorization to Consent to Medical Treatment" form to the attending physician or hospital.

The College's student health insurance policy provides payment for emergency treatment anywhere at any time. In the event of an accident or illness, provide the attending physician or hospital with the insurance claim form. Students who receive treatment must sign the claim form, unless incapacitated. Upon your return to campus, inform the Health Center of the accident or illness, the name of the hospital where the student was treated, and the name of the attending physician.

First Aid kits can be obtained from the Health Center if the faculty member wishes to carry one on the trip.

In the event of an automobile breakdown in a State vehicle, consult the travel log (carried in every State vehicle) on how to obtain assistance and repairs. The travel log provides instructions which can help avoid unnecessary difficulties and expense.

If You Plan to Travel by Air

Providing sufficient funds are available, it might be necessary to fly to and from the field trip site. In that event, travel arrangements should be completed by the College Office. Flights may be scheduled only on approved air carriers. A listing of carriers is on file in the Dean of Student's Office. Airline agreements should be made through the Business Office well in advance of the trip.

If You Plan to Leave the State

Obtain prior approval of the Vice President's Office, for each State employee on the trip, if you plan to visit sites outside of California. Such out-of-state travel requests are processed through the Dean of Academic Administration's Office.

If You Plan to Visit Mexico

Obtain an appropriate Tourist Card for each person on the field trip. The Single Entry Card, good for 180 days, permits one entry without charge. Note that each applicant must present, in person, proof of U.S. Citizenship at a Mexican Consulate. A Multiple Entry Card, good for 180 days, permits unlimited number of border crossings, without charge. Each applicant must present, in person, proof of U.S. Citizenship and three passport size photographs at a Mexican Consulate.

Tourist cards, necessary for all visitors 15 years of age or older, are not necessary for border town visits up to 72 hours.

Arrange for appropriate automobile insurance. U.S. automobile insurance is not valid in Mexico; therefore, if State cars are to be used (as recommended), request the College Business Office to obtain Mexican insurance for them.

Concerning Collecting in Mexico

Archaeological collections are forbidden by the Government of Mexico.

Collection and exportation of wild animals is prohibited without a permit. To obtain the necessary permit, write:

Director General de Corzo
Direccion General de la Fauna
Silvestre A.S.G.
Aquiles Serdan Numero 28
70 Piso

Mexico 3 D.F.
Mexico

Explain your position, the college you represent, and list each type of animal you wish to collect and export. This permit is also honored by U.S. Customs for importation purposes.

The College has a permit to import regulation 4B seeds and regulation 6 admissible nursery stock not subject to post-entry quarantine. These plants may be legally imported only through the ports of: El Paso, Los Angeles, Nogales, San Diego, and San Francisco. Citrus and citrus-related plants cannot be imported.

FAM 838.4

POLICY CONCERNING GUIDELINES FOR THE GENERAL EDUCATION PROGRAM

The following policy guidelines are established for the General Education Program:

1. The Oral Communication and Critical Thinking requirements should be separated into a two-course requirement under a Basic Skills Category, along with Written Communication and Mathematics.
2. The Critical Thinking requirement should be opened up to courses from several departments/schools, notably Philosophy, Psychology and Communication, according to the criteria designed for that requirement which appears in Attachment 2.
3. A Critical Thinking Oversight committee , made up of a representative from each department/school that offers a Critical Thinking course and chaired by the Dean of Undergraduate Studies, shall meet regularly to discuss the common goals of these various courses, ensure that these goals are being met, and propose ways to reinforce critical thinking in the curriculum as a whole.
4. A two-unit requirement in the Natural Sciences Breadth Area shall be established entitled Special Topics in Science and Technology. Courses fulfilling this requirement shall meet the criteria presented in Attachment 2.
5. The Letters Section of the Humanities Breadth Area shall be divided into one required course in Literature and one required course either in a foreign language or in foreign literature in translation.
6. A separate four-unit requirement in Philosophy shall be included in the Humanities Breadth Area and an appropriate course in the Philosophy Section shall be permitted to satisfy the Philosophy and the Critical Thinking requirements.
7. The lower division portion of the Social and Behavioral Sciences Breadth Area shall be divided into four four-unit requirements: American History and Civilization, American Institutions, World Cultures, and Discipline Perspectives, with courses meeting these requirements according to the criteria in Attachment 2. Students passing proficiency tests in American History and Civilization and/or American Institutions shall be required to take other courses listed under the Social and Behavioral Sciences in order to complete a minimum of 16 lower division quarter units in this breadth area.
8. Students shall have the option of completing the Upper Division Writing Requirement either by taking an expository writing (495) course in any college or by passing a proficiency exam. Students who pass the proficiency exam may use the four units of the

Writing Course requirement as free electives. The Upper Division Writing Requirement course shall be numbered as a 300-series course, and departments/schools encouraged to make it a prerequisite for senior seminar, capstone, and other senior major courses as they deem feasible, so that students will take the writing course as early as possible in their upper-division programs.

9. A requirement should be established that all students must take one approved, four unit upper division course in multiculturalism/gender. This requirement shall be met by taking either one Integrative Capstone course or multicultural/gender course designated as meeting this requirement.

10. In view of the growing importance of computer skills to the lifelong learning and academic and vocational competence of students, at such time as the CSU system, CSUSB Faculty Senate, and campus community determine computer skills to be an essential part of the general education preparation of students, relevant goals, criteria, and course requirements shall be developed and instituted in the G.E. program.

11. The requirement that all students shall take three upper division Integrative Capstone courses, one in each of the three breadth areas of Humanities, Natural Sciences, and the Social and Behavioral Sciences, shall be revised as follows:

- * Freshmen and Sophomores should not be permitted to enroll in these courses, and faculty should be permitted to recommend to a designated administrative office that Freshmen and Sophomores who do appear in class be "disenrolled";

- * Faculty workload in the capstone courses should be reduced to a manageable level by providing additional workload credits, student assistants, or both as deemed appropriate by colleges, so that faculty may require written assignments of sufficient rigor for capstone courses to meet their mandated requirements to provide synthesis of knowledge across breadth areas and build upon basic skills;

- * Departments/Schools should institute systematic oversight of capstones to ensure that the courses are requiring appropriate written work, and can so demonstrate to the General Education committee in its annual category reviews;

12. The Lifelong Understanding component of General Education should be substantially met by a four-unit requirement in physical education, mandatory for all students, which would include two units of activity and a two-unit course on the human being as an integrated physiological, social, and psychological being. A separate University Physical Education requirement outside of G.E. shall then be abolished. 13. Upper division transfer students shall be required to

complete any outstanding lower division General Education requirements they may have within their first two quarters of residence here.

13. The U.S. History, Constitution, and State and Local Government requirement should once again be met by a minimum of two approved courses, as described in Attachment 3. Students passing proficiency tests to complete this requirement should still be required to take sixteen units of lower division course work in the Social and Behavioral Sciences Breadth Area.

14. The Office of the Dean of Undergraduate Studies shall be designated as the administrative home of General Education and should be given responsibility, in consultation with the General Education Committee, Faculty Senate, and/or colleges as appropriate, for the following support, oversight, and coordination duties:

- 1) administrative support for G.E. Committee activities including but not limited to annual G.E. category reviews and periodic G.E. program reviews;
- 2) general oversight of G.E. course programming and scheduling, investigating and making recommendations regarding programming/scheduling problems;
- 3) design and administration of a system of periodic voluntary faculty training for G.E., to include the following:
 - (i) faculty workshops to educate faculty in goals and objectives of G.E. courses.
 - (ii) establishment of common criteria for G.E. course syllabi.
 - (iii) specification of desirable features of G.E. courses such as requirements for extensive written work and group/cooperative projects.
 - (iv) development of G.E. orientation tools (e.g., literature, visual and audio cassettes) for students and for faculty teaching G.E. courses.

15. Advising shall be as strongly encouraged as possible to ensure that incoming freshmen complete their lower division General Education requirements as early in their college career as is possible. Students must complete either freshmen English or General Education Math within 48 quarter units. Otherwise, they can only enroll in basic skills courses. Students must complete all basic skills requirements (defined as General Education basic skills Category A, 12 units) before accumulating 110 quarter units. Otherwise, they can only enroll in basic skills courses. Future changes in General Education structure and requirements should be made with the aim of making all program features clearly understandable to students, faculty, and staff, so as to reduce advising problems.

Departments/Schools and faculty should take the responsibility for increasing advising efforts as much possible to ensure that students are

advised effectively about G.E. purposes and requirements.

16. The University General Education Committee shall:

- * review all future General Education course proposals in terms of how well they meet the objectives and criteria provided in Attachment 2 for the particular subject areas;
- * perform a fifth-year review of the General Education program in AY 1995-96 to evaluate the organization, courses, criteria, and propose adjustments or changes that are deemed necessary to preserve the consistency, quality and coherence of the overall program. Thereafter, a five-year review cycle will be permanently instituted, reviewing Category B in the first year, Category C in the second year, Category D in the third year, all remaining Categories in the fourth year, and a review of the overall program in the fifth year. (The next five-year review process shall begin in the 1996-97 academic year.)
- * review and reevaluate the criteria themselves for each area of the program at least once every five years and propose adjustments or changes that are deemed necessary to preserve the consistency, quality and coherence of the overall program; and
- * monitor the number of electives approved by the several colleges (particularly in the Integrative Capstone Categories) in order to discourage excessive and unwieldy course proliferation, using the number of existing courses from a specific college in a particular category or section as a factor when considering additional course proposals from that college and monitoring existing courses to see that they are offered at least once every other year.

17. The Faculty Senate endorses the use of block enrollment – sequentially enrolling defined groups of students in two or more courses -- for the purpose of nurturing "student learning communities" which can increase academic performance and retention. The Senate Encourages

- * experimentation with block enrollment in G.E. courses by departments/schools and University Studies; and
- * evaluation of the effectiveness of block enrollment for the purpose of determining the potential for its broader adoption within general education, where feasible and appropriate for departments/schools.

18. All courses in a General Education category or categories under review in a given academic year must submit complete review materials as specified by the General Education Committee in order to be recertified as G.E. courses. Failure to submit a complete set of materials for a course will be grounds for denying its recertification. The General Education Committee will forward to the Faculty Senate a list of courses for which the Committee recommends recertification.

19. The Faculty Senate go on record as opposing excessive course proliferation in the General Education program--although no specific limits on the number of courses in the Integrative Capstone categories are being presented at this time--in order to ensure the consistency, quality and coherence of the overall program, and to avoid unnecessary duplication in the use of resources.

20. The various colleges and the administration strongly encourage and support faculty in the development of new courses for the General Education program, particularly in the Elective Options and Integrative Capstone categories and that they encourage and support teaching arrangements that facilitate instructional arrangements between departments/schools and colleges.

21. Courses proposed by the colleges of Education and Business and Public Administration are appropriate for the General Education program provided that they meet

- * all relevant criteria for the G.E. category for which they are proposed;
- and

- * contribute to student understanding of modern social, political, and economic institutions or to lifelong human development in a way which cannot be met by other colleges, as a result of the unique skills of the disciplines within the colleges of Education and Business and Public Administration.

22. For purposes of developing and instituting an outcomes assessment program for general education courses, a subcommittee of the General Education committee shall be formed as soon as possible in AY 1996- 97, and shall present recommendations for instituting outcomes assessment in G.E. as soon as feasible, but no later than the end of AY 1997-98.

23. The overall policy guidelines shall include Attachment 1, the specific criteria for all General Education courses in Attachment 2, the modification of the U.S. History, Constitution, State and Local Government requirement described in Attachment 3, and recommendations 1-7 and 9-16 of the June, 1996 General Education committee report on G.E. revision.

[Attachment 1](#): The Revised General Education Program

Program Requirements: 82 Quarter Units

Program	#	Units
BASIC SKILLS CATEGORY Courses should be completed before a student reaches Upper Division Standing. For Upper Division Transfer students, this category should be completed within the first 32 quarter units taken at CSUSB.		12

Written Communication	(4)	
Oral Communication	(4)	
Mathematics: One course listed in the Mathematics Section of the Natural Breadth Area.	(4)	
Critical Thinking	(4)	
NATURAL SCIENCES BREADTH AREA		20
Mathematics	(4)	
Life Sciences	(5)	
Physical Sciences (a six-unit class is allowed)	(5)	
Special Topics in Science and Technology	(2)	
Integrative Capstone in the Natural Sciences	(4)	
HUMANITIES BREADTH AREA		20
Arts	(4)	
Literature	(4)	
Foreign Language or Literature in Translation	(4)	
Philosophy	(4)	
Integrative Capstone in the Humanities	(4)	
SOCIAL AND BEHAVIORAL SCIENCES BREADTH AREA		20
American History and Civilization*	(4)	
American Institutions*	(4)	
*The American History, Constitution, State and Local Government requirement may be met by taking one course in each of these sections designated as meeting this requirement. If this requirement is met by exam, students must still complete 16 lower division units in this breadth area.		

World Cultures	(4)	
World Cultures	(4)	
Integrative Capstone -- Social and Behavioral Science	(4)	
LIFELONG UNDERSTANDING CATEGORY		6
The Whole Person: Physical and Physiological Issues	(2)	
The Whole Person: Social and Psychological Issues	(2)	
Physical Education	(2)	
UPPER DIVISION WRITING REQUIREMENT Category This requirement can be met by passing a proficiency exam or by taking an upper division expository writing course offered by any of the colleges. Students passing the proficiency exam may use the four units as free electives.		(0-4)
MULTICULTURAL/GENDER REQUIREMENTS Category All students must take one upper division course designated as meeting this requirement. The multicultural/gender requirement can be met either by taking an appropriate Integrative Capstone course in one of the three breadth areas above or by taking one upper division course from a list of approved courses (list open to all colleges).		

Attachment 2: Objectives and Criteria for Courses Meeting General Education Requirements

One of the most serious problems with many general education programs is the lack of coherence, consistency, and clear cut guidelines for what courses are appropriate for inclusion in the program and for the content of those courses that are within it. The following objectives and criteria are designed to provide the guidelines needed for a substantive General Education program at California State University, San Bernardino. It is intended that the criteria be stringently applied, that the program be reviewed in a regular cyclical manner, and that limits be placed on the number of courses included in order that the package does not become so unwieldy that it is diffuse, unfocused and difficult for students, their advisors, university evaluators and community college counselors to fathom.

Quality, simplicity and clarity should be the hallmarks of this program. It is expected that the various provisions of the program will indicate this University's goal:

- a. to give our students a strong foundation in basic skills and a stimulating introduction to the breadth of the liberal arts and sciences;

- b. to convey to our students that this G.E. program is a series of building blocks, with the basic skills core as the foundation for the breadth courses and with the integrative capstones as the culmination and integration of those breadth requirements;
- c. to provide opportunities for all colleges within the University to participate in all categories in the general education program in which their faculty have expertise;
- d. to highlight the Lifelong Understanding objective of the General Education Program by including appropriate physical education courses for students of all ages and needs;
- e. to encourage more creative course offerings and teaching arrangements, particularly across disciplines; and
- f. to state forthrightly that we recognize the increasingly multicultural nature of American society (and California in particular) and the equal place of women in society and that we recognize our obligation to provide, in our basic General Education Program, courses and course materials which will give all our students a foundation for understanding the experiences of ethnic minorities and the diverse roles and experiences of men and women.

A. Objectives of the Basic Skills Category

Basic skills in composition, oral communication, critical thinking, and mathematics are needed to express ideas easily and effectively, to understand and utilize quantitative data, and to think clearly in everyday settings. All basic skills courses have mutually reinforcing objectives to ensure that these skills are practiced and refined in many different contexts. Classes in composition, oral communication, and critical thinking have been specifically designed for the small class size format in order to maximize the exchange of ideas among the students and between students and instructors.

1. Criteria for the Written Communication Section

Courses meeting this requirement should teach students how to:

- a. Use writing as a tool for critical thinking: that is, for formulating thoughtful responses to reading material and for exploring one's own ideas;
- b. Discover and then develop a controlling idea for each essay assignment;
- c. Recognize that writing is an on-going process of evaluation and revision. In other words, be able to show the willingness and ability to accept feedback from others (both students and teachers), give critiques, and engage seriously in substantive revisions;

- d. Synthesize the basic structures of writing; that is, compose intelligible sentences, arrange them in coherent paragraphs, and organize paragraphs within a developed essay;
- e. Write essays, both in and out of class, that are free of serious error in grammar, organization, and style;
- f. Demonstrate the ability to write coherently in a variety of rhetorical modes, from narration/description to definition and analysis, etc.;
- g. Develop a personal style of writing that communicates one's own ideas and emotions clearly to specific and diverse audiences;
- h. Use the library to aid in the discovery of ideas and their incorporation in essays; in particular, use the card and computer catalogues, periodical indices, and reference collections to find relevant materials; plan strategies for evaluating the quality of materials that one has found; and coordinate these materials within the framework of a properly annotated research paper.

2. Criteria for the Oral Communication Section

Courses meeting this requirement should teach students how to:

- a. Understand the roles of oral communication in Western culture;
- b. Understand the basic rhetorical elements of oral communication, particularly audience analysis;
- c. Find and use effective supporting evidence for persuasion and argumentation;
- d. Organize main and subordinate ideas in original oral messages;
- e. Use effective verbal and nonverbal delivery techniques;
- f. Give effective, informative, and persuasive speeches;
- g. Listen critically to the speeches of others;
- h. Develop self-confidence in a variety of public communication settings.

3. Criteria for the Mathematics Section

After successfully completing the mathematics component of the general education

program, the student should have acquired substantive skills in quantitative and abstract reasoning in the use of mathematics as a computational and analytical tool. These skills are important for an individual to function as an effective member of a technological society. They are essential skills for success in other course work in the natural sciences. The quantitative and abstract reasoning skills will be helpful throughout the entire general education program.

a. Beginning Skills. The student is required to demonstrate competency in beginning mathematics skills by obtaining a passing score on the Entry Level Mathematics (ELM) exam. Failure to take this exam within two quarters of admission will lead to administrative probation, which may lead to disqualification from future attendance. This exam assesses competency in the beginning skills of:

- i. arithmetic;
- ii. elementary algebra;
- iii. elementary geometry.

Appropriate pre-collegiate remedial mathematics courses or tutorial-type assistance programs are available for students failing this exam. Such remedial course work does not satisfy a general education requirement.

b. Intermediate Skills. Students are expected to demonstrate knowledge of intermediate skills in mathematics by obtaining a suitable score on a placement test administered by the Department of Mathematics. To obtain a suitable score, the student must demonstrate competency in:

- i. solving linear and quadratic equations;
- ii. solving linear and quadratic inequalities;
- iii. using algebraic fractions and rational equations;
- iv. using exponents, radicals and radical equations; and
- v. applying the above concepts to solving word problems.

Appropriate pre-collegiate remedial mathematics courses or tutorial-type assistance programs are available for students failing this exam. Such remedial course work does not satisfy a general education requirement.

c. College Skills. To satisfy the general education requirement for the acquisition of college skills in mathematics, the student completes a course listed in the Mathematics Section of the Natural Sciences Breadth Area. Such courses shall assume mastery of and build upon the beginning and intermediate skills that are acquired as a part of a pre-collegiate preparation or remedial instruction. Based on the student's interests, academic goals, and score on a placement exam, four options are available for instruction in college-level skills in mathematics:

- i. Ideas of Mathematics. The objectives of a course in this option are to acquaint the nonspecialist with areas of mathematics which illustrate interesting applications and to develop quantitative reasoning skills. Topics will be chosen from finite or discrete mathematics.
- ii. Introduction to College Mathematics. The goals of a course in this option are to sharpen mathematical skills introduced in high school, introduce more advanced topics, and provide applications. Topics will be chosen from college algebra.
- iii. Advanced College Algebra and Analytic Geometry. The goals of courses in this option are to sharpen mathematical skills introduced in high school, introduce more advanced topics, and provide applications. Topics will be chosen from advanced college algebra, analytic geometry, and trigonometry.
- iv. Calculus. Here the close connection between algebra and geometry is studied from an analytic point of view.

4. Criteria for the Critical Thinking Section

Courses meeting this requirement should teach students how to:

- a. Identify, analyze, evaluate and present oral and written arguments;
- b. Distinguish fact from judgment, belief from knowledge;
- c. Identify and understand common fallacies (such as, but not limited to, straw man arguments, false dilemma, and appeal to authority);
- d. Recognize common techniques of persuasion and propaganda;
- e. Understand how cause is determined, including the limitations of correlational evidence;
- f. Apply skills of critical thinking to everyday life as well as to course related assignments.

B. Objectives for the Natural Sciences Breadth Area

In the last three centuries, and especially over the past 100 years, there has been an explosive expansion within the scientific and technological areas of human knowledge. These areas have grown to become an integral and essential part of our modern

culture. The overall goal of General Education within the Natural Sciences is to assist the student in understanding the tools and methodologies of the natural sciences, in learning some of the most important results of scientific inquiry, and in becoming conversant with the major consequences of scientific and technological developments. Each natural sciences lower division breadth course must satisfy the criteria within the appropriate section of the breadth area.

1. In addition, each natural sciences lower division breadth course must satisfy the following general criteria:

- a. Provide instruction in the use of the scientific method, including hypothesis, observation, experimentation, and deductive reasoning as applied within the natural sciences area;
- b. Explore the philosophical presuppositions and examine the social and historical context of scientific developments within the natural sciences; and
- c. Provide reinforcement for the fundamental computational skills taught in the Mathematics Section and, where appropriate, for the other basic skills of written and oral communication, and critical thinking

2. Criteria for the Life Sciences Section

Life Sciences courses shall emphasize a knowledge of the life forms in nature, the rules governing their ecology, the experimental basis for current knowledge and future exploration in the Life Sciences area, and the impact of scientific and technological developments on the biosphere.

- a. These courses shall be at the introductory level and provide a breadth of knowledge concerning a major area in the life sciences.
- b. Each course shall include a three-hour laboratory experience reinforcing the experimental basis for scientific inquiry in the life sciences. These laboratories shall be integrated with the lecture material and provide exposure to the usual techniques and apparatus of the life sciences.

3. Criteria for the Physical Sciences Section

Physical Sciences courses shall provide instruction in the fundamental rules governing matter in the universe, the methodology by which these rules are studied, and the consequences of the scientific and technological development of the physical sciences.

- a. These courses shall be at an introductory level, provide a breadth of knowledge concerning a major area in the physical sciences, and incorporate supportive facts and concepts from the other major areas in the physical sciences.

b. Each course shall include a three-hour laboratory experience reinforcing the experimental basis for scientific inquiry in the physical sciences. These laboratories shall be integrated with the lecture material and provide exposure to the usual techniques and apparatus of the physical sciences.

4. Criteria for the Special Topics in Science and Technology

The goal of this section will be to create an awareness of the importance of the natural sciences to a modern technological society through the examination of an important current issue from a perspective that relates scientific principles to the societal impact of the problems under examination.

a. Courses meeting this objective shall be in a small lecture/discussion format with laboratory optional. Each course shall deal with a case study of a current scientific, health-related, or technological issue relevant to the natural sciences. The issue must have substantial societal impact. An issue that is primarily of theoretical interest will not be appropriate. Suitable topics might include, among others, the biology of sexually transmitted diseases, consumer chemistry, technology and environmental pollution, computer-based technology, societal uses of nuclear technology, and the exploration, colonization and industrialization of space.

b. Courses meeting this objective will examine the impact of the specific issue on society, the important principles in the natural sciences underlying that particular issue, the societal and historical context of the issue, and the dependence of society on scientific and technological developments as they relate to the issue being studied.

c. Where appropriate, such courses shall consider the impact of the issue under discussion on minorities and on the roles, conditions and experiences of men and women.

C. Objectives for the Humanities Breadth Area

The principal objectives of the Humanities courses are to expand students' understanding and appreciation of the arts, literature, and philosophical inquiry as well as to cultivate imagination and nurture empathy.

1. In addition, such courses should:

a. Exhibit a representative sample of the forms and subjects of art, expression, and thought within particular disciplines (while courses in the major often concentrate on one or two genres and/or topics, Humanities General Education courses must present a broader sampling of creative production and strive to

- balance breadth and substance);
- b. Acquaint students with some of the standard techniques of analysis and appreciation in one or more disciplines of the Humanities, demonstrating that what people see is largely determined by how they see it;
- c. Attempt to put the "text" in context by helping students to see that art and expression are productions of people in social and cultural settings, thereby providing insights into the contextual structure within which culture develops and thrives;
- d. Introduce students to the complexity and relativity of Western culture by
 - i. attending to gender issues and/or the role of minority groups within various cultures, and/or
 - ii. Taking a comparativist approach to Western and non-Western cultures in order to illustrate the ways in which cultural achievements are related to race, class, sex, region and epoch;
- e. Encourage students both to differentiate and to integrate objective and subjective responses to art, philosophy, and expression, thus nurturing in students an appreciation of the varieties--and degrees--of "quality" and distinguishing between empathy and sentiment, genius and dexterity;
- f. Nurture an openness to the new and unfamiliar, demonstrate the relationship of past achievements and present culture, and thereby illustrate both the on-going processes of cultures and the lifelong relevance of the humanities;
- g. Help students to see the disciplines within the humanities as keys not just to academic knowledge--to abstract contexts, networks, and methodologies--but to self-knowledge as well. This end can be achieved through (a) readings, discussions, and written/oral assignments that compel students to examine the nature of their own empathy and their knowledge of others; and (b) a sequence of readings, discussions, and assignments that encourage students to assess, during the course of the term, not just what they have learned but also how this learning has affected their preconceptions and values; and
- h. Reinforce, where appropriate, the basic skills of composition, oral communication, and critical thinking.

2. Criteria for the Arts Section

Courses meeting the Arts requirement should, in addition to the above general humanities objectives:

- a. Introduce students to the fine arts (particularly some combination of painting, architecture, sculpture, and photography) or to one of the performing arts (theater, music or dance);
- b. Concentrate on analytical skills and methods of appreciation and not on the acquisition of artistic techniques in "studio" experiences (although such acquisition can be a component); and
- c. Define and analyze the visual, aural, and plastic qualities--as well as the instruments and methods of composition/construction--that distinguish media in the Arts from Letters and Philosophy.

3. Criteria for the Literature Section

Courses meeting this requirement ought NOT to concentrate substantially on syntactical forms or skills of composition. In addition, they should NOT emphasize the acquisition of the techniques of "creative writing," although these subjects can be subordinate components of these courses. Rather, these courses ought, in addition to the basic humanities objectives, to focus on analytical skills and methods of appreciation AND meet the following three criteria:

- a. Provide a basic typology of forms and genres within the particular field of study;
- b. Introduce students to the elemental and compound parts of the forms and genres as well as the standard critical terminologies for analyzing and describing them; and
- c. Analyze the works within an appropriate context of cultural ideas and values, giving particular attention to the development of that cultural context and its influence on those works over an extended period of time.

4. Criteria for the Foreign Language/Foreign Literature in Translation Section

Students may select which they wish to take--a course on foreign literature in translation or a course in a foreign language, and that language may either be a new one or the one in which they have accumulated two years of high college "seat time." Whichever choice is made, the intent is to ensure that all students have some experience at their undergraduate level with either foreign language or foreign culture.

Language classes will be available for students with different competency levels, and those levels will be determined by entrance examinations to be developed. Introductory courses will be offered for those wishing to begin a new language. Intermediate language courses will be available for those passing the language entrance exams at appropriate levels for such courses.

a. Introductory language classes will focus on the acquisition of language skills through pronunciation, grammar, composition and conversation and will be exempt from Criteria 1 and 2 under the objectives for the humanities breadth area, but must include a cultural component; and

b. Intermediate language classes will concentrate on culture and/or literature and refine skills in grammar, composition and conversation.

i. Literature-oriented classes should conform to the basic criteria for the literature section described above: that is, focus on basic analytical skills and methods of appreciation and the basic typology of forms and genres;

ii. Courses focusing more on culture, or combination of culture and literature, should either incorporate, as appropriate, the criteria for the arts section described above, or concentrate on the intellectual history of the artistic and cultural forms under consideration;

OR

iii. Courses may introduce students who already possess intermediate level language skills to the application of a foreign language within particular social and economic contexts, such as the media, commerce and technology.

c. Courses on Foreign Literature in Translation should meet the criteria for the Literature section described Above.

5. Criteria for the Philosophy Section

Courses meeting this requirement should, along with the other humanities objectives, introduce students to a variety of the classical problems in epistemology, metaphysics, social/political philosophy, aesthetics, values and language.

6. HUMANITIES INTERDISCIPLINARY COURSES WILL BE CLASSIFIED UNDER ONE OR MORE OF THE ABOVE THREE SECTIONS, AS IS DEEMED APPROPRIATE according to the subject matter.

Such courses within the General Education program should conform to the basic Humanities objectives AND treat the content, analytical skills, and methods of appreciation of at least two of the following disciplines: theater, fine arts, music, dance, communication, English, foreign language, and philosophy. This interdisciplinary alternative is designed specifically to encourage departments/schools to contribute personnel and intellectual support to subjects such as film.

D. Objectives for the Social and Behavioral Sciences Breadth Area

The Social and Behavioral Sciences embrace a wide variety of disciplines. Collectively, therefore, the courses included in this area embrace a broad number of principal and secondary goals. The inter-wovenness of these fields and their uniquenesses are essential concerns that students need to understand as well as the relative usefulness of each discipline in analyzing and responding to individual, social, economic, political and cultural institutions and problems. Such breadth is viewed as indispensable knowledge for educated persons who will function within--and indeed provide the future leadership for--a society that continues to be increasingly technological, complex, racially and ethnically diverse, and evolving in terms of the roles of men and women.

1. Principally, these courses are designed to enhance students' understanding of

- a. the nature and inter-relatedness of social, political, economic and cultural institutions and behaviors;
- b. the complexity and diversity of institutions, cultures, and human behavior in various civilizations;
- c. the values and cultures shaping human behavior and various societies;
- d. the historical and contemporary developments that have shaped and are shaping human behaviors;
- e. the nature of contemporary social problems, the forces shaping them, and possible avenues for coping with and/or solving them;
- f. the inextricable association of the many racial, religious, nationality and regional groups that comprise the American nation;
- g. the evolving roles of men and women (and the changing attitudes towards human sexuality); and
- h. the myriad contributions of both men and women to the development of culture, values and institutions.

2. Secondly, the courses in the breadth area are intended to acquaint students with the nature of the diverse disciplines in terms of the themes, theories, methodologies, and modes of thought, inquiry, analysis, research, and application which they share and which they individually and distinctively use.

3. It is also recognized that, in pursuing these primary and secondary general education goals, ALL social and behavioral sciences G.E. courses share the university- wide responsibility to further the development of student skills in oral communication, writing, and quantitative and critical modes of thought.

4. Criteria for the American History and Civilization and the American Institutions Sections

In so far as it is appropriate and practicable, courses meeting the American History and Civilization and the American Institutions requirements should:

- a. Introduce students to the concepts, theories, and modes of thought and analysis necessary for understanding the particular social science approaches used to present American history, institutions and civilization;
- b. Provide a balance between breadth and substance on a level appropriate for general education students--in other words NOT be so narrowly defined and discipline-oriented as to be designed primarily for those in the major;
- c. Include materials on the roles and contributions of men and women and relevant issues and problems that have been and/or are related to the factor of gender;
- d. Include materials on the diverse ethnic groups that have affected (and/or been affected by) the development of American society, culture, and institutions as well as relevant issues and problems that have been and/or are related to the factor of ethnicity;
- e. Where the time frame of the course is appropriate, relate historical developments to contemporary conditions, issues and problems; and
- f. Depending upon the discipline perspective of the particular course offered under American Institutions, explore various social, political and economic institutions in American society and culture, including their origins, interrelationships, historical and contemporary roles, and impact on American development.
- g. In addition, where the courses in American History and Civilization include various materials that satisfactorily meet the American History and Constitution requirements as specified in Sec. 40404 of Title V, they shall be so designated; those American Institutions courses that include materials that satisfactorily meet the Constitution, State and Local Government requirements of Title V will be so designated. (Some overlap is inevitable where one has history and political science courses that must all deal with the constitution and constitutional issues.)

5. Criteria for the World Cultures Section

Courses designed to meet this requirement should:

- a. Introduce students to the concepts, theories and modes of analysis necessary for understanding diverse aspects of world cultures;
- b. Provide a balance between breadth and substance on a level appropriate for general education students;
- c. Present an international perspective that places the evolution of either Western civilization or non-Western civilization within the context of

larger world developments (e.g. cultures, societies, institutions, gender roles, etc.);

d. Include materials on the diverse racial, religious and cultural groups that have affected (and/or have been affected by) the development of Western civilization and/or non-Western civilizations; e. Incorporate materials on the roles and contributions of men and women and relevant issues and problems that have been and/or are related to the factor of gender; and

f. Where the time frame of the course is appropriate, relate historical developments to contemporary conditions, issues, and problems.

6. Criteria for the Discipline Perspectives Section

Courses meeting the Discipline Perspectives requirement should:

a. Introduce students to the concepts, theories, methodologies, and modes of thought, inquiry, research, analysis and application necessary for understanding the orientation and focus of that discipline--without so narrowly defining the scope of the course as to fail to provide the balance between breadth and substance appropriate for general education students (Thus, courses designed exclusively as an introduction to the major are NOT suitable for this section.);

b. Acquaint students with

i. the history of intellectual thought that has directly influenced the development of the particular discipline;

ii. the types of data used and the processes for collecting and analyzing such data on social and behavioral sciences phenomena;

iii. where feasible and appropriate, the ways in which quantification and statistical methods are used in the social and behavioral sciences;

iv. the differences between scientific methods and the role of value judgments in the analysis of social issues;

v. the interrelationship of the particular discipline with the other social and behavioral sciences; and

vi. the actual and potential role of the social and behavioral sciences in

dealing with contemporary issues.

c. Include, from the perspective of the particular discipline, materials on the roles and contributions of men and women and relevant issues and problems that have been and/or are related to the factor of gender; and

d. Incorporate, from the perspective of the discipline, materials on diverse ethnic and/or cultural groups, particularly in terms of the ways they have affected, and been affected by, the developments of their respective societies, cultures, and institutions, and on contemporary issues involving diverse groups in this and/or other societies.

E. Objectives for the Lifelong Understanding Category

The Lifelong Understanding component stresses the importance of students understanding the human being as an integrated psychological, social and physiological organism. In particular, attention should be given to such issues as human sexuality, human behavior, nutrition, health, components of physical fitness, physiological functions of the body during exercise, stress, the relationship of people to their environment, and matters of death and dying. Providing this requirement of one course of physical activity and two courses that focus on a selective exploration of the interconnectedness of the many facets of the whole being addresses most directly the conviction that physical activity and an understanding and appreciation of the integral place of people's physical and mental well-being in their overall education ought not to be limited to persons of any particular age--or even of any particular physical condition. Therefore,

1. Physical activity courses should introduce students to skills that can be utilized throughout their life and which contribute to the development of the total person;

2. Activity courses and courses dealing with physical and physiological issues should provide information on the values, merits and components of selected fitness programs;

3. Special activity programs and course work alternatives to activity classes shall be available to students with special needs;

4. Courses on the whole person should focus on aspects of people's lifestyles, living conditions, and environments that interact to affect their whole condition, their sense of well-being, levels of stress, nutrition, and the relationship between their behavior, activity and performance in daily life,

with one course focusing on physical and physiological issues and one

5. Courses on the whole person should also, where appropriate, cover gender and ethnic/racial differences in terms of how the various factors of nutrition, exercise, physical and social environment, stress, etc., affect individuals and their responses to those factors.

F. Objectives for the Integrative Capstone Courses

The integrated learning intended with these courses is to provide students with an understanding of the interrelationships among disciplines and their applications to contemporary complex environments. Such courses will integrate, develop, and explore the implications of the skills and knowledge acquired in the lower division courses, in effect providing a culminating experience in each college by building upon that knowledge and those skills taught in the lower division General Education courses. In so doing, as with the upper division electives, the Integrative Capstone courses are expected to provide a higher level of analysis than lower division courses. More specifically, these Integrative Capstone courses should also:

1. Be at the upper division level and in the large-lecture format, except when small classes are needed for off-campus offerings;
2. Extend, apply and integrate skills and knowledge gained in the basic skills and one or more of the lower division breadth areas, with prerequisites limited to the relevant basic skills or breadth courses required within the General Education program;
3. Be interdisciplinary, integrating knowledge across disciplines within and across the breadth areas, and placing each area in the broader context of human thought and social development (The cross-listing of such courses could also be done, but all must be classified within at least one of the three breadth areas.);
4. Consider possible arrangements in clusters for thematic purposes, with the understanding that students must still meet the requirement of completing one such course in each of the three breadth areas. (Capstone courses may also be designated as meeting the Multicultural/Gender requirement.);
5. Avoid the narrowness and specificity more appropriate to advanced courses in the program of a major, but, on the other hand, consider innovative directions and subject matter not easily included in the lower division courses;
6. Where appropriate to the specific theme, incorporate multicultural and/or

international issues from a comparative perspective that goes beyond a single country, culture or social system;

7. Where appropriate, also include perspectives on human behavior, gender roles, and human sexuality as they relate to the theme topic, for example, either the impact of these on that topic or vice versa;

8. Where appropriate, consider technological and organizational developments in relation to the theme topic; and

9. While breadth, integration of knowledge and skills, and topic areas that go beyond the scope of traditional courses or disciplines are key objectives for these courses, each school may determine the extent to which it wants its integrative Capstone courses to more specifically expand upon what has been taught in its lower division courses. For example, Natural Sciences courses are expected to broaden students' knowledge of fundamental laws, theories, and facts that comprise our understanding of the contemporary physical world, of the origins of scientific discovery, and the implications of scientific and technological developments.

G. Objectives for the Multicultural/Gender Category

California is a society on the Pacific Rim, rooted in the West and facing East--a bridge between Western and non-Western worlds. More and more we are becoming a society with a leadership made up truly of men as well as women, a society where non-whites will soon comprise the majority. Students educated in California should recognize the contributions to knowledge and civilization that have been made by members of various cultural groups. Well rounded, educated individuals NEED to possess an appreciation and understanding of the multicultural richness of American society, the dynamics of the interaction between such diverse cultural groups, the international dimensions of American ethnic life, and the destructive impact of stereotyping, racism, and discrimination as well as the evolving roles of men and women within the larger socio- cultural matrix. The "invisibility" of minorities and women in many segments of American life needs to be understood if it is ever to be eradicated.

While all G.E. courses are to consider such materials where appropriate, this will not be sufficient to ensure for all students some in-depth exposure to these subject matters. A requirement that includes courses specifically focusing on some combination of multiculturalism and gender will provide this needed in-depth analysis on these subjects. Important, too, is the fact that such a requirement also makes a statement about what this university recognizes as important in its students' education. Therefore, the broad integration of such course materials and the provision for a separate course requirement are complementary. The flexibility in terms of the specific content of the courses meeting this requirement (viz., more multicultural or more gender oriented, or an equal focus on both) will provide students with a variety of choices.

Courses approved for this requirement should principally have a contemporary emphasis that includes materials on several American ethnic groups (defined by race, religion, or nationality) AND on gender, OR provide a focus on the evolution of those groups and issues. (Identifiable regional groups might also be included.) Individual courses may emphasize different (and even changing) combinations of groups or focus on gender more than on ethnicity, but both components SHALL be essential parts of all courses designated as meeting this requirement. All such courses shall also share in the university-wide responsibility to further the development of student skills in oral communication, writing, and critical thinking.

1. Criteria for Multicultural/Gender Courses

Courses designed to meet the upper division multicultural/gender requirement should also:

- a. Specify the particular emphasis of the course in terms of multiculturalism or gender, that is, which will be the primary focus and which the secondary one (or if both are to be treated equally);
- b. Indicate what particular discipline approaches are being used in this course and how they particularly contribute to an understanding of multiculturalism and gender issues in contemporary American society--bearing in mind that the Upper Division Electives and Integrative Capstone courses are intended to be cumulative, integrative, and particularly the Integrative Capstones, interdisciplinary;
- c. Define the concepts of culture and ethnicity and identify at least some of the different approaches to defining those terms--and similarly with respect to gender;
- d. MULTICULTURAL FOCUSED COURSES should describe and analyze the values, cultures, and various institutions of the selected ethnic groups in terms of:
 - i. How they function within or affect the lifestyle of the particular groups and the sex roles of men and women within those groups;
 - ii. How they relate to or compare one with the other;
 - iii. How they compare with parallel values, culture, and institutions within the dominant society;
 - iv. How they have influenced the cultural development of the respective groups and contributed to the cultural (and perhaps institutional) development of American civilization; and
 - v. Present issues and problems that relate to the historical experience of the selected ethnic groups, to their current conditions and concerns in

American society and to the particular experiences, conditions, and concerns of men and women within those ethnic groups and, by comparison, with the larger society.

e. GENDER FOCUSED COURSES should, while not excluding the factor of multiculturalism, relate their issues and problems more to:

- i. Human sexuality and gender roles (particularly as they reflect contemporary developments), and
- ii. The experiences and perspectives of women and men and the issues of gender (such as those that are health related, economic, physiological, etc.) as well as the extent to which those conditions and concerns exist among women and men in selected ethnic groups; and

f. HUMANITIES OR LITERATURE FOCUSED COURSES should explore the relationship of those works either to the culture, values, institutions and contemporary issues and concerns of the selected American ethnic groups or to gender related issues and concerns in contemporary American society (recognizing that components of both are EXPECTED but that the particular emphases may vary from course to course).

Attachment 3: American History, Constitution, and State & Local Government Requirement

Students must meet the American History, Constitution, and State & Local Government requirement in Title 5 either by completing at least TWO approved courses or by passing proficiency exams in these areas. No one course shall be accepted as meeting all of these requirements.

Students may complete this requirement by taking two courses approved as fulfilling the components of this requirement from among those in the first and second sections of the Social and Behavioral Sciences Breadth Area (one in American History & Civilization and one in American Institutions), or other courses designated in the University Catalog as meeting portions of this requirement. However, students who meet this requirement, or any portion of it, by exam will still be required to select and complete sixteen units of lower division work in the Social and Behavioral Sciences Breadth Area.

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Last Revision 1997: GE

///Policy FAM 838.4 info end///

FAM 840.4 POLICY ON GRADES

As part of their teaching responsibilities, faculty members must evaluate the academic performance of their students. All courses, except those designated otherwise, follow an ABCDF grading system. Evaluations in a particular class must be in accord with the grading system designated for that class. The award and change of grades is the sole prerogative of the faculty member.

At the beginning of each course, normally on the syllabus, faculty members should indicate clearly the procedures by which students will be evaluated and grades will be assigned. These procedures should be followed in a fair and equitable manner. The grade assigned by the instructor of record is to be considered final. That grade may be changed only for a compelling reason, such as instructor or clerical error, or demonstrated prejudice or capriciousness. (See the information on Grade/Academic Grievance Procedures provided below.) To change a grade, the faculty member must complete an official Change of Grade Report and submit it for review, action and filing to the appropriate department chair/school director or program coordinator and to the college dean or designee.

Description of Grades

The grade symbols used at the university are as follows:

Grade symbol	Performance level	Grade points per quarter hour
A	Excellent	4.0
A-		3.7
B+		3.3
B	Good	3.0
B-		2.7
C+		2.3
C	Satisfactory	2.0
C		-1.7
D+		1.3
D	Passing	1.0
O-		.7
F	Failing	.0
CR	Credit	
NC	No Credit	

Grade point averages are computed by dividing the number of grade points earned by the number of GPA units. Only units and grade points earned by a student while enrolled at this university are used to compute the resident grade point average. Grades from courses numbered 1-99 are not computed in this Average.

The following administrative grades carry no grade points and are, therefore, not used to determine a student's grade point average. However, it should be pointed out that the Incomplete will be counted as an "F" if not removed within one calendar year from the date it was assigned.

CBE	Credit by Examination
RD	Report Delayed
SP	Satisfactory Progress
W	Withdrawal
WU	Withdrawal Unauthorized

The administrative grade of "WU" carries no grade points but is included in determining units attempted. Thus, it is equivalent to an "F".

CBE	Credit by Examination	Incomplete (Authorized)
RD	Report Delayed	
SP	Satisfactory Progress	
W	Withdrawal	
WU	Withdrawal Unauthorized	

The administrative grade of "WU" carries no grade points but is included in determining units attempted. Thus, it is equivalent to an "F".

Expanded Grade Symbol Definitions

A (Excellent): Meeting course requirements with a superior level of performance. A is recognized to be an honors evaluation.

B (Good): Meeting course requirements with a high level of performance.

C (Satisfactory): Meeting course requirements with an acceptable performance.

A grade of C- may be accepted for transfer credits for courses covered under Executive Order 1100 (revised August 23, 2017).

D (Passing): Meeting course requirements with minimally adequate performance.

F (Failing): Inadequate Performance Or Not Meeting Course requirements. CR (Credit): A satisfactory or better level of performance, equivalent to the grade of "C" (2.0) or better, has been demonstrated in meeting course objectives. For graduate courses, equivalent to grade of "B" (3.0) or better.

NC (No Credit): Performance at an unsatisfactory or failing level, equivalent to a grade of "C-" (1.7) or less. For graduate courses, equivalent to a grade of less than "B" (3.0).

Does not award credit for the course or affect grade point average.

CBE(Credit by Exam): This symbol indicates that a student has successfully passed a course through an examination. It is not included in the calculation of grade point averages.

A student Matriculated through regular enrollment may petition to receive course credit by examination with the department concerned before the first day of classes of the term in which the course is offered. The student must complete the examination within the first two weeks of the term. The student must be currently enrolled in courses other than the one(s) to be challenged. No fee is charged for these examinations.

A student who passes an examination is given the grade CBE for that course. This symbol indicates that a student has successfully passed a course through examination. It is not included in the calculation of grade point averages. No official record is made of failures in these examinations. Exact times and places of the examination are announced by the departments. Students who wish to take an examination should consult with the department office well in advance.

I (Incomplete): The grade of Incomplete should be reserved for students who have completed the majority of the required coursework and who can present adequate justification for needing additional time to complete the remainder. It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. A final grade is assigned when the work agreed upon has been completed and evaluated. An Incomplete must be made up within one calendar year immediately following the end of the term in which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an Incomplete being counted as equivalent to an "F" (or an "NC" if applicable) for grade point average computation. Note: In some instances the instructor may have indicated on the Incomplete Form a grade to be assigned in the eventuality that the remaining course work is not completed. Students may not receive an "I" grade in any applicable degree course for the term in which their graduation check is filed. Students will be required to refile their grad check for the term in which the outstanding requirements are fulfilled.

RD (Report Delayed): The RD symbol is used in those cases where a delay in the reporting of a grade is due to circumstances beyond the control of the student. The symbol is assigned by the Office of the Registrar and is replaced by a more appropriate grading symbol as soon as possible. An RD is not included in the calculation of grade point averages.

SP (Satisfactory Progress): The SP symbol is used in connection with courses which extend beyond academic term. The symbol indicates that work in Progress Has been evaluated as satisfactory to date but that the assignment of a precise grade must await the completion of additional course work. Cumulative enrollment in units attempted may not exceed the total number applicable to the student's educational objective. All undergraduate work is to be completed within the time specified but not to exceed one calendar year of the term of first

enrollment, and a final grade will be assigned to all segments of the course on the basis of overall quality. Extension of any time period requires prior authorization by the Dean of Undergraduate Studies. The time limitation for graduate degree theses may be up to two years but may not exceed the overall time limit for completion of all master's degree requirements.

Students may not receive an "SP" grade in any applicable degree course for the term in which their graduation check is filed. Students will be required to re-file their grad check for the term in which the outstanding requirements are fulfilled.

W (Withdrawal): This symbol indicates that the student officially dropped the course. It carries no connotation of quality of performance and is not used in calculating grade point average.

WU (Withdrawal Unauthorized): The symbol "WU" shall be used where a student does not officially withdraw from a course but fails to complete it. Possible indicators that faculty may use to make this determination are: more than one week of non-attendance without notification to the instructor, failure to complete a significant portion of the coursework required date, and/or non-participation in a significant number of class activities. For purposes of grade point average, this symbol is equivalent to an "F".

Grade/Academic Grievance Procedures

Students and faculty may obtain information concerning grades grievances and other academic grievances from the Office of Undergraduate Studies. Generally, a grade grievance must be initiated by the student within no more than 40 calendar days after the grade is recorded. The complete policy statement is available at the Office of the Dean of Undergraduate Studies, or the Offices of the College Deans.

Information Concerning Non academic matters may be obtained from the Office of the Vice President for Student Affairs, the Women's Resource Center, the Adult Re-Entry Center, the Cross-Cultural Center, Vice Presidents' offices, and college Deans' offices. A grievance or complaint must be filed within no more than 40 calendar days after the students learned or reasonably should have learned of the occurrence of the grievance/complaint event.

FAM 840.72 POLICY ON FACULTY POSTING AND DISTRIBUTION OF STUDENT GRADES

The Family Educational Rights and Privacy Act (FERPA) requires colleges and universities to maintain the confidentiality of student records. As such, FERPA effectively mandates that practices connected with posting student grades or providing grades to students via telephone, mail (postal or electronically) ensure confidentiality. In addition, FERPA prohibits parental rights to inspect a student's education records at the postsecondary level. Records may be released to parents only under the following circumstances (1) through the written consent of the student, (2) in compliance with a subpoena or (3) by producing a copy of the most recent Federal Income Tax form showing that the students were claimed as a dependent. Grades include exams, projects, activities, or other assignments that contain points or letters that reflect students' performance.

Guidelines

Some faculty members may prefer to either openly post or send grades to students upon their request. While this policy does not prohibit such practice, it sets forth guidelines that must be strictly followed in order to meet the confidentiality requirements of FERPA.

Posting of Grades in a Publicly Accessible Place

The public posting of grades by student names, identification numbers or social security numbers (or any part of these numbers) is a violation of FERPA. Similarly, the "open distribution" of graded assignment (e.g., a box outside a faculty member's office or other procedures that provide access to graded assignments by others) is a violation of FERPA. This is also applicable to providing one student's grade or graded assignment to another individual without written permission.

FERPA allows the posting of grades provided that the posting protects the confidentiality of each student's name and grade. A unique identifier other than a Social Security Number or a Student Identification Number, known only to the student and the faculty member, must be used for posting in a publicly accessible place. Do not use an ordered list such as published class roster or similar alphabetical list that can be traceable to their names for posting grades. It is recommended that a secure learning management system such as blackboard be used for posting grades.

Mailing Grades

FERPA does not prohibit the mailing of grades to students if requested by the student. Similar to the policy for openly posting grades in a publicly accessible place, the grades may be mailed to the student (postal or electronically) provided that it is addressed only to the student. Faculty members should ensure that mailing addresses are correct by asking students for a self-addressed envelope (not post cards, which are subject to "access" by others). Faculty may only respond to a student's CSUSB assigned email address for grade distribution to ensure that no one else can have access to the grade. Questions regarding legitimate procedures should be addressed to AVP of Academic Programs.

FAM 841.3

GRADUATE STUDENT ADMISSIONS POLICY

Purpose and Scope

The minimum GPA requirements for graduate student admission are mandated by Title 5, Division 5, Chapter 1, Subchapter 3, of the California Code of Regulations (a GPA of 2.5 overall or in the last 90 quarter units). This policy brings the CSUSB graduate GPA admission requirement in line with Title 5 while at the same time allowing individual The Department/School/Program the authority to set their own requirement above what is stipulated in Title 5.

Policy Statement

In accordance with Title 5, the minimum GPA requirement for admission to post baccalaureate study at California State University, San Bernardino is 2.5 overall or in the last 90 quarter units or 60 semester units.

The minimum requirements for admission to post baccalaureate study, including GPA, are fully elaborated in the University Bulletin of Courses. As described in the University Bulletin, admission to a graduate program is the purview of the Department/School/Program to which the student is applying and may require a minimum GPA for admission above 2.5. The Department/School/Program also has the authority to set other criteria in addition to GPA.

///Policy FAM 841.3 info start///

Approved by the Faculty Senate on: 2/5/9

Approved by the President on:
5/23/17

First created by Graduate Council on in 2012

Revised by Graduate Council, Month 2018

///Policy FAM 841.3 info end///

FAM 841.4 COLLEGE OF EXTENDED LEARNING FOR CERTAIN ZERO-UNIT GRADUATE COURSES

Continuous Enrollment: Graduate students who have completed all other coursework will be allowed to enroll, with department consent, for zero-unit continuous enrollment courses through the College of Extended Learning (CEL). Graduate students enrolled in continuous enrollment courses in this way shall retain the privileges of regularly matriculated students: access to email, library, learning management systems, and faculty.

Comprehensive Examination: Graduate students who have completed all other coursework will be allowed to enroll, with department consent, for the comprehensive examination through the College of Extended Learning (CEL).

Graduate students enrolled in the comprehensive exam in this way shall retain the privileges of regularly matriculated students: access to email, library, learning management systems, and faculty.

Graduate Portfolio: Graduate students will be allowed to enroll, with department consent, for the graduate portfolio through the College of Extended Learning (CEL) if the credit amount for this course is zero-unit. Graduate students enrolled in the graduate portfolio in this way shall retain the privileges of regularly matriculated students: access to email, library, learning management systems, and faculty.

Rationale:

In 2013-14, the Graduate Council proposed that graduate students who have completed all of their program requirements except for the culminating project and are taking the zero-unit courses, Continuous Enrollment and Comprehensive Examination, be permitted to enroll, with department consent, for those courses through the College of Extended Learning, which would allow them to pay very much less for those courses than stateside fees for 0-6 units.

At that time, students were required to enroll in Continuous Enrollment in order to retain privileges (email, library, learning management systems, faculty, catalog rights), but were being required to pay regular 0-6 unit tuition. Many students, rather than paying this amount of money, chose to take a leave of absence instead. Leaves of absence, however, can cause the following problems: (1) during a leave of absence, students lose access and thus have a harder time working on their projects; (2) students often do not return after a leave of absence and fail to finish the degree; (3) students must go through a plethora of paperwork to leave the university and then re-enroll. Similarly, students who were going to take the Comprehensive Exam would often, in order to speed their time to graduation and to avoid paying regular tuition for the zero-unit comprehensive exam, enroll in comprehensive exam courses while they were still taking coursework, even though they are strongly encouraged not to do so. Allowing students to enroll in very much less expensive CEL courses would make it practical for programs to require

students to complete all coursework before taking the exam. The Graduate Council's proposals were approved by the Faculty Senate and by the President in Spring 2014 and thus became University policy. Since then, the Graduate Council has become aware that, in some programs, graduate students are required to enroll in a zero-unit graduate portfolio course while they are still taking courses, creating additional pressure, or after having completed their coursework and before being able to address the graduate exit writing requirement. This policy change would make it practical for programs to require students to complete all coursework before developing their portfolio.

///Policy FAM 841.4 info start///

Last Revision 2015: Graduate Council

///Policy FAM 841.4 info end///

FAM 841.33 COYOTE ACCELERATED POST-BACCALAUREATE EDUCATION (CAPE) BLENDED PROGRAMS POLICY

Purpose and Scope

In July 2022, the CSU Board of Trustees voted to amend Title 5 to permit students to double count a maximum of 12 units of graduate level coursework towards their bachelor's and master's degrees. This allows CSU campuses to offer “Blended” programs that merge an existing bachelor's and master's degree program into a single pathway. A blended program allows the student to transition directly from undergraduate standing (bachelor's) to graduate standing (master's) without having to apply to the graduate program. These programs have increased access to graduate study, grown graduate programs, and reduced the time and cost to students for obtaining the two degrees.

Existing CSUSB bachelor's and master's degree programs may elect but are not required to create blended programs. The CSU's Policy on Blended Bachelor's and Master's Degree Programs establishes systemwide minimum processes and requirements for the creation and implementation of blended programs, and states that issues not addressed in that policy shall be determined at the campus level. This CSUSB policy describes the requirements and procedures through which existing CSUSB bachelor's and master's degree programs can implement blended programs. Blended programs at CSUSB must meet all applicable CSU policies and state and federal laws.

Authority to grant post-baccalaureate and graduate special-action admission is provided under Title 5 section 41001: An applicant who does not qualify for admission under the provisions of subdivisions (a) or (b), or both such subdivisions, of Section 41000, may be admitted by special action if, on the basis of acceptable evidence, the applicant is judged by appropriate campus authority to possess sufficient academic, professional and other potential pertinent to the applicant's educational objectives to merit such action.

The bachelor's and master's degree will typically be offered in the same support mode. However, if the bachelor's is in state support and the master's in self-support the campus will need to (1) clearly identify when the student completes the state support bachelor's degree, (2) begin to charge self-support tuition only for those graduate units that do not count towards the state support bachelor's degree, and, (3) clearly notify the students of the differences between the state and self-support programs including, at minimum, the impact on tuition and financial aid.

Definition

Blended Program: “Blended” programs merge an existing baccalaureate and master's degree program offered in the same support mode in similar disciplines into a single pathway. In

Blended Programs, a minimum of 138 semester units are required to earn both degrees. Students are awarded the bachelor's degree when they satisfy the degree requirements for the degree; and students are awarded the master's degree when they satisfy the degree requirements for that degree. Coyote Accelerated Post-Baccalaureate Education (CAPE) is the unique name given to blended programs at CSUSB.

Policy Statement

1. Required Criteria to Implement Blended Programs

- a. For consideration for a new blended program, the bachelor's and master's program must already be approved programs. If the undergraduate and graduate programs are not in the same department, the proposal must include evidence and agreement of terms by both department chairs.
- b. The courses that will fulfill both the graduate and undergraduate degree requirements (12 units) must be 5000-level (approved for graduate level credit) or 6000-level courses. Each double counted course shall be specifically identified in the program catalog. All identified double counted courses are required (students cannot pick from a menu of courses to double count). It is up to each blended program to limit the number of 5000-level and/or 6000-level courses that can be applied to a blended degree program according to university requirements.
- c. A minimum of 138 units are required for the blended program, which includes 120 units minimum for the undergraduate degree, 30 units for the graduate degree, and 12 units double counted between the two degrees.
- d. In the case of courses that have variable unit loads or that can be repeated for degree credit, the number of course units allowed to be counted towards the graduate degree should be specified. The maximum repeatable units need to be maintained for each degree (bachelor's and master's) in the blended program.
- e. While in undergraduate status, a student in a blended program will take graduate-level courses required for the master's degree. For units that are double counted, none of the required graduate courses can be replaced by an undergraduate course, and graduate courses that will also count toward the bachelor's degree must either require mastery of the more rudimentary knowledge taught at the undergraduate level or cover the content of the undergraduate courses that they replace. Justification for each double counted course must be provided in the proposal, ensuring that this is the case.
- f. Every new blended degree program requires its own proposal through the curricular process. In the case of programs with concentrations, every concentration must have a different blended degree pathway that specifies the courses that can double count for

each concentration (roadmaps are required for each concentration included in the blended program).

g. Once a blended program is created, changes to the blended program must be made through a program change. Visit the CSUSB Academic Programs website for more information on program changes.

2. Considerations for Developing Blended Programs

a. With blended programs, more students who are in undergraduate status will be taking graduate courses. On the other hand, fewer students in graduate status will be in the courses that are double counted. There may be conversations at the department level on the timing of course offerings and how that will impact enrollment.

b. If the double counted course is a 5000-level course, the blended student must do the extra work required for graduate students in the course.

c. A blended program can alter the constitution of cohort-based master's programs, as some introductory courses in the master's program may not have all cohort-members taking the courses.

d. A blended program may impact accreditation, so it is important to consider the implications.

e. If the master's program is either hybrid or online modality, students need to be aware of the different course modality in the graduate program (this should be indicated in the catalog entry).

f. If the unit count of the master's program is above 30 units, then the unit count may present a barrier.

g. Unlike concurrent degree programs, new CSU degree codes will not be assigned for the blended bachelor's and master's programs.

h. To ensure that enrollments are reported accurately, the campus is required to notify Academic Programs in the Chancellor's Office signaling an intention to implement the planned blended program. The resultant Chancellor's Office software edits will allow accurate reporting in the CSU Enrollment Reporting System (ERS), without receiving an "error" message. The blended programs will also be added to the CSU Degrees Database.

i. Students in blended programs must be designated as "Academic Plan Code_Degree Designation_B." Corresponding codes must be determined by the Office of the Registrar

and shall be assigned for ERS reporting at the time the student begins and is maintained during the component undergraduate and graduate degree programs.

j. While students in regular, non-blended, baccalaureate and graduate programs have a degree objective code that ranges from digits "2" to "7," students in blended programs have only the digit "9" as their degree objective code. This code should be assigned for ERS reporting at the time the student begins and is maintained during the component undergraduate and graduate degree programs.

k. When a blended-program student has earned the undergraduate degree, the campus will change the student designation to graduate. When a blended-program student has earned the undergraduate degree, the campus will change the student level code to "5," signifying graduate standing.

l. Blended bachelor's and master's degree programs will continue to use the existing CSU degree program codes and Classification of Instructional Programs (CIP) codes for their components.

3. Tuition

a. The cost of attending California State University, San Bernardino, consists of paying the state fees (also known as resident tuition fees) and university campus-based fees. Non-resident tuition may also apply to out-of-state students as well as international students. If courses are dropped, students may be responsible for retained charges of prorated fees based on the number of days enrolled in the school term.

b. Tuition Fees are not calculated on a per-unit basis. Enrollment and tuition costs are either Part-Time (0-6 units) or Full-Time (6.1+ units). If a student is not a resident of California, an additional fee for each unit enrolled is added to registration and tuition fees. (The additional fee for non-residents in AY 2023-2024 is \$396.00 but may change in subsequent years.) Once the transition to graduate status is made, students will be considered as post-baccalaureate for tuition.

c. A student will be assessed the undergraduate tuition and fees only during the time in which the blended-program student is designated as an undergraduate.

d. When the degree-objective status is changed to "graduate," the student will be assessed the graduate student tuition and fees.

e. Students in a blended bachelor's degree program who are completing units that will double count toward a master's degree that has been authorized to assess a fee for a graduate professional degree (e.g., graduate business professional fee) may or may not be charged that tuition fee for the double counted units, at the discretion of the blended program as indicated on the program's B-Form. The fee shall be charged to students after they transition to graduate status.

f. If a student in a blended program opts not to complete the master's program but does complete the undergraduate degree requirements, undergraduate matriculation shall be reopened in order to grant the baccalaureate degree. There shall be no related cost to the student and no refund of previous graduate fees paid.

4. Financial Aid

a. If students transition between undergraduate and graduate standing during the academic year, they should reach out to the Financial Aid Office to determine if adjustment paperwork is appropriate and allowable.

b. Students should complete the FAFSA or California Dream Act application annually with the correct status listed (i.e., undergraduate or graduate). As with all graduate students, students in blended programs will have different funding eligibility when they are in graduate status.

c. Students will be funded with financial aid funds as undergraduate students while they are coded as undergraduate students and enrolled in courses applicable to their undergraduate degree.

d. While coded as an undergraduate student, the student will not be funded for graduate coursework beyond the 12 units that can be double counted.

e. Once the student is coded as a graduate student, their financial aid will be adjusted to graduate level funding.

f. Funding for the summer term is limited. Winter term financial aid is not available.

g. To maintain financial aid, students should be aware of changing Satisfactory Academic Progress (SAP) requirements when moving from undergraduate to graduate status.

5. International Students and Blended Programs

a. Each campus must issue a change of educational level (i.e., I-20 status) when an F-1 student in a blended program becomes a graduate student according to visa regulations. Undergraduate blended program students will shift to graduate status when they have completed 120 semester units. The international student office should be consulted to work out the timing and workflow for issuance of the new I-20 to F-1 students in blended programs.

b. International students with F-1 visas are permitted post-completion OPT for up to 12 months (and additional 24 months with STEM OPT extension) per degree level. Unless

the campus determines that a gap between educational levels is permitted to allow for OPT, students will otherwise become ineligible for bachelor's level post-completion OPT upon the date of their change in educational level to graduate student status, as indicated on the I-20. Students would still be eligible to apply for graduate level post-completion OPT and STEM OPT extension.

6. Advising Structures in Blended Programs: Option 1 and Option 2

- a. Option 1: Each student in a blended program will obtain tenure-track faculty sponsorship in the degree program. That faculty sponsor will be responsible for advising the blended program student they sponsor.
- b. Option 2: Each blended program will appoint their own blended advisor to advise current blended program students.

7. Advisor Responsibilities in Blended Programs

- a. Familiarity with all blended program policies and procedures at CSUSB, including semester deadlines.
- b. Familiarity with the requirements for their department's blended degree program. At maximum, blended programs will allow for 12 units of double-counted coursework between the undergraduate and graduate degrees.
- c. Attending a meeting once per semester for blended program advisors at CSUSB (hosted by Graduate Studies).
- d. Advising of blended program students.
- e. Program admissions, including submitting the form to admit a student to the blended program based on program admission criteria. Graduate Studies can conduct GPA evaluations as needed.
- f. Submitting the transition form to move the student from undergraduate to graduate status.
- g. Completing the off-ramp form when a student wants to leave or is no longer eligible for the blended program.
- h. Close coordination with other advisors, Graduate Studies, and other CSUSB personnel as needed for blended program students.
- i. For international students, close coordination with International Students & Scholars (ISS).

j. Consistently reminding participating students to visit their assigned ASUA advisor regularly to ensure proper progress for their General Education and major requirements.

k. Consulting with the designated administrator for advisor training needs at the undergraduate level, i.e. how to post advising notes in EAB.

l. Programs should share some of these responsibilities among faculty and staff, such as for program recruiting and prospective blended program advising, but the blended advisor should be aware of these efforts and coordinate the blended program activities.

8. Forms and Procedures in Blended Program Advising

a. Blended Program PAWS

b. Admission to Blended Program form (Undergraduate to Undergraduate Blended)

c. Transition to graduate standing form (Undergraduate Blended to Graduate Blended)

d. Change of major (to discontinue the blended student and return them to the major)

e. How to submit EAB Notes and use EAB advising tools

9. The Blended Program Life-Cycle and the Advisor

a. Submit the blended program admission form to admit students. Note: If the student had any PAWS exceptions prior to admission to the blended program, those will carry over automatically to the new blended PAWS.

b. Submit the form for transition to graduate standing in the semester during which a student will complete 120 units. Note that students must also have completed their GE and lower division requirements.

c. For a Fall transition to the graduate program, the form must be submitted by March 1. For a Spring transition to the graduate program, the form must be submitted by October 1.

d. For international students, coordinate with ISS as the student changes their status. ISS will provide guidance on how to update the student's I-20.

e. Students should be transitioned to the graduate record and be monitored for graduation each semester by the graduate program coordinator until their degree is completed.

10. Blended Program Off-Ramps

a. A student in undergraduate status may decide not to continue in the blended program. In this case, the student can request a change of major through the normal process and the student is returned to their undergraduate degree program. The student may later apply to the program's graduate degree. The advisor provides guidance to the student to see their ASUA academic advisor for completion of their bachelor's degree. If units are transferred into a future master's degree at CSUSB, units cannot exceed seven years, unless approved for validation by both the academic program and Provost Designee for Graduate Studies.

b. If a student in undergraduate status goes on Academic Notice, the student is automatically transitioned back into the undergraduate major. The student may later apply to the program's graduate degree, but double counting units will not be possible. ASUA designee must communicate the transition back to the undergraduate major to the Office of the Registrar.

c. If a student in graduate status goes on Academic Notice, the student must clear their status through the same policies that apply to graduate students. Graduate Studies will put relevant advising materials and contacts on their webpage for advisors to access.

Procedure and Process

11. Procedures for Creating Blended Programs

a. Initial consultation: Contact the Office of Graduate Studies for a consultation. Program requirements will be discussed. Campus guidance for developing a blended program will be reviewed.

b. Checklist: Be sure you understand the following requirements; you must meet this checklist before submitting your blended program proposal.

i. Existing bachelor's and master's degrees: You must have BOTH an existing baccalaureate degree program AND an existing graduate degree program to blend. If the undergraduate and graduate programs are not in the same department, the proposal must include evidence of agreement on the curriculum and roadmaps by both department chairs.

ii. Modality: By default, the modality will be the modality of the existing baccalaureate and graduate programs.

iii. Double-counting 12 units: Decide which specific 12 units will count for both the bachelor's and the master's degrees. These units may include 5000-level courses approved for graduate credit or 6000-level courses. All double counted courses must be required for all blended students. A program can choose less than 12 units to double count. iv. Update the P-Form: Update the P-Form for both

the bachelor's and master's degrees to indicate the blended program is offered. In the P-Forms, link to the department website that contains blended program requirements for admission and completion.

v. B-Form (See attached): Complete the B-Form including two roadmaps. The B-Form will be located in the bachelor's P-Form. Link to the B-Form from the CIM in the bachelor's P-Form. You must create two roadmaps within the B-Form: 1) a five-year roadmap for first-year students (FYS), and 2) a three-year roadmap for upper-division transfers (UDT). The B-Form is accessible on the Academic Programs website for viewing before completing it in the CIM.

vi. CIM: With the above checklist and initial consultation complete, you are ready to launch your proposal. Log into the CIM and update the P-Form. The B-Form will auto-populate when you select the blended program option in the bachelor's P-Form.

vii. Visit the CSUSB Academic Programs website for general information on P-Form approval processes.

c. Following University approval of a blended program, the Office of Academic Programs is responsible for submitting the blended program to the Chancellor's Office for final approval and authorization. Approval from the Chancellor's Office must be obtained prior to implementing a blended degree program. WSCUC approval is not required.

12. Procedures for Admission to Blended Programs

a. Eligibility: Students are eligible to enter the blended program if they meet the following conditions:

i. Completion of a minimum of 60 units but not more than 120 units

ii. Not currently in the semester in which they will complete the baccalaureate degree

iii. Completion of at least 12 upper-division course units in-residence

iv. At least a 2.5 cumulative GPA

v. Faculty sponsorship or blended program advisor approval

vi. Programs can determine admission requirements that are more stringent than these university standards. For example, the program can set a higher GPA threshold or require minimum grades in specific courses. Each department and program can determine the specific courses or additional requirements (if any) that must be completed in the major prior to entering or applying to the blended program. These will be outlined in the catalog for the blended program.

vii. Changes to these requirements will be made by a program change.

viii. Transfer students and international students are eligible, pending they meet eligibility criteria, including having completed 12 upper-level course units in-residence. It should be noted that international students must be enrolled in mostly in-person courses. Master's programs with mostly online courses may not be options for international students.

ix. Departments shall publish their admissions requirements. Departments can move a student to the blended program (undergrad major to blended undergraduate) at any time. However, the department can implement their own timeline for admitting undergraduate students for blended programs.

b. Application Form: Students can apply for admissions into blended programs during the semester they are completing the eligibility requirements. Application deadlines are at the discretion of the department.

c. Application Process

i. Departments can establish their own process and materials needed to review candidates for the blended program. However, at minimum, the student must have a cumulative 2.5 GPA and a tenure-track faculty sponsor or approval of the blended program faculty advisor depending on advising structure (see section 6).

ii. Departments may decide to review applications on a rolling basis or have an internal established timeline for receiving applications.

iii. Application forms should be signed by (1) the faculty sponsor or blended program faculty advisor, (2) department chair, and (3) the student, indicating that all department level requirements for entry into the blended program (except confirmation of GPA) have been met.

iv. The applicant will submit the signed application form to Graduate Studies Admissions.

v. Submission of transcripts is not necessary as Graduate Studies Admissions has access to all CSUSB student transcripts on file.

vi. Graduate Studies will evaluate the GPA. If the GPA falls below the minimum requirement for the blended program, Graduate Studies Admissions will notify the faculty sponsor or blended program faculty advisor, department chair, and the student that the applicant does not meet GPA requirements for admission to the blended program.

vii. If the applicant meets the GPA requirement for the blended program, Graduate Studies will initiate the process of entry into the blended program.

viii. No fee is assessed for the blended program application process.

d. Entering the Blended Program: Once an applicant has been accepted into the blended (undergraduate) program, the following steps will be taken.

i. Graduate Studies initiate the form for Blended Program Entry (undergraduate major to undergraduate blended major) and route it to the faculty sponsor or blended program faculty advisor, the department chair, and the student. Once all signatures are obtained, Graduate Studies will route the Blended Program Entry form to the Office of the Registrar. The Student will be coded in PeopleSoft as "Academic Plan Code_Degree Designation_B."

ii. The Office of the Registrar moves the student into the blended undergraduate program (similar to a major change).

iii. Notification of the new blended student is sent to the faculty sponsor, International Students & Scholars (ISS), Student File, Financial Aid, Registration & Records, and Graduate Studies. ISS and Financial Aid will separately track blended students. Please direct any blended students with F-1 visa status and Optional Practical Training (OPT) to ISS for additional guidance.

13. Transition to Graduate Study

a. Once the student is eligible for transitioning to the blended graduate program, the faculty sponsor or the blended program faculty advisor will request that the student transition to the blended graduate program via an Adobe Sign form. The blended student does not apply to the graduate program through Cal State Apply.

b. Eligibility requirements for transitioning to graduate status:

i. The form for transition to graduate status is initiated by the term before the conferral of the undergraduate degree, including in-progress units.

ii. The student is in good academic standing in their undergraduate program.

iii. The student maintains a 3.0 GPA in graduate level courses taken while in undergraduate status.

iv. The Office of the Registrar will evaluate the student record for these requirements before advancing them to graduate status. If the student does not

meet these requirements, the student will be moved back into the appropriate undergraduate major.

v. Blended students do not pay an enrollment deposit when transitioning to graduate status. Transitions to graduate status only occur in Fall or Spring semesters and must be requested by the deadline the semester before transitioning.

vi. Students are evaluated for honors based on the undergraduate degree.

c. International Students Transition to Graduate Status

i. International students who are moving to graduate status need to have completed all graduation requirements for the bachelor's degree for International Students and Scholars (ISS) to issue an updated Form I-20 reflecting change to graduate status.

ii. International students who do not meet this requirement will be moved back into the appropriate undergraduate major.

iii. All programs that international students enter must be approved on the SEVIS list.

iv. If the student meets eligibility, ISS issues an updated Form I-20 for change of educational level (i.e., changing level from bachelor's to master's). This change will shift the minimum unit requirement for F-1 undergraduate student status (12 units) to that for a graduate student (9 units, unless other full course load is defined by college or academic department).

v. International students with an F-1 visa are permitted post-completion Optional Practical Training (OPT) for up to 12 months (and additional 24 months with STEM OPT extension) per degree level.

vi. Unless the campus determines that a gap between educational levels is permitted to allow for OPT, students will otherwise become ineligible for bachelor's level post-completion OPT upon the date of their change in educational level to graduate student status, as indicated on the I-20. Students would still be eligible to apply for graduate level post-completion OPT and STEM OPT extension.

d. Deadlines: For a Fall transition to graduate status, the transition form must be submitted by the faculty sponsor or blended program advisor by March 1. For a Spring transition to the graduate program, the form must be submitted by the blended advisor by October 1.

e. Workflow: The workflow for the transition to graduate status impacts several offices on campus. The review of each blended student will follow the process below.

i. The faculty sponsor or blended program advisor identifies which students need to transition to graduate status and initiates and signs one form per student. The blended student signs the form electronically to acknowledge the implications in financial aid and tuition resulting in the status change, as well as the master's degree completion time limit.

ii. The Office of the Registrar reviews criteria for entering graduate status. ISS reviews and issues an updated I-20 for eligible students.

iii. In PeopleSoft, Graduate Studies Admissions adds an application for the graduate record. The student is then coded in PeopleSoft as "Academic Plan Code_Degree Objective_B."

iv. The Office of the Registrar discontinues the undergraduate record and confirms term activation is complete for the graduate record.

v. Copies of the form are sent to all in the workflow plus Financial Aid, Student Business Services, and Graduate Studies.

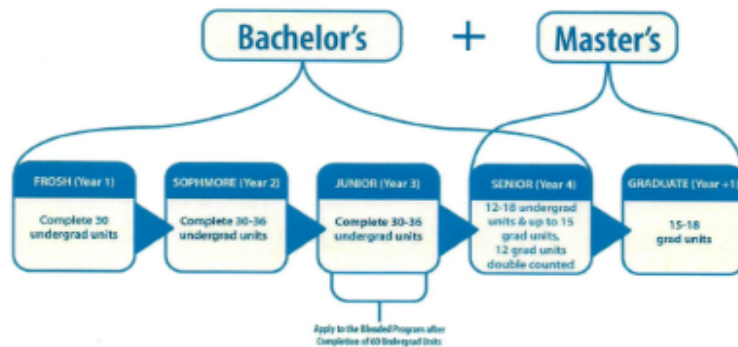
14. Graduation and Degree Conferral

a. Blended program students will receive their bachelor's degree once they have completed the bachelor's degree requirements. They will receive their master's degree once they have completed the master's degree requirements. Students may participate in both ceremonies.

b. Bachelor's students' grad checks are initiated by the university. Master's students must apply for the grad check after they have been advanced to candidacy.

c. One of the conditions for the student to be switched into graduate status is to have already completed an undergraduate grad check.

d. The Office of the Registrar will track the student for graduation requirements as soon as they enter the graduate record.



Approvals

Approved by the Faculty Senate on 11-21-2023

Approved by the President on POM 2/24/2024

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///Policy FAM 841.33 info end///

FAM 841.36 GRADUATE COUNCIL POLICY

Membership: Two tenured or tenure-track faculty from different departments/schools within each College will be elected to serve two-year, staggered terms on the Graduate Council. At least one of the faculty elected from each college shall be a graduate coordinator from that college. In addition, one representative from a credential program shall be elected by the College of Education, and one additional representative from each college in which a doctoral program is housed. One currently registered graduate student shall also be appointed by the Associated Students. The Dean of Graduate Studies and Associate Provost for Research will serve as ex-officio members of the committee. The Faculty Senate Chair (or designee) will also serve as an ex-officio member of this committee. This committee will be chaired by a faculty member elected by the Council. Graduate Council members are strongly encouraged to hold regular meetings with the Directors of Graduate Programs in their Colleges.

Responsibilities: The Graduate Council is responsible for development and review of all policies and procedures pertaining to graduate programs. It will also submit an annual report to the Faculty Senate. Council recommendations concerning these policies and procedures shall be forwarded to the Faculty Senate Executive Committee for consideration.

FAM 841.97
POLICY ON GRADUATION WRITING ASSESSMENT REQUIREMENT FOR GRADUATE STUDENTS

Purpose and Scope

This document sets forth the policies and procedures for assessing graduate students' writing proficiency to ensure that they fulfill California State University's Graduation Writing Assessment Requirement before they are granted a graduate degree.

Definition

1. GWAR: Graduation Writing Assessment Requirement for graduate students.
2. OGS: Office of Graduate Studies.
3. Student: a matriculated student enrolled in a CSUSB master's or doctorate program.
4. The Program: the college, department or program from which the student will receive the graduate degree.

Policy Statement

The GWAR must be satisfied before a student graduates from the program in which s/he is enrolled.

The GWAR shall be satisfied by one of the following options.

1. Take a writing intensive course with a grade "B-" or better. The program is required to obtain the approval of the OGS for this option by submitting to OGS a syllabus of the course.
2. Obtain an acceptable standardized test score, such as the Analytical Writing subtest of the Graduate Management Admissions Test (GMAT) or the Graduate Record Examinations (GRE). Both the acceptable score and the type of test shall be determined by the program.
3. Complete a program-specific writing intensive course with a grade "B-" or better.
4. Receive a passing score on a rigorous academic paper or papers. The paper(s) shall be evaluated in the following four areas:

A. Integration/Critical Analysis

B. Content/Organization.

C. Style/Format.

D. Grammar/Usage

The program shall determine how many papers shall be required and who shall evaluate the paper(s).

5. Complete a writing intensive thesis, comprehensive exam, or culminating project. The program shall have a remediation mechanism for students who do not satisfy the GVAR on their first attempt. The program shall specify the maximum number of attempts that students are allowed to satisfy the GVAR.

The program shall file its GVAR option (1 through 5 above) and remediation mechanism with the OGS for approval before implementation. The program shall provide the OGS with annual aggregate student GVAR performance data.

If a student transfers to a different program, the program to which the student is transferring to has the right to accept or decline the student's GVAR from the previous program.

///Policy FAM 841.97 info start///

FOR OFFICE USE ONLY

Approved by the CSUSB Faculty Senate on

Signed

Karen Kolehmainen (Senate Chair) Date

Tomas Morales (CSUSB President) Date

///Policy FAM 841.97 info end///

FAM 841.97
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D. Grammar/Usage

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5. Complete a writing intensive thesis, comprehensive exam, or culminating project.

The program shall have a remediation mechanism for students who do not satisfy the GVAR on their first attempt. The program shall specify the maximum number of attempts that students are allowed to satisfy the GVAR.

The program shall file its GVAR option (1 through 5 above) and remediation mechanism with the OGS for approval before implementation. The program shall provide the OGS with annual aggregate student GVAR performance data.

If a student transfers to a different program, the program to which the student is transferring to has the right to accept or decline the student's GVAR from the previous program.

Approved by the Faculty Senate on

Approved by the President on 5/11/11, c, I I

First created by Graduate Council, 2015

Revised by Graduate Council, February 2019

FAM 842.5

POLICY ON A UNIVERSITY HONORS PROGRAM

1. Preamble

The California State University, San Bernardino is committed to the establishment of an Honors Program curriculum designed to meet the needs of highly motivated students who seek an exceptional, intellectually challenging experience. This program will add breadth and depth to the student's undergraduate course of study. Honors students will be encouraged to take an active role in their own learning process, to think about problems they will face in creating the future, and to explore their roles in addressing these problems. Integration of subject material across the curriculum is a primary goal of the program, as is emphasis on the cognitive development of the student. Students will be encouraged to develop thinking skills and to use these skills in analyzing and evaluating problems of contemporary society.

2. The Honors Curriculum

An Honors Program shall be established to supplement, not replace, any existing academic programs of the University. The program is to be phased in over a four- year period. A detailed program is provided for the first year and tentative outlines are included for the second, third and fourth years. The program will accept the first group of students into the first year of the program for Fall Quarter, 1989.

2.1 First Year. During their freshman year in the Honors Program, Honors students will enroll in a three-quarter integrated basic skills course sequence which will meet the General Education requirements for basic skills, including communication, composition and critical thinking. The course sequence will focus upon specific issues and topics and will teach students basic skills in the process of dealing with these topics. For example, in dealing with an issue such as balancing economic growth and environmental risks, students will learn research methods, apply techniques of examining arguments and evidence, and prepare both written and oral reports.

2.2 Second Year. During their sophomore year, honors students will be expected to continue to enroll in the lower division Honors seminar each quarter. Additional honors-specific courses will be developed within the General Education area.

2.3 Third Year. Students will enroll in a sequence of three courses that begin a multidisciplinary approach to course material. The intention of the third year courses is to integrate course material across the disciplines.

2.4 Fourth Year. Student will participate in an honors activity. Students will be expected to work with a faculty member or a team of faculty members. Such work will lead to a major performance, project or thesis which exhibits exemplary creative activity.

3. Honors Program Committee.

A permanent Honors Program Committee shall be established as a special committee of the Faculty Senate.

3.1 Membership: This committee shall consist of one representative from each of the Schools; one representative from the Library; one representative from the Office of the Dean of Undergraduate Studies, one student representative; and the Director of the Honors Program. The school and library representatives shall be appointed by the Executive Committee to two-year staggered terms. The student representative shall be elected to a one year term from and by the Honors program participants.

3.2 Duties: The Honors Program Committee will serve as a Board of Directors for the Honors Program.

The Committee's first order of responsibility will be to develop and submit for curriculum review and approval through regular curricular channels and on appropriate program and course proposal forms a complete honors program. A final draft of the complete program (after department- and school-level reviews have been completed) shall be due in the Office of Academic Programs by December 4, 1989 for technical review prior to review by the General Education Committee, the Curriculum Committee, and the Senate. Committee members will act to voice concerns of the separate academic units and to disseminate information from the Committee to the academic and administrative units. The Committee will be actively involved in program design, course planning and admissions/retention decisions. In addition, members of the Committee will be expected to act as advisors and counselors for students in the Honors Program. The Committee will be actively involved in selecting, evaluating, and recommending the approval of courses and faculty for the honors program.

4. First-Year Curriculum for 1989-90.

For the 1989-90 school year, honors sections will be scheduled for the currently-existing general education courses in English 101, Philosophy 105 and Communication 120. Enrollment in these sections will be restricted to honors students by withholding the course code number from the published schedule and noting that the section is restricted to honors students. In subsequent years, new course titles will be given to the courses in the sequence to emphasize their integrated nature; for example Humanities 103 or Integrated Studies 103, sections A, B, and C. These courses will be approved through the normal curricular Channels.

Students will also enroll in a lower division Honors seminar each quarter, 1 credit per quarter (3 credits total). These seminars will emphasize analysis and evaluation of current ideas and events. The lower division Honors seminars serve two purposes. The first is to solidify the group of honors students, ease their transition into the University, and establish a group identity. The second is to provide an intellectual forum in which students may discuss issues, exchange

ideas, present papers and be introduced to research methods. This seminar requirement will begin when the courses have been approved through the normal curricular channels.

A lower-division Honors seminar (IS 105) will be authorized for one academic year (1989-90) through this document on a temporary, emergency basis pending approval of the course in tandem with a complete Honors program through the normal curricular channels.

///Policy FAM 842.5 info start///

Last Revision 1989: EC

///Policy FAM 842.5 info end///

FAM 845.72

INSTITUTIONAL REVIEW BOARD

Purpose and Scope

The purpose of this document is to provide information of roles and resources for conducting ethical research involving human participants.

Definitions as defined by the U.S. Department of Health & Human Services and Office for Human Research Protections:

- Research
- Human [subject] participant
- Intervention
- Investigators

Policy Statement

Per federal regulations, the IRB at CSUSB reports directly to the U.S. Department of Health & Human Services (HHS) and Office for Human Research Protections (OHRP).

All faculty, students, administration, and staff conducting research or data collection involving human participants must follow the regulations and guidelines set forth by OHRP, Institutional Review Board (IRB) at CSUSB, and Federal Wide Assurance #FWA00004865 between CSUSB and OHRP. Prior to starting any research projects, all investigators involved in human participants research must receive IRB approval by: completing CITI training or other IRB-approved ethics training, submitting an application to the IRB via its online system, and receiving from the IRB a notice of approval or determination of exemption.

Procedure and Process

IRB Membership

Based on OHRP regulations, the IRB is constituted and its membership includes faculty members (at least one from each academic college), subject matter experts, student members, a research compliance officer, and non-CSUSB affiliated members. See updated federal regulations for membership. The term for faculty representatives is three years and they can serve no more than three terms.

IRB members will be selected as follows:

1. When a vacancy arises, a call for candidates will be advertised to the relevant unit(s) (university, colleges, and/or departments). This call will be made by the IRB.
2. Calls for applications will include a link to the IRB website, membership term and responsibilities, and application due date. Interested candidates will provide their CV or resume and a short statement of their qualifications in their application. These documents will be initially reviewed by the IRB Compliance Officer and IRB Chair. The IRB Chair will bring candidates' materials forward to the IRB for review, discussion, and selection by majority vote.

3. Upon the recommendation of the IRB, formal appointments will be made by the AVP for Research.

IRB Chair

The IRB Chair is selected by the IRB from among the IRB membership. The selection is determined by a simple majority vote of the IRB membership. The Chair of the IRB shall serve a two-year term with an additional year as past-chair (for a total of 3 years). The Chair should be a current IRB member with at least one full year experience on IRB.

Appeals

Under certain circumstances, faculty may appeal the IRB determination for their IRB application. For more information, please see the IRB site.

Resources

- Questions regarding human participants data collection should be referred to the Research Compliance Officer of the IRB or the Chair of the IRB, both of whom can be reached at irb@csusb.edu.
- OHRP regulations
- CSUSB's IRB guidelines

///Policy FAM 845.72 info start///

Approvals

Approved by the Faculty Senate on February 8, 2022

Approved by the Provost on March 23, 2022

Approved by the President on March 30, 2022

History

First created: 02/08/2022 [Date] by EPRC _

Revised: [Date] by _

Renumbered: [Date] from to

///Policy FAM 845.72 info end///

FAM 847.7

INDEPENDENT STUDY COURSES

The College has adopted an academic plan which recognizes that certain students may profit from the opportunity to carry on studies in depth and in breadth, and achieve intellectual growth by engaging in specially designed Independent Study courses. These courses are usually designated Independent Study (commonly numbered 555 or 595). They should not be confused with regular courses presented as tutorial or community service courses nor substituted for established courses. Over the past decade these courses have developed in various directions in a number of areas. In order to maintain the quality of the independent study courses and provide for some continuity of administration, the following guidelines have been established. These guidelines have been drawn up to insure certain standards while allowing flexibility for more specialized needs of individual departments/schools.

Guidelines

1. Students are required to have a minimum overall GPA of 3.0 in order to be eligible to sign up for independent study.
2. Each department/school shall require a written application for independent study. This will serve as the student's contract. The contract should indicate the student's objectives, a tentative schedule of student-faculty conferences, the nature of objectives, a tentative schedule of student-faculty conferences, the nature of the final project and the criteria upon which the independent study project will be evaluated. A copy of each approved contract is to be kept in a file in the department/school for at least one academic year.
3. A copy of each student's final independent study project is to be kept in a file in the department/school for at least one academic year. If placing a copy of the project on file is not feasible (as with films or productions) this should be indicated on the independent study contract. These final reports shall be placed in the file when the student's grade for the course is submitted.
4. It is required that within each department/school, independent study applications be reviewed and acted on each quarter, prior to registration. The procedure for this review shall be established by each department/school.
5. As a general rule, a faculty member is expected to devote an average of 1-1/2 hours a week for each 5 credit independent study student he/she directs. A student taking independent study is expected to devote 3 hours per week for each unit of independent study (i.e., a 5-unit independent study should involve approximately 15 hours per week for a student).
6. Other regulations regarding independent study may be instituted at the department level as desired by individual department's/school's needs. In particular, each

department/school should decide how many units of independent study can be counted as units toward that major, credential or graduate degree.

Recording and Staffing

The faculty workload assignment for Independent Study and other types of supervised instruction differs from that used for traditional classroom formats. Instead, faculty are assigned weighted teaching units (WTUs) based upon the number of students supervised, rather than the number of class meetings each week. Thus faculty supervising students enrolled for 5 or 6 student credit units (SCUs) of Independent Study are assigned .5 WTU per student. 24 such Independent Study students would constitute a full teaching assignment for one faculty member for one term. Lesser amounts of SCUs assigned to Independent Study students each proportionately fewer WTUs for the faculty involved in the supervision. Since Independent Study is our most expensive instructional mode, the number of class cards available is limited each term. Their assignment to Colleges and Departments/Schools is the responsibility of the Dean of Academic Planning, who establishes norms for each instructional format in consultation with the Director of Institutional Research and the Vice President for Academic Affairs. Each Department/School offering instruction on an Independent Study basis assumes responsibility for establishing policies and procedures which insure that student projects are appropriate to the time and SCUs available and that adequate arrangements exist for the supervision and evaluation of student efforts. As a norm, faculty are expected to spend 1-1/2 hours per week in preparation for, meeting with or evaluating the work of each supervised student enrolled for 5 or more SCUs. Every student enrolled for Independent Study should be credited to some faculty member's workload assignment, preferably the faculty member doing the supervision, irrespective of the effect on that faculty's reported workload. Each such assignment must be made within the Department/School in which the student enrolls for Independent Study.

Through the course of the academic year, faculty with greater than 12 unit course loads one term can be given reduced teaching assignments in a subsequent term within the same academic year. Or, at the discretion of the Department Chairman/School Director, and with the knowledge and consent of the College Dean, another faculty member within the same Department/School can be given a reduction in teaching assignment equal to the course overloads earned through Independent Study in the same or an The College Dean bears the responsibility for maintaining, in a clearly auditable fashion, the records of Independent Study assignments for each Department/School each term. The constraints involved in the procedures described include the following.

///Policy FAM 847.7 info start///

Last Revision: Administrative

///Policy FAM 847.7 info end///

FAM 849.8
POLICY ON INSTRUCTIONAL TELEVISION FIXED SERVICE (ITFS)

1. Definition and Purpose of ITFS

ITFS provides the electronic transmissions of live interactive classroom instruction. The purpose of ITFS at CSUSB is to meet more effectively the educational needs of the area by providing access to regular classroom instruction for people in remote locations or others who are not able or likely to attend regular classes on campus. ITFS may be used to provide Extended Education classes, academic advising for remote located students and to carry teleconferences over the system at remote locations.

2. Faculty Oversight

The Information Services Committee shall formulate, recommend, and review policy concerning ITFS. Programmatic recommendations will be forwarded to the Dean of Extended Education, and technical recommendations will be forwarded to the Director of Audio Visual Services. The Committee's duties shall include reviewing proposed ITFS courses; suggesting criteria for evaluating ITFS courses; making recommendations regarding instructional support for ITFS courses, including library, audio visual, laboratory and computer resources; making recommendations regarding services for students enrolled in ITFS classes; and evaluating ITFS instruction on a continuing basis and making recommendations for improvement.

3. General Guidelines:

3.1 Any course which has been approved as part of the University curriculum, or any course offered through the office of Extended Education, can be considered for its appropriateness to be offered via ITFS. The unique instructional format of an ITFS course requires that it receive review and approval prior to its first offering via ITFS. Such review shall be made by the department chair, Information Services Committee, College Curriculum Committee, College Dean, and Dean of Extended Education.

3.2 Courses offered via ITFS shall be adequately supported with library, audio visual, laboratory, and computer resources as available

3.3 Students enrolled in ITFS courses shall be provided adequate advising, admissions and registration services. Special efforts shall be made to provide other student services.

3.4 Faculty teaching ITFS courses are encouraged to visit their ITFS students when and where appropriate but shall not be required to do so. If visits are to be made, faculty shall be appropriately reimbursed in accordance with standard policies and regulations.

3.5 ITFS courses will be evaluated on the basis of (1) instructor performance measured through SETE forms and (2) technical quality measured through an Extended Education assessment form. As with summer session courses, faculty will decide whether SETE forms will be placed in their personnel files; however, none of the information derived from the Extended Education technical quality assessment forms shall be placed into any faculty member's personnel file

3.6 Access to ITFS facilities shall normally be based on the following priorities: 1. state-supported regular credit; 2. extension credit courses; 3. non-credit courses; 4. academic advisement; 5. Academic conferences.

3.7 Normally any enrollment for a class offered via ITFS shall be credited to the department of the faculty member(s) providing the information.

3.8 In the initial phase of implementing the ITFS system or when developing new off-campus courses and programs, an occasion may arise where departments will be unable to anticipate the staffing required for ITFS sections. In such situations, departments may request additional WTU's from the Dean of Extended Education. During the experimental period from Fall 1988 through Spring 1990 up to 4 WTU's beyond those normally assigned may be awarded for the initial preparation and offering of an ITFS version of a course when justified. Subsequent offerings of an ITFS course will be staffed from the normal departmental or college budget.

///Policy FAM 849.8 info start///

Last Revision 2002: EC [REPEALED]

///Policy FAM 849.8 info end///

FAM 852.6 POLICY ON OFFICE HOURS

1. Introduction

CSUSB faculty communicate with students in a variety of ways, both face-to-face and electronically, to provide support for classroom instruction and to offer academic advising and career counseling. This policy sets forth the minimum requirements of regularly- scheduled office hours while fully recognizing those other ways of communicating with students as widely existing and extremely valuable for the success of student learning. Faculty can—and are indeed encouraged to—offer more than the minimum to the extent possible.

2. Types of Office Hours

- 2.1. Face-to-face office hours, typically held on campus
- 2.2. Office hours by appointment, usually held on campus
- 2.3. Virtual office hours, e.g. communication between the faculty and students in an online chat room, instant messaging, phone calls, email, or videoconferencing. In this type of office hours, the physical presence of the faculty on campus is not required.

3. Application of the Policy

The provisions in this policy apply to classes that are designated as “lecture” or “seminar.” They do not apply to other types such as “independent study,” “supervision,” “lab,” “practice,” “performance,” or “activity.” Departments may establish office hour policies for these classes as they deem necessary and appropriate.

4. Number of Office Hours

- 4.1. Faculty will hold fifteen (15) minutes of office hours per week per credit unit of coursework taught for a minimum of one (1) hour.
- 4.2. In addition to 4.1., “Office hours by appointment” should be provided.
- 4.3. No office hours are required in the finals week.

5. Office Hours with Respect to Modes of Instruction

- 5.1. For classes in the traditional mode of instruction, face-to-face office hours must be held in accordance with 4.1. They should be scheduled at times and on days when targeted students are normally in attendance or are otherwise available.

If a part-time Lecturer is not provided with an office space to hold face-to-face office hours, he or she should arrange to be available to students before and after each class by way of office hours.

5.2. For classes taught in the hybrid mode, a combination of face-to-face office hours and virtual office hours is expected. The proportion of each type in the combination will be decided by the department chair in consultation with the faculty member based on the exact nature of the hybrid mode and other classes the faculty member is teaching in the term.

5.3. For classes taught fully online, virtual office hours may be held. However, if a full-time faculty member's entire teaching load is online in a term, at least one (1) of the total office hours per week shall be conducted face-to-face. Exceptions to this section of the policy can be made with agreement of the Department chair in cases where the instructor cannot come to campus.

6. Communication of Office Hours

Office hours shall be provided to the department office no later than the end of the first week of instruction each term. Office hours and email address of faculty shall be presented in the course syllabi, posted outside the faculty member's office, be filed with the Department Chair and College Dean, and be strictly followed.

7. Cancellation of Office Hours

Cancellation of office hours must be communicated to the department office and students as soon as possible. A notice of cancellation shall be posted on the faculty member's door.

FAM 854.34

RESEARCH, SCHOLARLY AND CREATIVE ACTIVITY COMMITTEE

Purpose and Scope

The California State University, San Bernardino is committed to supporting faculty research, scholarship, and creative activities.

The Research, Scholarly and Creative Activity Committee of the Faculty Senate shall make recommendations concerning faculty research, scholarly and creative activities policies, foster the culture of discovery, and innovation and advocate for faculty research and creative activities.

Sources:

CBA 25.6 (Eligibility to apply for the RSCA funds)

CSU Chancellor's Office Annual Coded Memorandum: "Research, Scholarship, and Creative Activity Award Program" (2019)

FAM 036.5 "POLICY STATEMENT CONCERNING RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY GRANTS"

Definitions

Research, Scholarship and Creative Activity (RSCA) funds

CSUSB's annual allocation of the Chancellor's Office funds for faculty research and creative activities, subject to the CBA 25.6.

Mini-grant program

An intramural grant program defined in FAM 036.5, funded by RSCA funds, subject to the CBA.

Summer Research Fellowship program

An intramural grant program defined in FAM 036.5.

Professors Across Borders program

An intramural grant program offered by the Center for International Studies and Programs (CISP).

Policy Statement

This policy defines the composition and functions of the Research, Scholarly and Creative Activity Committee.

This policy also describes the procedures for a review of the following intramural grant programs: the Mini-grant program, the Summer Research Fellowship program, and the Professors Across Borders program and for the review of the policies concerning faculty research and creative activities.

Committee Composition

Six tenure-track faculty members, one from each College/Library shall be appointed by the Faculty Senate Executive Committee in consultation with the appropriate Constituent Unit Election Officers.

1. Faculty members shall serve two-year terms. Terms shall be staggered.
2. The following persons shall serve as ex-officio members of the committee.
 - a. Associate Provost for Academic Research (AR)
 - b. Director, Center for International Studies and Programs (CISP)
 - c. Director, Office of Research Development (ORD)

Functions of the Committee

The Committee shall coordinate all faculty professional development activities, which fall within the following areas:

1. Receive and review the annual reports for the Mini-grant, Summer Research Fellowship, and Professors Across Borders programs.
2. Assess the effectiveness of the Mini-grant, Summer Research Fellowship, and Professors Across Borders programs and procedures, and provide recommendations for policy and procedure revisions.
3. Coordinate with college Professional Awards Committee chairs to ensure consistent review of all grant applications.
4. When funds and administrative structures are provided, recommend the distribution of the allocations among the Summer Research Fellowship and Professors Across Borders categories.
5. Formulate, assess, and recommend revisions to the policies concerning faculty research and creative activities.

The recommendations indicated above shall be made to the Faculty Senate, Provost and President.

Procedures

The procedures apply after the date of formal approval of this policy by the Faculty Senate.

Review and assessment of Mini-grant, Summer Research Fellowship and Professors across Borders programs.

1. The summary information pertaining to the Mini-grant and Summer Research Fellowship programs shall be provided by the ORD.
2. The summary information pertaining to the Professors Across Borders programs shall be provided by the CISP.
3. For each project, the summary information shall include the type of award, college, the title of proposal, author(s), funding amount, and recommendation.
4. The summary data information listed shall be maintained within the Office of Academic Research.
5. All reports, including final reports for each award, shall be submitted according to the requirements specified in the call for proposals.
6. The Mini-grant and Summer Research Fellowship awardee names, listed by college, shall be posted on the ORD website.
Each college Professional Awards Committee (PAC) will use this information to identify current submissions for professional awards by faculty who have received one or more previous awards and who have failed to submit final reports.

Those proposals associated with incomplete files from a prior funding cycle or award program (i.e., proposals without final reports) shall be excluded from the proposals submitted to the college PAC for review. The Office of Academic Research shall notify authors of proposals without appropriate documentation that their submissions have been disqualified on this basis.

The call for proposals for each award program shall stipulate that all reports for previous awards are required in order for a proposal to be given consideration by the college PAC.

At least every three years, the Research, Scholarly and Creative Activity Committee shall review the completed grant reports and assess the effectiveness of each program, i.e. whether each award program is meeting its stated objectives. The committee will use this information to recommend improvements. The information also may have implications for eliminating underused award programs and for generating new categories of funding support for professional growth.

At least every three years, the Research, Scholarly and Creative Activity Committee shall review the effectiveness of each program administration. The committee will use this information to recommend changes for improvements.

Reporting Requirements

The Research, Scholarly and Creative Activity Committee shall provide the Faculty Senate with an annual report on the number of awards, the source of funds, the amount of funding in each award category, and the distribution of awards by college.

Formulating, assessing, and recommending revisions to the policies concerning faculty research and creative activities.

1. At least every five years the Committee shall review each policy and, after consultation with the FAC, suggest edits to the appropriate FAM policies, including but not limited to FAM 036.5, and FAM 854.34.

2. As necessitated by new external or internal regulatory, budgetary, or other factors affecting faculty research and creative activities, the Committee may formulate and propose a new policy to address such factors.

///Policy FAM 854.34 info start///

Approvals

Approved by the Faculty Senate on __November 23, 2021__

Signed by the President on _____

History

First created:_____ [Date] by _____

Renumbered: 2013 from FAM 515 to FAM 854.34

///Policy FAM 854.34 info end///

FAM 854.34
POLICY STATEMENT CONCERNING FACULTY
PROFESSIONAL DEVELOPMENT

1. Preamble: The California State University, San Bernardino is firm in its commitment to support a comprehensive program of Faculty Professional Development. The program encourages academic activities related to research, instruction, library projects, development of grant proposals, creative and other appropriately related work which will assist in helping faculty members improve their competence as teachers and scholars. To coordinate this program and assist in its expansion, a Faculty Professional Development Coordinating Committee shall be organized.

2. Faculty Professional Development Coordinating Committee Composition

2.1 Six tenure-track faculty members, one from each College/Library. These shall be appointed by the Faculty Senate Executive Committee in consultation with the appropriate Constituent Unit Election Officers.

2.2 Faculty members shall serve two-year terms. Terms shall be staggered.

2.3 The following persons shall serve as ex-officio members of the committee.

2.3.1 The Associate Provost for Research

2.3.3 The Director of Research and Sponsored Programs

2.3.4 The Director of the Teaching Resource Center

3. Functions of the Faculty Professional Development Coordinating Committee

The Faculty Professional Development Coordinating Committee (FPDCC) shall coordinate all faculty professional development activities, which fall within the following areas:

3.1 Recommend the distribution of campus faculty professional development funds including Research, Scholarship and Creative Activities (RSCA) funds among the categories of Mini-grants, Faculty Research Awards, and Summer Research Fellowships.

3.2 Recommend funding needs for faculty professional development.

3.3 Explore and recommend additional sources of funding, both on and off campus, for faculty professional development.

3.4 Request data from appropriate parties on all expenditures for faculty professional development purposes. Such data shall be used to submit required campus reports to the Chancellor's Office. The recommendations indicated above shall be made to the Vice President for Academic Affairs/Provost.

4. Procedures for Review of Professional Awards Programs

4.1 The procedures apply to award applications received after the date of formal approval of this policy by the Faculty Senate.

4.2 Information pertaining to decisions for professional awards under programs administered by the Faculty Professional Development Coordinating Committee shall be summarized and maintained by the Office of Academic Research. For each project, the summary information shall include type of award, college, title of proposal, author(s), funding amount, and recommendation.

4.3 The summary data information listed in 4.2 shall be maintained within the Office of Academic Research along with a final report by the award recipient(s) on the outcome of the completed project and use of the funds awarded.

4.4 Final reports for funded proposals shall be submitted to the Office of Academic Research. A copy of each final report shall be placed in the appropriate faculty member(s)' Working Personnel Action File.

4.5 For each funding cycle or award program, summary information shall be provided to the college Professional Awards Committee (PAC) by the Office of Academic Research. The information will be used to identify current submissions for professional awards by faculty who have received one or more previous awards and who have failed to submit final reports.

4.6 Those proposals associated with incomplete files from a prior funding cycle or award program (i.e., proposals without final reports) shall be excluded from the proposals submitted to the college PAC for review. The Office of Academic Research shall notify authors of proposals without appropriate documentation that their submissions have been disqualified on this basis.

4.7 The call for proposals for each award program shall stipulate that final reports for previous awards are required in order for a proposal to be given consideration by the college PAC.

4.8 On an annual basis, the Faculty Professional Development Coordinating Committee shall review the completed files. The review will summarize in aggregate form the characteristics of all proposals funded and completed. This information shall be used to

determine the effectiveness of the various award programs (i.e., whether each award program is meeting its stated objectives). The information also may have implications for eliminating underused award programs and for generating new categories of funding support for professional growth. Finally, the ad hoc review shall provide information to be used in annual and other reports on University faculty professional development programs.

4.9 Exception for College-Level Professional Development Resources and SupportThe provisions contained herein do not apply to professional development resources and support provided by a college to its faculty from sources other than those provided by the Chancellor's Office. Colleges will develop their own criteria and procedures for awarding such college-level support and reporting such awards to college faculty.

5. Reporting Requirements

5.1 The Office of Academic Research shall provide the Faculty Senate with an annual report on the number of awards, the source of funds, the amount of funding in each award category, and the distribution of awards by college.

FAM 856.3 POLICY AND PROCEDURES FOR REVIEWING A PROGRAM FOR DISCONTINUANCE OR MERGER

Discontinuance of a bachelor's, master's, or doctoral degree program (or the merger of such a program into another) must always be preceded by a thorough consideration of the role that the program plays in the intellectual and academic purposes of the university. The decision to discontinue an academic program can mean the permanent elimination of an instructional area and must be made with the same care and thorough review accorded the creation of new programs. This review may be initiated for a variety of reasons. Typically, programs are discontinued when they no longer serve student or community needs to the extent necessary to justify their expense. Occasionally, it will be desirable for a once-independent program to be merged into another continuing program. In cases of financial exigency, a program may need to be discontinued or merged because the University must devote the resources that would otherwise support it to other pressing needs. The purpose of this policy is to describe the standards and procedures for reviewing whether a bachelor's, master's, or doctoral degree program should be discontinued or merged into another program where these actions are within campus authority. No such program shall be discontinued or merged without consultation with program faculty, the Faculty Senate, the Vice President for Academic Affairs/Provost, the President, The Chancellor and all other groups or persons likely to be affected by the discontinuance or merger, including enrolled students.

I. INITIATION OF A REVIEW FOR PROGRAM DISCONTINUANCE OR MERGER ("PDM REVIEW")

A. Who May Initiate a PDM Review

A request for the review of an academic program to consider whether a program should be discontinued or merged into another one may be initiated:

1. By a petition signed by an absolute majority of tenure-track faculty in the program;
2. By a petition signed by an absolute majority of tenure-track faculty of the College in which the program is located;
3. By the written recommendation of the Executive Committee of the Faculty Senate ("Executive Committee");
4. By the written recommendation of the Provost/Vice President for Academic Affairs ("Provost"); or
5. By the written recommendation of the President of the University.

B. When a PDM Review May Be Conducted

1. A review for discontinuance or merger of a program shall normally take place during the academic year (September through June).

2. In the event that the Provost and the Executive Committee concur that extraordinary circumstances require a PDM Review to be conducted during the summer months, they may do so, provided that the review follows the other guidelines of this policy.

C. Special Rules for PDM Review Petitions:

1. In the case of a petition by program faculty (under I.A.1), a copy of the petition shall be filed with the Coordinator of the Program and (if different) the Chair of the department/Director of the School in which the program is housed at least one week before it is begun to be circulated.

2. In the case of a petition by College faculty (under I.A.2), a copy of the petition shall be filed with the College Dean at least one week before it is begun to be circulated.

3. In the event that the Dean or other faculty member in the College in which a program is housed believes that there were improprieties in the circulation of a petition, either among program or College faculty, the Dean or other faculty member may request the Executive Committee to review the circulation of the petition, and if the Executive Committee determines that improprieties might have occurred, the Executive Committee may require that the petition be recirculated before accepting it for further action.

D. Content and Filing of Petition or Recommendation to Initiate PDM Review A signed petition or written recommendation to review a program for possible discontinuance or merger shall be filed with the Office of the Faculty Senate. This petition or recommendation shall explain why a program review is warranted in this case by addressing, with as much specificity as is practicable, the relevant criteria stated in Section II below. When the petition or recommendation is filed with the Faculty Senate, it shall include as much relevant documentation and supporting information as practicable. In the case that financial exigency is being asserted, the petition or recommendation shall include an explanation why this particular program was chosen for discontinuance or merger, including comparative data for programs, both instructional and administrative, being retained.

E. Notice of Initiation of PDM Review

The Faculty Senate Office shall distribute copies of the petition or recommendation to review a program for discontinuance or merger (without attachments) to:

1. The Coordinator of the program and (if different) the Chair of the department/Director of the School in which the program is housed, and in the case of proposed merger of the program into a program housed in another department/school, the Chair of that other department/Director of that other school;

2. The faculty teaching in the program;
3. The Dean of the College having supervisory responsibility over the program and, in the case of merger of the program into a program in another College, the Dean of that College;
4. The Provost;
5. The Chairs of the Executive Committee, the University Curriculum Committee, the Educational Policy and Resources Committee, and the Faculty Affairs Committee of the Faculty Senate;
6. The Vice President for University Advancement; and
7. The President of Associated Students, Inc. ("ASI").

F. Appointment of PDM Review Committee:

The Executive Committee, after determining that a petition or recommendation has been properly filed with the Faculty Senate, shall appoint a PDM Review Committee, comprising five tenured full-time faculty members, including one each from the Executive Committee, the Educational Policy and Resources Committee, the Faculty Affairs Committee, and the University Curriculum Committee, provided that at least one of them shall be faculty in the College in which the program is located and at least one of them shall be faculty in another College. The Executive Committee shall not appoint to the PDM Review Committee any member of the faculty of the program under review.

G. Compilation of Information for PDM Review:

1. The Faculty Senate Office shall maintain copies of the initial petition for review, together with any attachments to it and other documents it receives relating to it.
2. The Provost's Office shall provide the Faculty Senate Office with information relevant to the review if not gathered in the initial petition or recommendation, including:
 - a. Information from the Office of Institutional Research on enrollment, courses, and retention data, including FTES figures for the number of majors and minors, as well as a list of service courses offered by the program and enrollment data relevant to these courses.
 - b. A six-year compendium of budget allocations for the program.

c. A six-year list of yearly staffing levels in the program. For each year the number of tenured, tenure-track, full-time lecturers, and part-time lecturers will be traced.

d. An analysis whether the proposed discontinuance of the program could result in the layoff of faculty employees, including part-time and full-time temporary faculty. If the discontinuance could lead to the layoff of bargaining unit employees, the analysis shall also include options, if any, that might be implemented to avoid or mitigate possible layoffs.

e. An analysis of the effect that program discontinuance or merger might have on external grant and contractual obligations.

f. Data that may be useful in comparing the program under review with other programs at the University, using standard indicia of performance. The PDM Review Committee may request additional comparative data during the course of its deliberations.

3. The program under review shall provide the Faculty Senate Office a copy its most recent program review and, if externally accredited, copies of its most recent accreditation reports. It shall also provide copies of the course syllabi for courses taught in the program during the last three quarters. The program faculty shall have an opportunity to comment on data on student enrollments provided by the Office of Institutional Research, and they may supply any other materials that they may consider relevant to the review.

4. The Executive Committee and the Provost shall agree on a date by which the PDM Committee shall submit its report. The date shall be chosen so that at least two weeks (excluding holidays) immediately following it will fall within the regular academic year.

II. STANDARDS FOR PDM REVIEW

A. Review of Evidence and Data:

A review to determine whether to discontinue or merge a program must be based on an assessment of the program that is supported by objectively based, verifiable evidence and data. The PDM Review Committee shall review all of the information gathered under I.G. The Committee shall also seek information and advice from all faculty members, both instructional and non-instructional, who have been involved in the operation of the program within the last two academic years. The Committee shall also arrange for consultation with groups or persons likely to be affected by the discontinuance, including enrolled students.

B. Academic Considerations:

1. The review shall consider the extent to which the program makes an integral and significant contribution to the university's overall academic mission, offers a degree/option that advances the programmatic needs of the department/school, college, and university, and meets appropriate disciplinary standards.
2. The review shall consider whether the program offers a suitable array of required and elective courses, which are scheduled and offered in a pattern that permits students to complete the program within a reasonable time. The review should also consider the ways in which curricular offerings support other programs (graduate and/or undergraduate) on campus.

C. Budgetary Considerations:

1. The review should consider whether the program attracts enough students to warrant the allocation of resources made to the program, taking into consideration the number of students taught in General Education courses and other courses outside of the program by program faculty and the fact that enrollments in some programs are subject to substantial variations in enrollments. A short-term downturn in enrollments should not be the basis for making a long-term decision about the program.
2. The review should consider whether the program has the faculty and other resources needed to support the curriculum and provide an appropriate schedule of courses and whether the expertise of the faculty members in the program is sufficient to support the program.
3. The review should consider whether there are sufficient resources of all types to support the program, including library resources, space, administrative support, computer and other equipment, computer software, and equipment maintenance.
4. The review should consider, not only the nominal "costs" of continuing a program, but the actual "savings" of discontinuing it.
5. The review should consider the effect that discontinuance of a program would have on donors, grants, and external commitments, partnerships, and needs.
6. In cases where financial exigency is being asserted, the review should consider whether the explanation offered why this particular program should be discontinued or merged is convincing and what alternatives exist for necessary budgetary savings.

III. RESOLUTION OF REVIEW

A. Committee Report:

1. After review in accordance with the standards set out in Section II above and deliberation thereon, the PDM Review Committee shall prepare a report recommending that the University:

- a. maintain the program in its current form;
- b. maintain the program, contingent upon the program's meeting specified conditions recommended to be completed within a specified time;
- c. discontinue the program; or
- d. merge the program into another program.

2. In cases where the Committee recommends against discontinuance despite an assertion of financial exigency, the Committee shall explain why it was not convinced that this particular program should be discontinued. The report may suggest alternative sources for budgetary savings.

3. In the case that a minority of the Committee disagrees with the recommendation of the full Committee, it may write a minority report that will be circulated with the full Committee report.

4. The program faculty shall be provided a copy of the Committee report and of the minority report (if any) and shall have the right to prepare a response to the Committee report. If the program faculty deliver such a response to the Faculty Senate Office within two weeks of its originally receiving the Committee report, the program faculty's response shall be circulated with the full Committee report. If program faculty disagree on a single response to the report, they may submit a majority report and a minority report, both of which shall be circulated with the PDM Review Committee report, provided that they are delivered to the Faculty Senate Office within the two-week period allotted for program faculty response.

B. Distribution of Report:

1. Copies of the report, including any minority report or program faculty response, the initial petition or recommendation, and all appropriate documentation and other information shall be forwarded to the Office of the Faculty Senate.

2. Copies of the report, including any minority report or program faculty response, shall be forwarded to the Office of the Provost.

3. Copies of the report, including any minority report or program faculty response, shall be distributed to the program faculty.

4. Where the PDM Review was initiated by petition of College Faculty, copies of the report, including any minority report or program faculty response, shall be distributed to the petitioners.

C. Consideration of Report:

1. In the event that the PDM Review Committee, the Executive Committee, and the Provost concur that the program should be maintained in its present form, no further action shall be taken. The Faculty Senate Office shall advise the person or persons who originally petitioned for or recommended the PDM review of this disposition.

2. In all other cases, the PDM Review Committee report (and, if applicable, the minority report or program faculty response) shall be reviewed by the Faculty Senate. All attachments, documentation, and other information shall be made available to all members of the Faculty Senate, whether online, for inspection at the Faculty Senate Office, or otherwise, at least ten days prior to Senate deliberation on the report. The Faculty Senate will forward its recommendations, along with the PDM Review Committee report and all materials relating to it, to the Provost.

3. The Provost will forward his or her recommendation to the President.

4. If the President decides that program discontinuance or merger is warranted, the President shall advise the Chancellor of the proposed discontinuance in accordance with EP&R 79-10.

5. The Chancellor will review the proposal for systemwide effects, seeking the advice of whatever groups the Chancellor deems appropriate. The Chancellor may request additional information from the campus if needed for this review. The Chancellor will provide comments to the President, informing the President of any system concerns so that these may be considered in the final decision.

5. The President shall not take any administrative action leading to the de facto or official discontinuance of an academic program before the Chancellor has commented on the proposal.

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FAM 856.6 ACADEMIC PROGRAM REVIEW

Purpose and Scope

The purposes of program review are to ensure the quality and currency of academic programs; to assess student learning; and to inform institutional planning, budgeting and decision-making. Reviewers evaluate program learning outcomes, student achievement of these outcomes, and other aspects of program effectiveness, such as faculty areas of expertise, curriculum, and resources.

Policy Statement

Every CSUSB degree-granting program, except for those that are reviewed and accredited by external agencies, undertakes program review on a five-year cycle. (Externally-accredited programs instead must submit all documentation from their external review and accreditation process to the Office of Academic Programs.) The program review process includes the following components involving multiple constituencies with specific roles and responsibilities:

1. Review of program learning outcomes (PLOs)
2. Collection and analysis of data on program effectiveness, including evidence of student learning and feedback from students, faculty, staff, alumni and other relevant stakeholders throughout the review cycle
3. Written self-study report from the program
4. External review consisting of a site visit and report by an external reviewer or reviewing team
5. Internal review conducted by the College Dean, Dean of Graduate Studies (if applicable), and University Academic Program Review Committee
6. Development of a Plan of Action by the program, in consultation with the College Dean, in response to the findings and recommendations from the program faculty, external reviewer, and internal reviewers. The Plan of Action is reviewed and approved by the College Dean. This entire process is facilitated by the Vice Provost of Academic Programs. The Assessment Office and the Committee on Learning and Academic Student Success (CLASS) support academic programs' assessment capabilities and assist faculty with program review.

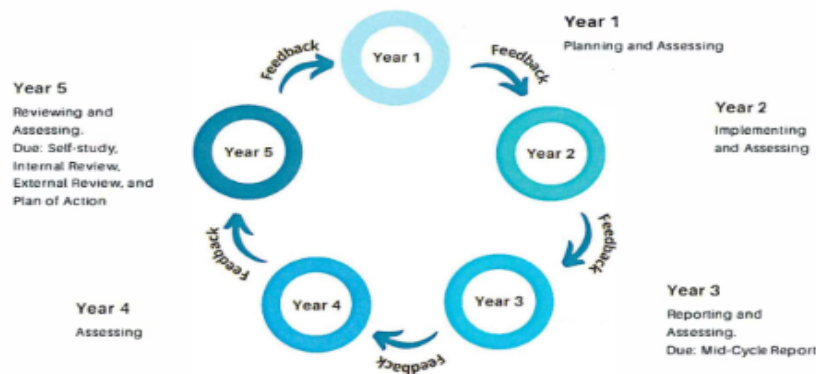
Procedure and Process

A. Five-Year Cycle

Program review occurs through a five-year cycle of assessment. Expectations for major activities in each year of the cycle are described in the following list and illustrated in the figure below. These activities are consistent with WSCUC expectations for program review.

- Year 1 - Planning and Assessing: Establish, revise, and/or reaffirm PLOs and plan for assessing student learning vis-a-vis PLOs. In addition, decide on a process for evaluating other aspects of program effectiveness, including faculty specializations, curriculum, and program resources. During this planning phase, consult the recommendations and Plan of Action from the previous program review. Continue annual data collection and other assessment activities.
- Year 2 - Implementing and Assessing: Implement annual data collection and other assessment activities set-up during the planning phase.
- Year 3 - Reporting and Assessing: Submit MID-CYCLE REPORT to Office of Academic Programs. This report discusses the program's Year 1 and Year 2 implementation with analysis, interpretation, review, and recommended changes based on Year 1 and 2 data and program actions. Continue annual data collection and other assessment activities. See Appendix A. for expectations for the Mid-Cycle Report.
- Year 4 - Assessing: Continue annual data collection and other assessment activities.
- Year 5 - Reviewing and Assessing: Self-study, Internal Review and External Review: Submit SELF-STUDY REPORT to Office of Academic Programs; conduct external and internal review processes; complete PLAN of ACTION in response to the self-study, and internal and external reviews. Continue annual data collection and other assessment activities. See Appendix D for the Calendar of Deadlines related to this year of review.

CSUSB ACADEMIC PROGRAM REVIEW 5-Year Cycle



B. Self-Study

The self-study report discusses strengths and weaknesses of the program based on annual assessments of student learning and other evaluative processes; makes recommendations for changes in the program curricular structure, courses, instruction, activities, and/or allocation of resources; and provides an outlook for the program's near future. Each program will assign, where possible, one of its own tenure-line faculty members who has been at the University for at least two years to act as the program's self-study faculty representative. It is recommended that the self-study representative be granted reassigned time for their work. Typically, the reassigned time will be provided by the College. In addition, the self-study faculty representative will receive support in their role from the Assessment Office and Office of Academic Programs.

Expectations for the self-study report are described in Appendix B.

C. External Review

External review is a crucial component of program review. Expert faculty peers from outside of CSUSB are invited to review the program and evaluate the program's academic quality, strengths, weaknesses, and potential future directions. The external reviewers may offer recommendations on curriculum, pedagogy, assessment, resourcing, and other aspects of the program.

Selection of Reviewers

External reviewers are selected from accredited universities outside of CSUSB and have expertise relevant to the program under review. Preferably, external reviewers are not closely affiliated with the program or program faculty. The program faculty will submit a ranked list of three external reviewer candidates and their CVs or professional bios to the University Academic Program Review Committee. This committee makes a recommendation of an external reviewer to the Vice Provost of Academic Programs, who then issues a formal invitation

letter to the reviewer and coordinates any site visit logistics. An honorarium plus reimbursement of travel expenses are provided to the external reviewer through Academic Affairs.

External Reviewer Site Visit

External reviewers, as recognized experts in the disciplinary/professional field of the program, provide critical judgment, ensure the objectivity of the program review process, and evaluate the program in relation to currency in the discipline/profession. Reviewers should evaluate the curriculum, activities, and student learning in the program, considering such factors as the resource allocations to the program, trends in the discipline, specializations of the faculty, and characteristics of the students and the community that the program serves.

External reviewers do the following:

1. Receive and review the self-study and associated data before arriving on campus.
 - a. An orientation meeting with the Provost or designee, Vice Provost for Academic Programs, Graduate Dean (if applicable), College Dean, and Department Chair/School Director
 - b. An explanatory program presentation by program faculty, including the Program Coordinator and the Program/Department Assessment Coordinator (if applicable).
 - c. Discussion(s) between external reviewer and program faculty
 - d. Meeting(s) with students
 - e. Review of student artifacts
 - f. Follow-up discussions with faculty
 - g. Closure planning meeting among members of the external review team, if applicable
 - h. Exit meeting with the Provost or designee, College Dean, Vice Provost for Academic Programs, Graduate Dean (if applicable), and Department Chair/School Director
3. Submit a written report to the College Dean within two weeks of the site visit. Expectations for the External Reviewer Report are contained in Appendix C.

D. Internal Review

The internal review of the program is conducted by the University Academic Program Review Committee, the College Dean, and, if applicable, Dean of Graduate Studies. These internal review entities each provide a written report based on their reading of the self-study and external review.

Particular questions that the internal reviewers may consider in writing their reports include the following:

1. What areas of program strength and potential improvement have emerged in the self-study and external review?
2. To what extent have student learning and/or program effectiveness improved as a result of actions by the program during this review cycle?
3. What constructive feedback can be provided to the program faculty that will assist them in developing their next Plan of Action?

E. Plan of Action

The Office of the Vice Provost for Academic Programs schedules a meeting of program faculty, Department Chair/School Director, College Dean, Chair of the University Academic Review Committee, and the Provost or designee to discuss the findings of the program review and to help develop the program's Plan of Action. The Plan of Action should be based on findings and feedback from the self-study, external review, and internal review. The Plan will be completed by the program faculty and submitted to the College Dean and to the Office of Academic Programs.

Each item in the Plan of Action will address the following:

1. The expected action/change to be taken, e.g. revision of curriculum, addition of faculty, integration of HIPs, purchase of equipment, etc.
2. A specific timeline for when relevant tasks will be completed.
3. Individuals responsible for carrying out the needed change.
4. Any anticipated cost for implementation of the recommendation.
5. Identification of resources that may be needed for implementing the action.

The Mid-Cycle Report has the following components. Please note that the Mid-Cycle Report is not expected to be as comprehensive or as detailed as the Self-Study Report.

I. Response to Previous Program Review

- Description of what the program has accomplished to date on the Plan of Action and what it will accomplish by the next program review

II. Students

- Discussion of any changes to the program's student population since the last program review, including student demographics and student interests, and how the program has addressed students' needs and interests relative to those changes.

III. Curriculum & Learning Environments

- Description of any changes that have been made to the program curriculum or other learning experiences in the program including but not limited to high impact practices (HIP) (e.g., service learning, internships, student research, etc.) since the last program review
- Updated curriculum map if any changes were made
- Description of any changes to pedagogical approaches
- Description of any changes to instructional modality of the program's course offerings (e.g., face-to-face, hybrid, fully online, synchronous; asynchronous)

IV. Student Learning & Success

- Summary of the annual assessment processes that the program has implemented since the last program review, including the specific PLOs assessed, assessment data collected, and process for analyzing these data
- Summary of key findings from these assessments and of any changes the program is implementing in response to these findings.

NOTE: The content for the two points above can be copied and pasted from the program's annual assessment reports if these reports address all sections in the college annual assessment reporting template.

- Description of any changes to the program faculty since the last program review in terms of the following, as applicable:
 - recruitment and hiring of tenure-track faculty and full- and part-time lecturers
 - diversity of the faculty
 - faculty achievements, awards, and/or recognitions
 - faculty participation in professional development related to teaching, learning, and/or assessment

VI. Student Support

- Description of any changes in the following student supports, as applicable:
 - academic and career advising programs and resources
 - tutoring and/or supplemental instruction

Appendix B. Expectations for the Self-Study Report

The Self-Study Report has the following components:

I. Program Overview

- Brief description of the context of the program. This may include program history or other information explaining the program in relation to the discipline, college, and/or department/school.
 - Description of the curriculum of the program, including any co-curricular experiences or high impact practices (HIPs); any substantial changes to the curriculum since the previous program review should also be described.
 - Brief overview of the assessment processes for student learning and program effectiveness.

II. Response to Previous Program Review

- Summary of the recommendations from the last program review.
- Summary of the Plan of Action resulting from the last program review.
- Description of what the program has accomplished on that Plan of Action.

iii. Students

- Description of student enrollments, including current number of students in each concentration and trends in student enrollment since the last program review.
- Discussion of the program's student population, including student demographics and student interests, and how the program is responsive to diverse student backgrounds and interests.

IV. Learning Outcomes and Assessment Process

- Description of how the PLOs were developed and of any revisions to the PLOs since the last program review.
 - Presentation of a matrix mapping Program Learning Outcomes (PLO) to Institutional Learning Outcomes (ILO) and, if applicable, to external professional standards.
 - Presentation of a curriculum map showing how PLOs are addressed in program courses.

- Description of the program's annual student-learning assessment process, including measures for evaluating student achievement on the PLOs, and types of data collected each year using these assessment measures since the last program review.

V. Program Effectiveness

- Presentation of key findings from the annual assessments of student learning since the last program review.
- Summary analysis and interpretation of these key assessment findings in terms of strengths and weaknesses of the program.
- Discussion of other aspects and measures of program effectiveness, including but not limited to:
 - Faculty areas of expertise
 - Evidence of faculty achievement, productivity, and professional engagement
 - Numbers of tenure-line and lecturer faculty teaching in each of the key areas of the program
 - Staff contributions to the program
 - Curricular innovation in the program
 - Pedagogies and modalities in the program
 - High-impact practices in the program
 - Advising and mentoring available to students in the program
 - Student, faculty, staff and alumni feedback on the program
 - Alumni achievement

VI. Program Resources

Evaluative discussion of program resources, including but not limited to:

- Total numbers of tenure-line and lecturer faculty, as well as staff
- Professional development funding and opportunities for faculty and staff, in the program
- Funding for program operations and activities
- Grants and other external sources of funding
- Space and equipment available for program operations and activities

VII. Summary and Recommendations

- Summary of strengths, areas of improvement and weaknesses of the program, in light of the findings described in sections V. and VI.
- Recommendations for the program over the next five years.

Appendix C. Expectations for the External Reviewer Report

The external reviewer report should contain a summary of the reviewer's activities during the site visit, and offer the reviewer's observations, insights, and feedback on program quality in the following areas:

I. Learning Outcomes and Program Effectiveness

Program Learning Outcomes and Curriculum

- a. How well do the program's PLOs represent a scope and depth of student learning appropriate for the degree type/level?
- b. How well are the PLOs aligned with CSUSB's ILOs?
- c. To what extent does the program's curriculum exhibit the breadth and depth commensurate with the expectations for student learning?
- d. Is the program advancing the field(s) of study or state of the profession? Is the program teaching the right content for the field(s)? Does it respond to the profession's needs?

Evidence of Student Learning

- a. How effective is the program's assessment plan for evaluating student learning in the program?
- b. Does the program collect, maintain, and use summative evidence of student learning on a regular basis?
- c. To what extent are students achieving the learning outcomes? What evidence have you examined that indicates student learning? What do you see as avenues for improvement of student learning?
- d. To what extent has systematic evaluation of student work been used to improve the program?

Stakeholder Views of Program Effectiveness

- a. What do students and other stakeholders (e.g., faculty, staff, alumni, advisory groups, professionals in the field; employers; etc.) view as the strengths of the program?
- b. What do they view as components of the program that could be improved?

II. Faculty Engagement

- a. Do the program faculty have an appropriate distribution of academic expertise and professional experience to deliver the degree program?

b. Does the program have an appropriate balance of tenure-line and lecturer faculty?

c. If applicable, to what extent does the program effectively integrate non-faculty specialists (e.g. technologists, advisors, field coordinators, assessors, etc.) into the professional team?

III. Program Resources

a. Has the program been adequately resourced relative to the size and scope of the program or the stated mission and goals of the program?

b. Are the resources requested by the program appropriate to meet program goals?

c. Assess the effectiveness of program actions given the resources the program has had available for executing its Plan of Action during this program review cycle.

d. If the program is under-enrolled, what would you suggest to recruit more students?

e. If the program is impacted (over-capacity), what would you suggest to address the issue?

IV. Overall Comments and Recommendations

a. What overall comments do you have about strengths, areas of improvement, and weaknesses of the program?

b. What recommendations do you have for the program over the next five year period?

Appendix D. Calendar of Deadlines for Academic Program Review

	Due Date	Group or Individual Responsible	Action
Year Prior to Self-Study	February	Provost or Designee	Notifies Faculty Senate Executive Committee and the President to appoint members of the University Academic Program Review Committee.
	March	Provost or Designee	Notifies College affected of forthcoming program review process.
	April	Program's Department, School or College, in consultation with the College Dean	Selects Self-Study Faculty Representative responsible for preparing the self-study report.
	May	Provost or Designee	Convenes initial briefing meeting of Program Self-Study Faculty Representative, College Dean, and Department Chair/School Director.
	August	Program's Department, School or College	Supply three names and brief vita of possible external reviewers along with ranking of the reviewers to University Academic Program Review Committee.
	September	University Academic Program Review Committee	Recommends ranked external reviewer for each program undergoing the review process.

Year of Self-Study	September	Office of Academic Programs	Facilitates appointment of external reviewer(s), Program confirms acceptance of external reviewer assigned.
	October	Self-Study Faculty Representative in consultation with the Program Faculty	Writing Self-Study
	November	Self-Study Faculty Representative in consultation with the Program Faculty	Writing Self-Study
	December	Department Chair or School Director	Submits Program Self Study to Dean and Provost or Designee for review
	December	Office of Academic Programs	Submits Self Study to External Reviewer
	February	External Reviewer	Conducts External Review and Submits External Reviewer Report
	March	Office of Academic Programs	Distributes copies of the External Reviewer Report to Dept. Chair/School Director, College Dean, the University Academic Program Review Committee, and if applicable, the Dean of Graduate Studies

	April	The University Academic Program Review Committee, College Dean, and (if applicable) Dean of Graduate Studies	Each presents a report of their findings and recommendations along with a summary statement to the Office of Academic Programs, which distributes copies to College Dean, Dept. Chair/School Director, University President, and Faculty Senate.
	May	Dept. Chair/School Director and Program Faculty	Develops Plan of Action with College Dean, Chair of the University Academic Program Review Committee, Director of Assessment, Dean of Graduate Studies (if applicable), and Provost or Designee
	June	Provost or Designee	Forwards summary statement to CSU Chancellor's Office and University President

///Policy FAM 856.6 info start///

Approved by the Faculty Senate on 05/11/2021

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Approved by the CSUSB Faculty Senate on

Signed and dated by

Beth A. Steffel (Senate Chair)

Tomas Morales (President)

05/11/2021

05/18/2021

Date

///Policy FAM 856.6 info end///

FAM 859.45
GUIDELINES FOR MINIMIZING RISKS FOR POTENTIALLY HAZARDOUS
STUDENT PROGRAMS AND ACTIVITIES

Purpose

The purpose of this document is to provide background and general guidance for faculty and staff in relation to potentially hazardous student activities. Such activities are not limited to, but generally fall into six broad categories:

- Intramural sports
- Extramural sports
- Leisure recreation programs
- Field trips
- On-campus laboratories, instructional workshops and studios
- Physical Education courses and the Activities portion of the Extension Program such as horseback riding

Summary tables of information applicable to each of these categories are on pages 8 through 10.

Safety

It is the practice at CSUSB to make every reasonable effort to provide safe equipment, conditions, and supervision of all potentially hazardous student activities. Safety precautions should be issued to participants by responsible persons in each potentially hazardous situation. On a continuing basis, the campus Environmental Health and Safety Officer (Building Coordinator) monitors campus facilities in order to recognize hazards to be eliminated. Additionally, every member of the campus community is requested to report any potentially hazardous condition to the appropriate administrator or the campus Environmental Health and Safety Officer.

Review of Potentially Hazardous Student Activities: Prior to the conduct of an activity that falls within the purview of this document, the university official designated in the attached tables as "reviewing official," or his or her designated representative, will insure, inter alia, that

- the appropriate waiver forms have been submitted
- transportation has been arranged pursuant to University procedures
- safety requirements have been met and insurance coverage for the participants is adequate
- health and accident insurance for the participant is adequate
- the participants have been fully informed of all hazardous aspects of the activity

Accident Reporting (for all categories of persons associated with CSUSB programs)

On Campus (normal working hours)

1. Report the accident to the faculty, staff, responsible persons concerned or, in their absence, to the Dean of Students (ext. 7524).
2. In the event of serious injury, notify the Student Health Center (ext.7218).
3. File an accident report (form E) with the Student Health Center.

On Campus (other than normal working hours)

1. Report the accident to the faculty, staff, or responsible persons concerned.
2. In the event of serious injury, notify the Campus Police (ext. 7557). They will summon medical assistance.
3. File an accident report (form E) with the Student Health Center within 48 Hours.

Off Campus

1. Report the accident to the faculty, staff, or responsible persons concerned.
2. In the event of serious injury, seek immediate medical assistance. Notify Campus Police by collect telephone call (909) 880-5165, as soon as practical.
3. File an accident report (form E) with the Student Health Center within 48 hours; and if in a traffic accident, file accident and injury reports with the California Highway Patrol.

Availability of Medical Care, Health and Accident Insurance

Other than individually purchased personal policies, such as the Supplemental Student Health Plan available through the Student Health Center, the following medical care and insurance coverages are in effect depending upon the type and place of campus sponsored activity:

Student Health Center: Services available to the campus community at no charge during posted hours of operation. Service includes routine and emergency medical treatment of the type normally performed in a Physician's office. Additionally, ambulance service to the San Bernardino Community Hospital can be provided if authorized by the Health Center personnel, or after working hours if authorized by the Campus Police. Emergency Room fee is included for matriculated students only. The Student Health

Center will also provide minimal emergency care to persons seriously injured on campus but not associated with the university.

Student Travel Insurance: Accident insurance in the amount of \$5,000 automatically covers students enroute and during a university sponsored, scheduled, off-campus event (Extramural sports are excepted). If a state or private vehicle is used for transportation, it must be driven by a college employee for the insurance to be effective. Air travel must be via an airline whose name appears on the Chancellor's approved list (available in the Activities Office).

Trip Insurance: A mandatory \$5,000 accidental death and injury policy must be purchased by the Associated Students (AS) or a sponsoring club, organization, or individual for students engaged in off-campus extramural sports or activities on a trip-by-trip basis, if they do NOT have evidence of a personal policy in that amount.

Worker's Compensation Insurance: Automatically applies to CSUSB employees while performing their duties (student and graduate assistants are included).

Liability and Negligence

Except for "discretionary acts" (responsibility for basic policy decisions), public employees are liable for injury caused by their act or omission in the same way as is a private person. However, a public employee is privileged to request his or her public entity to defend him or her against a claim or action for any injury arising out of an act or mission occurring within the scope of his or her employment. Upon request, the public entity is also obliged to defend the action brought against its employees. The state, however, will pay judgments against an individual, but not pay punitive damages awarded. The only exceptions to this obligation arise in cases where the public entity determines that the act or omission involved was not within the employee's scope of employment, or that it was based upon actual fraud, corruption, or malice, or that the providing of such defense would involve a conflict of interest.

Hazardous activities create special risks for both the college employee (s) who prepare and conduct them and the institution which sponsors them. The potential risk of liability is substantially greater in areas which involve hazardous activities than in normal academic courses. Generally, liability to university employee (s) and the university will be decreased when a written authorization for an activity of a hazardous nature is approved in advance by an individual with authority to approve such activity. This simple practice can be of benefit to both college employee (s) and the institution. It will largely remove any argument that the employee is acting beyond the scope of his or her employment for purposes of receiving workers' compensation pursuant to Labor Code Section 3600 in case of injury to the employee occurring in the course of the activity or of receiving the benefits of defense by the Office of the Attorney General and indemnification by the State under Government Code Sections 995 et seq. And 825 et seq. For any claims or causes of action which arise in the course of the activity. An approval procedure can also serve to alert the employee to matters which should be addressed

in structuring an activity which will be as well planned and safe as possible. Employees responsible for planning an activity of a potentially hazardous nature should fully advise students that participation in any such activity is purely voluntary. If a student is required to take a particular course involving an activity or field trip of a hazardous nature, that student should be advised that participation in the activity or field trip is not a requirement for successful completion of the course. Students should be further advised of the potential hazards which may be encountered during the activity. This will enable students to make an informed choice as to whether they want to participate in the activity.

Any significant liability which might result from directing potentially hazardous student activities would in all probability be based upon the legal concept of "negligence." The several elements which constitute negligent conduct are a duty of due care, a breach of the duty by acting "unreasonably" and resulting injury or financial loss. Thus, in basic terms negligence is explained as unreasonableness.

In all probability the due care required of a state university employee stems in some way from the duty to properly supervise the conduct of the students and to prevent these students from engaging in conduct which exposes them to unreasonable risks.

Any opinion concerning "negligent" conduct must be based upon an estimate of the particular facts of each case. It is not possible prior to the occurrence of a specific situation to accurately formulate guidelines for state college employees to assure that they will avoid "negligent" conduct.

Required Forms

Because of the limited medical care that can be made available by the university, and because some programs are strictly voluntary and involve non-student participants, the university finds it necessary to limit its legal liability in certain instances. Since the responsibilities of the university vary with regard to students and non-students, separate forms for each classification are appended hereto. These forms are to be executed by each participant in a potentially hazardous activity and maintained on file for one year.

Definitions

In order to clarify, as much as possible, the various circumstances in which potentially hazardous activities might occur, the following definitions as used herein, are included for use with the accompanying summary tables of potentially hazardous student activity.

AS - Associated Students of California State University, San Bernardino

Campus Community - CSUSB students, faculty, and staff. Includes summer session and extension programs

Club Sport - Any group of individuals from CSUSB who have common recreational and/or athletic interests who are chartered by the University. A club sport can be either intramural or extramural. If the club is composed of or competes with persons other than CSUSB students, faculty, and staff, it is extramural and subject to Education Code Sect. 32221.

Damages - Compensation in money imposed by law for loss or injury.

Education Code, Sect. 32221 - A regulation requiring the University to provide accidental death and injury insurance of at least \$5,000 for extramural student athletic competition participants, providing the participants do not have a person policy in that amount. AS pays the premium. Non-students must provide evidence of their own comparable insurance.

Employee - A volunteer or a person on the CSUSB payroll. Includes student and graduate assistants while on an hourly pay status.

Extramural - On or off campus competitive athletic groups or classes involving a person or persons other than CSUSB students, faculty, and staff.

Field Trip - An off-campus trip recommended or required of students as a regularly scheduled part of course work or assignments.

Health Center Services - Generally equivalent to the care a private physician can provide in his office during normal working hours.

Intramural - On campus competitive athletic groups involving only CSUSB students, faculty, and staff.

Liable - Responsible - subject to appropriation or attachment.

Leisure Recreational Programs - On and off campus scheduled non-credit activities sponsored by the University solely for recreational purposes, such as the "Escape" program or a non-credit recreational class in welding.

Matriculated Student - A person who has filed an application, paid the application fee, been admitted, and is enrolled at CSUSB.

Negligence - Conduct which involves an unreasonably great risk of causing injury or financial loss.

Students - Individuals currently enrolled at CSUSB in full, part-time, summer session, or continuing education programs.

Student Travel Insurance - A group accident policy automatically insuring CSUSB students up to a principal sum of \$5,000 while being transported by a college or authorized representative of the college to or from a college address or other place of instruction to the place of a school sponsored activity, and while participating in college sponsored (scheduled) activities that are conducted away from campus. Extramural sports are excluded.

Supplemental Student Health Plan - An optional reimbursement insurance plan available to CSUSB students at a nominal fee.

Tort - A wrongful act for which a civil action will lie, except one involving a breach of contract.

Trip Insurance - A mandatory \$5,000 accidental death and injury policy purchased by the AS or a sponsoring club, organization, or individual on a trip- by-trip basis to satisfy the requirements of the Education Code, Sect. 32221.

Tables of Potentially Hazardous Student Activities

The following data are presented in tabular form, by category of activity, as a ready reference for college employees involved in the direction and supervision of potentially hazardous student activities.

The attached forms are effective and should be used as directed herein.

Forms:	Completed By:
A - Notice of Agreement and Understanding	(students)
B - Notice of Agreement and Understanding And Waiver of	(Non-students)
All Claims	
C - Field Trip Request Form	(Instructor File)
D - Authorization to Consent to Medical Treatment	(Minor Students)
E - Accident Report	(All)

FAM 863 ADMINISTRATION OF SPONSORED PROGRAMS ACTIVITIES

1. Sponsored program activity is defined as research, public service, and educationally related grant or contract projects, whether solicited or unsolicited, which are either submitted to or received from federal, state, municipal, or county agencies; public or private corporations; and private foundations or individuals. When such proposals or awards provide funding administered by the university or its auxiliaries, use of University name, facilities, or personnel, or endorsement by the University, approval as herein described is required.

2. The governing state and federal laws, agency regulations and CSU executive orders require careful review and approval of sponsored program activity. Thus, all project proposals and awards must be reviewed and approved in the manner set forth below. Only after review and approval, will a proposal be submitted, or an award accepted in the name of the University or its auxiliaries.

3. The Director of Research and Sponsored Programs shall administer the grant and contract approval process.

4. Preparation of Grant and Contract Proposals

a. Prior to the preparation of a grant or contract proposal, prospective project directors/principal investigators should consult with, or advise their department chairs/school directors or immediate supervisor about the proposal and any impact it may have on the department/school or area. If necessary, chairs/directors or supervisors should in turn consult with the college deans or equivalent administrator.

b. Prior to the preparation of a grant or contract proposal, prospective project directors/principal investigators should discuss possible budget or cost-sharing considerations with department chairs/school directors or equivalent unit and if necessary with the college dean or appropriate administrator.

c. Either the grant and contract proposals, or companion internal review documentation should specify, where appropriate, the following:

(1) The amount of reimbursed time for faculty members at their current rank and step plus benefits. (See: Policy and Procedures for the Reimbursement of Faculty Release Time).

(2) The amount of additional employment for faculty. (See: Guidelines and Procedures on University-Compensated Faculty Additional Employment).

5. Submission and Approval of Grants and Contracts

- a. Grant and contract proposals must be reviewed by the project director's/principal investigator's department chair/school director or organizational unit director, as appropriate. Reviewers shall assess the following:
 - (1) Compatibility with the department's/school's staffing requirements.
 - (2) Compatibility with departmental/school programs.
 - (3) Acceptability of departmental/school support commitments.
- b. Grant and contract proposals shall have appropriate college dean or comparable organizational unit review and recommendation based upon compatibility with existing and/or anticipated college interests and activities.
- c. College deans or other divisional unit administrators shall forward all grant and contract proposals to the Sponsored Programs Office for review and recommendation to the Vice President for Academic Affairs/Provost or appropriate divisional vice presidents for final area approval.
- d. Finally, all grant and contract proposals shall be approved by the Vice President for Administration and Finance or by the Executive Director of the Foundation, as appropriate.
- e. It shall be the responsibility of the Sponsored Programs Office to ensure that appropriate project clearances are obtained from other organizational units which might be affected by either the submission of a proposal or the acceptance of an award. Such clearances shall be obtained prior to final submission of a proposal.

6. Administration of Grants and Contracts

Upon the award and acceptance of a grant or contract, the Project Director/Principal Investigator in close coordination with the Foundation Office and the appropriate College Dean's office or comparable organizational unit, assumes the responsibility of administering the project. Specific responsibilities are:

- (1) Project Director/Principal Investigator Responsibilities. The project director/principal investigator has the primary responsibility to ensure appropriate management of the project and accomplishment of programmatic objectives. Specific responsibilities include:
 - (a) Overall responsibility to ensure that either the research or programmatic commitments are accomplished.
 - (b) Authorizing all expenditures and maintaining appropriate expenditure controls.
 - (c) Maintaining up-to-date records of financial obligations and expenditures.

(d) Reporting financial activity to the Foundation on a timely basis.

(e) Monitoring Foundation reports for accuracy and informing them when discrepancies occur.

(f) Ensuring proper supervision of project employees.

(2) Foundation. The Foundation for CSUSB is legally and financially responsible for compliance with, and fulfillment of all contracts it enters into on behalf of CSUSB. It is obligated to operate within the rules and regulations of the CSU Board of Trustees and the CSU Chancellor's Office. It must also be in compliance with all governing federal and state laws. As the formal recipient of university grants and contracts, the Foundation has primary responsibility to provide overall fiscal management, and it is obligated to ensure that all institutional parties to the project are in full compliance with foundation, university, and governmental policies and regulations. Specific responsibilities include:

(a) Acting as management liaison between the project director/principal investigator and the contracting agencies to ensure that the research or project is fully funded and can proceed.

(b) Informing project directors/principal investigators of all pertinent ruling policies and regulations governing the foundation and the university, as well as the individual contracts, and ensuring compliance with them.

(c) Assisting with budget implementation, contract interpretation, and providing follow-up in resolving discrepancies.

(d) Providing human resources personnel and payroll functions and serving as employer of record for all grant and contract employees.

(e) Providing purchasing support and advice on obtaining equipment, supplies and services.

(f) Maintaining records of equipment purchased with grants or contract funds.

(g) Monitoring account expenditures and providing assistance in maintaining budget controls.

(h) Filing required fiscal reports on a timely basis with state, federal, and other agencies; monitoring the project director's filing of technical reports required by the granting agency.

(3) College Dean/Divisional Administrator. The appropriate college dean or equivalent divisional unit administrator is responsible for supporting and ensuring program and

personnel commitments within a reviewed and approved sponsored program. Specific responsibilities include:

- (a) Ensuring that the project director/principal investigator has institutional support and resources appropriate to the commitments made by the university in accepting the grant or contract award.
- (b) Ensuring that the Project Director/Principal Investigator delivers the product or services specified in the grant or contract.
- (c) Exercising administrative oversight to ensure that university policies regarding grants and contracts are followed.
- (d) With the cooperation of the project director/principal investigator and the Foundation Office, maintaining oversight of workload and assigned time commitments of project faculty/principal investigator, ensuring the effective transfer of funds for release reimbursement, and ensuring compliance with university personnel policies.
- (e) Reviewing and authorizing all direct reimbursements and travel expenditures to the project directors/principal investigators to ensure compliance with appropriate regulations.
- (f) Monitoring foundation reports for accuracy and informing them when discrepancies occur.

FAM 871.4

TEACHING RESOURCE CENTER

Purpose and Scope

The purpose of the Teaching Resource Center (TRC) is to establish a formal structure to promote and support innovation in undergraduate and graduate classroom instruction by providing faculty with professional development opportunities in the area of curriculum, pedagogy, and scholarship of teaching and learning. The goals shall include the following:

1. To serve as a center where faculty can seek assistance in the development of effective teaching styles and strategies.
2. To serve as the central focus for all training of faculty in the use of technology and other pedagogical techniques for classroom instruction.

To serve, in collaboration with relevant offices and committees in the university such as Academic Technology and Innovation, Assessment for Academic Affairs, and Teaching Academy, as a center for faculty to acquire knowledge and skills in such areas as multiculturalism, internationalization of the curriculum, cooperative learning, and assessment.

Policy Statement

Instructional faculty are encouraged to seek opportunities to implement effective pedagogical approaches to improve student learning. This policy explains the role of the TRC in these endeavors.

Activities of the TRC

The activities of the Teaching Resource Center shall include the following:

1. Arrange and coordinate seminars, workshops, lectures and discussion groups which are designed to enhance faculty knowledge and skills in all areas of classroom instruction.
2. Develop and coordinate a structured training program for faculty members in the use of technology in the classroom. Specifically, training designed to carry out distance learning instruction, to develop multimedia materials, and to familiarize the faculty with the electronic classroom.
3. Arrange and coordinate efforts to provide mentoring to faculty in the improvement of classroom instructional performance.
4. Collect and distribute resource materials on teaching improvement and innovations.

5. Establish and coordinate the activities of a teaching academy or its equivalent, as approved by the Instructional Quality Committee, to help promote campus involvement in teaching-related initiatives, and to enhance liaison between TRC and colleges.

Organizational Structure

The activities of the TRC shall be directed by a tenure-line (probationary or tenured) faculty member appointed by the Provost and Vice President for Academic Affairs following appropriate consultation with the Executive Committee of the Faculty Senate. The Director shall report to the Associate Provost for Faculty Affairs and Development.

///Policy FAM 871.4 info start///

Approvals

Approved by the Faculty Senate on 5/26/2020

Approved by the President on

History

First created: ____ [Date] by _____ _

Revised: 2007 by FAC

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Q2S-updated: 2020 by FAC

///Policy FAM 871.4 info end///

FAM 871.75 TEACHING ACADEMY

Purpose and Scope

The purpose of the Teaching Academy (TA) is to foster conversation and inquiry on teaching and pedagogical philosophy, create a safe environment for faculty to learn to become better teachers, provide leadership in the initiation and implementation of TA activities, and act as an ad hoc advisory board on issues related to teaching, as requested.

Policy Statement

In collaboration with the Teaching Resource Center (TRC), the Teaching Academy (TA) will support teaching and learning at all levels and in all contexts of university activity, and will serve as a focal point for the university's commitment to this end. In pursuing this goal, the Academy will enhance the intellectual climate, promote discourse among all members of the University community, and serve as an advocate for learning and teaching initiatives and innovations.

Teaching Academy Representation

1. Cabinet Membership

- a. There will be 11 cabinet members in the Teaching Academy Cabinet in any given year elected from membership of the TA. Preference will be given to active members of the TA.
- b. Each College and the library will have one elected member (either tenured or tenure-track faculty).
- c. Five additional at-large members shall be appointed by the Senate in consultation with the Teaching Academy Cabinet; these shall be selected from among all teaching faculty and librarians who apply.
- d. The TRC Director will be an ex-officio member of the Teaching Academy Cabinet.

2. Nominations, Elections, and Appointments

Elections, nominations, and appointments for the following Fall semester shall take place during the Spring semester of each year. Members of the cabinet will serve for 3 years with no semester limits. At the end of the 3-year semester, the member can be re-elected or appointed to the Teaching Academy Cabinet for another 3-year semester, as described above. The rotation for the cabinet members will be as follows:

- a. Year 1: Arts and Letters, Natural Sciences, and one at-large
- b. Year 2: Library, Social and Behavioral Sciences, and two at-large
- c. Year 3: Jack H. Brown CBPA, Education, and two at-large

3. General Membership

Although Teaching Academy events are open to all faculty in the university, its membership extends only to those who actively participate in a substantial number of the Teaching Academy and Teaching Resource Center activities.

Governance Structure and Functions of the Cabinet

A Vice-Chair will be elected by the Teaching Academy Cabinet in the Spring semester of each year and will be the note taker for one year. The Vice-Chair will automatically be the Chair of the Teaching Academy Cabinet in the subsequent year and will serve one year in that position, thus providing for consistent leadership for the cabinet.

Funding

The Teaching Academy activities are supported by the TRC and Faculty Affairs and Development. Additional funds may be solicited from external sources.

Annual Reports

The chair of the Teaching Academy and the TRC Director will submit to the Senate a joint report on the Teaching Academy activities and plans at the end of each academic year.

///Policy FAM 871.75 info start///

Approvals

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Signed by the President on 06/23/2020

History

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Teaching Academy

FOR OFFICE USE ONLY

Signed and dated by

5/27/2020

Beth A. Steffel (Senate Chair) Date

Tomas Morales (President) Date

///Policy FAM 871.75 info end///

FAM 873.1

CREDIT FOR PRIOR LEARNING ACQUIRED THROUGH EXPERIENCE

Purpose and Scope

This policy provides campus-wide guidelines for the recognition of prior learning experiences for credit at California State University, San Bernardino (CSUSB), in compliance with EO 1036. The policy, in alignment with EO 1036, promotes access for fair and equitable recognition of prior learning, helps support student retention and persistence, reduces time to graduation and assures quality and equity across various academic experiences.

This policy applies to CSUSB students seeking credit for demonstrated learning, knowledge, or skills acquired through experience through the evaluation procedures described in this policy. The Office of the Registrar and the Office of Admissions and Student Recruitment have separate

policies for awarding credit for prior learning that can be accessed using the links below.

CSUSB Policy on Credit for Standardized Testing:

<https://www.csusb.edu/registrar/articulation/test-credit>

CSUSB Policy on Credit for Military Service: <https://www.csusb.edu/admissions/apply-csusb/military-veterans>

2

Definition

Credit for prior learning acquired through experience refers to a process by which the University evaluates a student's non-traditional learning experiences, such as work experience, volunteer experience, certifications, personal experiences, or self-directed learning, and grants academic credit towards a degree or credential. This recognition of prior learning allows students to accelerate their academic progress, save time, and reduce the cost of their education by demonstrating that they have already acquired the knowledge, skills, and competencies equivalent to those taught in specific courses. Some examples of student experiences that can be applied to credit for prior learning according to the policy and procedures herein include:

- **Work experience:** A student may be able to receive credit for relevant work experience in a field related to the content of the course for which the student is requesting credit. This may include work done in a paid job or volunteer work. Departments and programs may use this policy to award credit for apprenticeships or internships if the relevant work experience is complete at the time the request for credit is evaluated. Departments and programs may use this policy to award credit for work experience related to military service if the student has not already received credit for that experience through another CSUSB policy or procedure.
- **Certifications and licenses:** A student may be able to receive credit if they hold relevant certifications or licenses related to the content of the course for which the student is

requesting credit. For example, a student requesting credit for a computer science course may receive credit for holding specialized certifications or licenses relevant to computer science.

- Professional development: A student may be able to receive credit for attending workshops, conferences, or other professional development opportunities related to the content of the course for which the student is requesting credit. For example, a student requesting credit for an education course may receive credit for completing professional conference presentations or completing a professional development workshop on classroom management.
- Personal experiences: A student may be able to receive credit if they can demonstrate that they have gained relevant knowledge or skills through personal experiences that are related to the content of the course for which the student is requesting credit. For example, a student who has traveled extensively and learned a language may be able to receive credit for language courses.

3

- Autodidacts: A student may be able to receive credit if they are a self-directed learner, or autodidact, who has gained knowledge and skills through independent study or self-learning related to the content of the course for which the student is requesting credit.

For example, a student requesting credit for a business course may receive credit for their self-taught entrepreneurial skills demonstrated through a portfolio of successful business ventures or consulting projects.

Policy Statement

1. CSUSB recognizes the value of prior learning experiences and encourages students to pursue credit for prior learning acquired through life experience in compliance with EO 1036.
2. Conditions of award of credit for prior learning according to this policy:
 - a. The student seeking credit for experiential learning shall be matriculated as a student completing a degree at the CSUSB campus awarding credit.
 - b. The assessment of experiential learning shall be appropriate to the degree objectives and/or general education requirements for the student seeking credit for prior learning based on life experience.
 - c. Academic credit for such experiential learning shall be awarded only when it is academically creditable and verifiable through a prior learning assessment methodology.
 - d. Before academic credit earned for experiential learning becomes a part of the student's academic record, the student shall complete 15 units at CSUSB to establish evidence of a satisfactory learning pattern. Graduate students shall complete three units in residence before academic credit can be earned for experiential learning.
3. Credit for prior learning may be awarded in the form of course credit.

4. Credit for prior learning will be awarded based on a demonstration of college-level learning and alignment with CSUSB course objectives.
5. Credit for prior learning will be evaluated by the appropriate academic department.
6. Students may not receive credit for prior learning for courses in which they have already earned a grade of "C-" or higher.
7. Credit for prior learning, rewarded through this policy and/or any other policy or procedure, may not exceed 25% of the units for the degree.
8. For those programs that are externally accredited, departments should contact their accrediting agencies to ascertain if they allow credit for demonstrated learning, knowledge, or skills acquired through experience. If their accrediting agency does not allow such credit, departments should communicate this information to the student.

4

9. Department faculty are responsible for evaluating the appropriateness of student requests for credit for prior learning for life experience. No instructor or department is obligated to offer credit for prior learning based on prior life experience in accordance with this policy.

Procedure and Process

10. Students interested in seeking credit for prior learning through demonstrated learning, knowledge, or skills acquired through experience must first meet with the department chair and instructor for the course for which they are seeking credit to determine if their prior learning experiences align with CSUSB course objectives and degree requirements. The department chair and instructor for the course for which the student is seeking credit, in consultation with the Registrar's office, shall determine if the student is eligible for credit for prior learning, including consideration of the 25% eligibility limit according to this policy.

11. Students must then submit a prior learning portfolio or other appropriate documentation for evaluation by the appropriate academic department. The portfolio should include a detailed description of the student's prior learning experiences, how it aligns with the course objectives, and evidence of the college-level learning achieved.

12. When appropriate, departments should codify in writing the procedures used by the department to assist students in applying for credit for prior learning for life experience and evaluating those requests for eligibility in order to ensure the policy is implemented consistently. Department procedures must be aligned with this policy, including the procedural steps described above (sections 10 and 11).

13. The evaluation process may include an interview, exam, or other assessment to determine the student's level of learning. Departments have the discretion to choose the appropriate assessment methodologies for experiential learning course credit. These may include, but are not limited to, written examinations, portfolios, personal interviews, demonstrations and/or other means of assessment. Faculty and/or subject matter experts may create and evaluate assessments in accordance with department academic standards for credit for experiential learning. In some cases, as deemed appropriate by the department, supporting documentation may be obtained from a

field supervisor and/or employer. Departments should also document and keep records of the evaluation procedures that are used in individual cases of credit for prior learning sought by students in the department.

14. CSUSB's policy on academic dishonesty (FAM 803.5) applies to the policy and procedures herein.

15. The academic department will make a recommendation for credit to the Office of the Registrar in compliance with EO 1036.

16. The Office of the Registrar will record the credit on the student's transcript and apply it towards the student's degree requirements.

17. Credit for prior learning will be recorded on the student's transcript and applied towards the student's degree requirements. The student's academic record shall identify the specific course or category of degree requirement for which the student has received credit for demonstrated learning, knowledge, or skills acquired through experience.

FAM 872.2

POLICY ON SALE OF SELF-AUTHORED COURSE MATERIALS

Purpose and Scope

The purpose of this policy is to regulate the use of course materials authored by the instructor so as to avoid conflict of interest---either real or perceived.

Policy Statement

Faculty may not receive any monies directly or indirectly from the sale of course materials to California State University, San Bernardino classes that they teach or coordinate (i.e. any class for which they have the authority to select or to participate in selecting instructional materials). Faculty who unavoidably receive any monies and who then turn over the monies to their department, their college, the university or any recognized charitable organization will not be in violation of this policy.

Any assigned instructional materials for which students are charged must be made available through the Coyote Bookstore or Printing Services and may also be made available through any other vendor who wishes to provide the materials. Faculty members may not sell course materials directly to their students.

///Policy FAM 872.2 info start///

Approved by Faculty Senate on 'z_r□·l ?□/i□IC/c__

Approved by President on 05 / 6 I L L 't

First created by EPRC, 2001

Revised by EPRC, February 2019

///Policy FAM 872.2 info end///