SDSU

College of Education

POLICY FILE 2026 - 2027

COLLEGE OF EDUCATION MISSION STATEMENT

(Based on draft developed at COE Vision Retreat September 22-24, 2005; revision sent to all faculty/staff on 2/16/06 through Policy Council; referred to Chairs Group 3/22/06 by Policy Council; approved by Chairs Group 3/27/06)

Vision

The College of Education produces effective professionals, new knowledge, and partnerships with the field of practice that make a difference in the lives of the clients we serve.

Mission

The College of Education prepares effective professionals for a variety of societal service delivery and leadership roles across a range of settings including schools, post secondary institutions, social service agencies, and vocational rehabilitation organizations. The College contributes to the knowledge base in both educational theory and practice through professional inquiry and scholarship. The College engages in strategic partnerships with the field of practice to improve client outcomes, to increase institutional effectiveness, and to promote social justice.

Central Tenets

This vision and mission rest upon eight central tenets we believe are essential to the College of Education's relevance in the 21st century:

1. A belief that access to a quality public education for all individuals is an essential and necessary condition of a democratic society and is critical in promoting social and economic justice for individuals, families, communities, and our nation;

2. A fundamental respect for the uniqueness of all individuals and confidence in their ability to learn and grow, whether they are the professionals we prepare or the clients they serve;

3. A belief in the central role that excellence in teaching plays in the mission of the college—an excellence reflected in the quality of our graduates that is measured against the highest professional standards;

4. A belief that the diversity of the San Diego/Imperial County region—including its multicultural and multilingual character—provides a rich venue for scholarship and reflective practice from which findings of state and national, if not international importance can be developed;

5. The belief that thoughtful scholarship is an efficient method for identifying effective practice which can be implemented to improve the quality of life in our community;

6. The belief in the capacity of technology as a tool to improve the quality of the learning environments we provide as well as increasing the access our students have to it;

7. A belief that the field of practice can be improved through the development and application of knowledge and use of strategic partnerships to facilitate positive change; and

8. The belief that the College is a community of learners encompassing not only the students we serve and their clients but also our faculty, staff, and administrators.

NOTE: An electronic version of this document can be found at:
http://coe.sdsu.edu/admin/coepolicy/

TABLE OF CONTENTS

PART I: THE POLICY COUNCIL 5

I-A: CONSTITUTION AND BYLAWS 5

I-A-1 THE CONSTITUTION 5
I-A-2 THE BYLAWS 7

I-B: COMMITTEE CODE 11

I-B-1 ASSESSMENT COMMITTEE 11
I-B-2 CURRICULUM COMMITTEE 11
I-B-3 COMMITTEE TO PROMOTE DIVERSITY, EQUITY, AND OUTREACH (DEO) 12
I-B-4 RESEARCH COMMITTEE 13
I-B-5 PERSONNEL COMMITTEE 13
I-B-6 HONORS AND AWARDS COMMITTEE 14
I-B-7 STAFF DEVELOPMENT COMMITTEE 15

PART II: PERSONNEL POLICIES 16

II-A: PROCESS FOR FACULTY SEARCHES 16

II-B: CRITERIA FOR REAPPOINTMENT, TENURE AND PROMOTION 18

II-C: ELIGIBILITY, CRITERIA, AND PROCESS FOR RANGE ELEVATION OF LECTURERS 25

II-D: APPOINTMENT OF DEPARTMENT CHAIRS 26**

II-E: ACTING ACADEMIC ADMINISTRATORS 30

II-F: PROFESSIONAL DEVELOPMENT OF CHAIRS 31**

II-G: TRAVEL FUND ALLOCATIONS 32

II-H: ASSIGNMENT OF FERP'S 33

II-I: PROCEDURES AND CRITERIA FOR ELECTING A COLLEGE OF EDUCATION REPRESENTATIVE TO THE UNIVERSITY PROMOTION AND TENURE REVIEW PANEL 34

II-J: FACULTY EVALUATIONS 36

II-K: PARTICIPATION IN PERIODIC EVALUATION OF TENURED FACULTY UNIT EMPLOYEES 37

II-L: NOMINATION OF TEMPORARY FACULTY SENATOR 38

II-M: COMMITTEE SERVICE AND APPOINTMENTS 39

II-N: PERIODIC EVALUATION OF TEMPORARY FACULTY 40

II-O: PERIODIC EVALUATION OF TENURED FACULTY 41

II-P: COE RESEARCH ASSIGNED TIME (RAT) POLICY 42

PART III: EDUCATIONAL POLICIES 44

III-A: PROCESS FOR CURRICULUM PROPOSALS 44

III-B: POLICY ON GLOBAL CULTURAL EXPERIENCE FOR COURSE CREDIT 48

III-C: POLICY ON HYBRID AND ONLINE CLASSES 49

PART IV: COLLEGE-ADMINISTRATION POLICIES 50

IV-A: OFFICE SPACE 50
IV-B: ESTABLISHING CENTERS AND INSTITUTES IN THE COLLEGE OF EDUCATION 51
IV-C: NAMING FACILITIES AND PROPERTIES 53
IV-D: APPOINTMENT OF RESEARCH FACULTY 54
PART V: DEPARTMENT-ADMINISTRATION POLICIES 58
V-A: DEPARTMENTAL MENTORING 58
V-B: PROGRAM EVALUATION 59
V-C: POLICY ON DOCTORAL FACULTY 60

PART I: THE POLICY COUNCIL

An Organization of the Faculty of the College of Education
San Diego State University

I-A: Constitution and Bylaws

I-A-1 The Constitution

1.0 Purpose

The purpose of the Policy Council of the College of Education is to initiate and oversee policies within the powers delegated to it by the faculty, administration, and the Policy File of San Diego State University.

2.0 Function

2.1 The Policy Council shall represent the Faculty of the College of Education in the consultative process.

2.1.1 The Policy Council shall function as the College's academic policy and planning committee and shall deliberate on and recommend academic policy and planning for the College.

2.1.2 It shall adopt, maintain, and review policies on the development of courses and programs, on procedures related to personnel matters, the allocation of funds, personnel, space, and on other related matters in the College of Education.

2.1.3 The Policy Council shall function as the advisory body from the Faculty to the Dean of the College.

2.2 The Policy Council shall develop the committee structure for the College.

2.3 The Policy Council shall be a body, in addition to the administration and/or relevant committees, to which any faculty member may make suggestions as to the functioning of the College.

3.0 Membership

3.1 The members of the Policy Council shall be:

3.1.1 Ex officio—the Dean and the Associate Dean of the College of Education; a University Senator chosen by the elected Education Senators unless there is already a tenured or tenure-track faculty Senate member serving as an elected member of the council; a tenure-track or tenured member of the Imperial Valley Campus Education Division; and one student member chosen by the Education Student Council. The Assistant Dean for Student Affairs may serve as the student representative. Ex-officio, voting members. The Imperial Valley Campus Education Division may choose, on a semester-by-semester basis to decline representation on the Policy Council.

3.1.2 Elected members shall be chosen by the various schools, departments, and staff in the College. Each department shall elect one member for every ten

tenured and tenure-track faculty positions or fraction thereof, based on the number of tenured and tenure-track faculty positions assigned to that department as of spring semester. Staff will elect one representative. Lecturers will elect one representative.

3.2 Policy Council members shall be chosen from among the full-time, tenured and tenure-track members of the faculty who are assigned to the College at least fifty percent of their time. Department Chairs/Directors shall be eligible for election. The staff representative to the Policy Council shall be elected from the permanent staff employees of the College who serve in at least half-time positions. The lecturer representative to the Policy Council shall be elected from the lecturers of the College who serve in at least half-time positions.

3.3 The electorate shall be tenured and tenure-track faculty members assigned to the College.

3.4 The annual nomination and election of new members to the Council shall be initiated and conducted under the direction of Policy Council so as to be completed by May 1 of each year. Policy Council shall inform each department by March 1 of the number of vacancies existing on the Council; the departments shall then conduct the election, informing the Policy Council and Dean's Office of the results. Vacancies on the Council shall be filled according to the above procedures as they occur. Should a college-wide election be required, for example, to fill a lecturer or student position, the Dean's Office will be notified.

3.5 Elected members shall serve for a term of three years. The Policy Council shall alternate terms so that approximately one-third of the Council is elected each year.

4.0 Officers

4.1 The Council shall elect a Chairperson from the elected members of the Council in May, following the election of new members.

4.2 The newly elected Chairperson shall conduct an election within the Council to select a Secretary and an Executive Committee Member. These officers shall serve for a period of one academic year and may be re-elected for two succeeding years.

4.3 The Executive Committee composed of the Chairperson, Secretary, and Executive Committee Member, shall be responsible for preparing an agenda for council meetings and such other duties as may be delegated by the Council. The Executive Committee shall be responsible for making meeting agendas and minutes available to all College faculty members.

5.0 Meetings

5.1 The Council shall meet in regular session at least once each month from September through May and may be called into special session by the Chairperson, by the Dean of Education, or by petition of three or more Council members. Meetings may be cancelled by the Chair of Policy Council if there are no agenda items, provided at least two meetings are held each semester.

5.2 Meetings shall be scheduled by each Council on a day and time most convenient to the members.

5.3 Quorum—Two-thirds of the elected members of the Council shall constitute a quorum. Once a quorum is established, the meeting may continue even though fewer than two-thirds of the members are present for the entire meeting.

5.4 Proxy—If a member is unable to attend, he/she shall appoint a substitute, with power to vote, and so notify the Secretary. Proxies may be held by other Policy Council members. However, no Policy Council member shall hold more than one proxy at a time.

5.5 The seat of an elected member of the Council becomes vacant when that member (a) resigns, (b) attains a status which voids eligibility, (c) is absent, although represented by a substitute or a proxy for more than five consecutive regular meetings, (d) is absent and unrepresented for three consecutive regular meetings, or (e) is on leave for more than one semester, regardless of the reason.

5.6 A majority of two-thirds of the Council members present may suspend rules pertaining to the operation of the meeting and may modify the agenda.

5.7 Unless otherwise specified in the Constitution or the Bylaws, Robert's Rules of Order shall govern the conduct of these meetings.

6.0 Academic Break Committee

6.1 In the spirit of continuous shared governance, the Academic Break Committee (ABC) shall acton urgent College of Education matters during Winter and Summer Breaks when the full Policy Council is not in session, and during extraordinary circumstances when the full policy council cannot act (e.g., national, state, local emergency).

6.1.1 The ABC's function shall include the following:

6.1.2 The ABC shall operate during Winter and Summer Breaks, and during times ofextraordinary circumstance, as described above.

6.1.3 The ABC shall act only on matters deemed time sensitive and requiring immediateaction in the form of a vote.

6.1.4 The ABC shall not consider matters that can await the next regularly scheduled meeting of the full Policy Council, nor matters that are considered to be the standardbusiness of the full committee conducted during the academic year.

6.1.5 For actions of the ABC to be valid, at least four of the five members shall be present atthe meeting regardless of whether the meeting is held face-to-face or virtually.

6.1.6 Action shall require a simple majority vote of the members present.

6.1.7 All ABC-conducted business and voting outcomes will be placed on the agenda asinformational items at the next regularly scheduled meeting of the Policy Council.

I-A-2 The Bylaws

1.0 Agenda

1.1 The Executive Committee shall prepare and distribute to the members of the Council an agenda not fewer than three working days prior to the meeting of the Council.

1.2 Items submitted by members of the faculty or administration for the Council's consideration shall be submitted in writing and in sufficient detail to communicate the proposal or concern clearly. Any item submitted shall be considered by the Council.

1.3 The agenda of each Policy Council meeting shall be made available to the faculty a minimum of one full day prior to a regular meeting.

2.0 Report of Action

2.1 Actions of the Council shall be reported to the faculty of the College immediately, by means of distribution of minutes, major actions to be announced on the College's website. Any action of the Council published in these minutes may be delayed in its implementation until the next meeting of the faculty of the College by a petition against it to the Council signed by five full-time members of the faculty, which may include tenured and tenure-track faculty and lecturers. In such cases, the Council shall bring a statement describing the action in question to this faculty meeting for discussion and action by a majority of those present.

When a general faculty meeting is convened to consider a Policy Council proposal or to vote on any other matter, the Chair of the Policy Council shall preside, the Secretary shall record and publish minutes, and the electorate shall be the same as that for election to the Policy Council. Voting may be by written ballot or voice vote as determined by the majority of those present. A quorum shall consist of those faculty members who appear at a meeting called by the Council for the purpose of voting. In the absence of a scheduled general faculty meeting when a vote is required, an electronic vote may be conducted. Voting will be facilitated through the Dean's Office, using Qualtrics or the platform used for committee member elections. The eligible voting body shall mirror that used for Policy Council elections. Faculty members will be allotted a minimum of two weeks during the academic year to submit their votes and will receive contact information for an individual available to answer questions regarding the matter under consideration. A quorum shall be established by the number of participating faculty members, provided that no fewer than fifteen (15) votes are cast.

2.2 Within 30 days of the official conclusion of the meeting of the Policy Council, the Dean shall indicate to the Policy Council any exceptions taken to the Council's action; otherwise, after 30 days the action shall be considered officially adopted. It is assumed that official minutes of the Council shall be available to the Dean within approximately two weeks after a Policy Council meeting.

2.3 In order to avoid undue delay, it shall be the responsibility of the Chairperson of the Policy Council to ensure that the Dean of the College is informed promptly, by any means suitable, of Policy Council action taken which would require administrative action in fewer than 30 days after Council action.

2.4 As soon as Council action involving written policies is official, the Secretary of the Council shall prepare an official copy to file with the minutes and the master handbook kept by the Chairperson of the Council as a reference during meetings. The Secretary shall also post and initial all changes in other policy documents resulting from a policy adoption. A duplicate file of Minutes, Bylaws, Committee Code, Policies, and of actions taken at general faculty meetings, shall be maintained in the office of the Dean of the College.

3.0 Committees

3.1 Appointed Committees

3.1.1 The Dean's Office shall be responsible for monitoring membership and alerting department chairs of upcoming vacancies on the Appointed Assessment Committee, Curriculum Committee, and Staff Development Committee.

3.1.2 Each of the appointed committees shall be governed by guidelines developed by the Council. These guidelines shall be renewed or amended each year by action of the Council following recommendations of the committee involved.

3.2 Elected Committees

3.2.1 The Dean's Office shall be responsible for monitoring membership and alerting department chairs of upcoming vacancies on the following COE Elected Committees: Research Committee, Personnel Committee, Diversity, Equity, and Outreach Committee, and Honors and Awards Committee.

3.2.2 Departments shall conduct the nomination process for the COE Personnel Committee (see I-B-5, 7.0-9.0). Departments shall also conduct the elections of departmental representatives on the Research Committee, Diversity Equity and Outreach Committee, and Honors and Awards Committee. Elections for the COE Personnel Committee are to be conducted by the Dean's Office, which shall announce vacancies to the faculty. The Dean's Office shall also conduct the nominating processes and elections of a COE representative on the University Promotions and Tenure Review Panel, and a COE Nominee for temporary faculty senator.

3.2.3 The results of each election shall be announced in writing by the Dean's Office to the faculty.

3.2.4 Guidelines for these Committees shall be developed by the Committee membership, approved by the Policy Council, and submitted to the faculty for vote. Guidelines shall be consonant with provisions of the Policy File of SDSU.

3.2.5 Each department shall develop guidelines for departmental committees on Reappointment, Promotion, and Tenure and file these with the College Committee.

4.0 Policy Development

4.1 In addition to the provisions contained in the Constitution and Bylaws, it shall be the responsibility of the Council to develop policies governing certain activities of the College — to include a Committee Code. These policies shall be adopted by the Council, approved by the Faculty when appropriate, reported to the Faculty in writing, and maintained in a current file by the Secretary.

4.2 All Policies not a part of the Constitution and Bylaws shall be reviewed annually by the Policy Council at the beginning of the academic year and re-affirmed, revised, or eliminated, except that such policies, if adopted by faculty vote, may be changed only by further vote of the faculty.

5.0 Amendment

5.1 Sections I-A-1, 4.0 and 5.0 of the Constitution and I-A-2, 1.0 and 2.0 of the Bylaws may be amended at any regular meeting of the Council by a two-thirds vote of those

present, at a meeting which opened with a quorum in attendance, provided the amendment had been presented at the previous meeting.

5.2 All other sections of the Constitution, Bylaws, and policies may be amended at any regular meeting of the Faculty of the College provided the amendment had been distributed to the members of the faculty at least two weeks before the meeting at which it is voted upon.

5.3 Amendments involving new sections may be adopted in a manner implied by jurisdictional inference in 5.1 and 5.2 above.

I-B: Committee Code

There are seven standing committees in the College of Education: Assessment Committee; Curriculum Committee; Committee to Promote Diversity, Equity, and Outreach; Research Committee; Personnel Committee; Honors and Awards Committee; and Staff Development Committee.

Committees may be formed through an election process or appointed by department chairs/school directors or the Dean's Office.

Elected committees: Committee to Promote Diversity, Equity, and Outreach; Research Committee; Personnel Committee; and Honors and Awards Committee.

Appointed committees: Assessment Committee, Curriculum Committee, and Staff Development Committee (The COE Policy File does not specify how the departments/schools select members to serve on appointed committees, and as such each department may choose to hold an election or appoint a member.)

I-B-1 Assessment Committee

1.0 This Committee shall consist of one member nominated by each department and the Imperial Valley campus (ex-officio, voting) and appointed in May by the department chairs. A full-time lecturer may serve as a department/school representative. The Director of Assessment (voting member) shall chair the committee.

2.0 The term of office of faculty department representatives shall be two years, with terms arranged so that the faculty membership is not all replaced in any one year. Members may be eligible for reappointment.

3.0 The committee's purpose is to ensure that the College-wide assessment system provides useful information for program evaluation and continued improvement.

4.0 The committee's role includes, but is not limited to:

4.1 Reviewing and updating the assessment system. Specifically, the committee consults with the COE Director of Assessment to ensure that plans are established for collecting, analyzing, and updating programs based on data.

4.2 Ensuring a relationship between the College's assessment system and assessment reports required by SDSU, CCTC, and other agencies.

4.3 Determining the kinds of support departments need to develop assessments, analyze data, disseminate and review data, and make program improvements based on the data.

4.4 Developing tools/documents to assist reporting requirements.

4.5 Reviewing data and program improvements based on data.

I-B-2 Curriculum Committee

1.0 This Committee shall consist of one member selected by each department/school. A full-time lecturer may serve as a department/school representative. Committee members are appointed in May by the department chairs.

2.0 The term of office shall be two years, with terms arranged so that the membership is not all replaced in any one year. Members may be eligible for reappointment.

3.0 The Committee shall elect a Chairperson when the committee forms each academic year.

4.0 The major function of this Committee shall be to review, route, recommend revisions, and otherwise carry forward the task of securing action on curriculum proposals under University policy in this matter and according to the guidelines specified in COE Policy File III-A. In addition, the Committee shall review and evaluate student learning outcomes and assessments for courses within COE.

5.0 The Committee shall advise the Dean or Dean's Designee on curriculum issues.

I-B-3 Committee to Promote Diversity, Equity, and Outreach (DEO)

1.0 Officers

1.1 This Committee shall consist of one faculty member elected from each department/school. A full-time lecturer may serve as a department/school representative. The committee may also consist of a student advocate (e.g., student member chosen by the College of Education Student Council, Assistant Dean for Student Affairs, or rep appointed by Dean).

1.2 The Committee shall elect a chair from the membership at the first full committee meeting of the new academic year. The Associate Dean for Diversity and International Affairs or the Dean's designee shall serve as a non-voting ex- officio member of the Committee.

1.3 When needed, elections to this committee shall be made prior to the end of each academic year.

1.4 A representative from the Imperial Valley Education Division shall be appointed by the Dean of the Imperial Valley Campus. A full-time lecturer may serve as this member representative.

1.5 No more than half of the committee shall consist of untenured faculty members.

1.6 The Director of Assessment and Accreditation shall serve in an ex-officio role.

1.7 The term of office shall be three years, with terms arranged so that the membership is not all replaced in any one year. Members may be reappointed.

1.8 More than half of the members shall constitute a quorum.

2.0 Per the COE diversity plan, the Committee's function shall be to:

2.1 Review, advise and provide feedback to the COE leadership regarding matters related to students, staff, and faculty diversity, equity, and inclusion. This may include: reviewing and interpreting data on the recruitment, hiring, and retention rates of faculty and staff. In addition to the recruitment, retention, and graduation rates of students. Data shall be provided to the committee for review by the Deans office at least annually.

2.2 Provide written recommendations and feedback detailing progress toward college diversity goals as outlined in the COE diversity plan or other planning documents.

2.3 The Committee shall meet no fewer than four times per academic year.

2.4 The Committee also serves in the function of the "Diversity Council" for the College of Education and as such its members perform tasks required by the Division of Student Affairs and Campus Diversity.

I-B-4 Research Committee

1.0 This Committee shall consist of one Tenured/Tenure Track faculty member elected from each department/school. Each department shall also elect an alternate to serve in the event that the regular departmental representative cannot serve.

2.0 The term of office shall be two years, with terms arranged so that the membership is not all replaced in any one year.

3.0 The Committee shall elect a chair who is a voting member of the committee at the first full committee meeting of the new academic year. The Dean or Dean's designee shall serve as a non-voting ex officio member of the Committee and shall convene the initial meeting of the year.

4.0 Major functions of this Committee are to promote and support faculty-generated research and to demonstrate the College of Education's commitment to research in a university culture by:

4.1 Establishing a closer liaison with public and private funding sources.

4.2 Reviewing proposals submitted by faculty for university grants and for research assigned time. Committee members shall recuse themselves from reviewing their own RAT application, and from the grant review process entirely if they have submitted a university grant application. Recommendations to the Dean will be made based on guidelines in the COE Policy File II-P. Whenever possible, the Committee shall publish the criteria for evaluating funding proposals (or changes in such criteria) at least 45 days before the proposals are due.

I-B-5 Personnel Committee

1.0 The College shall elect a Committee from its membership for the promotion, tenure, and reappointment recommendations.

2.0 The Personnel Committee shall consist of one member from each department.

3.0 For reappointment and tenure consideration, committee members must be tenured faculty employees of any rank. The Dean and Senior Associate Dean shall not be eligible.

4.0 In promotion considerations, peer review committee members shall have higher ranks than those being considered for promotion. Faculty employees being considered for promotion shall be ineligible for service on promotion or tenure review committees. An eligible faculty member who withdraws from promotion consideration may serve on a peer review committee.

5.0 Faculty members may serve on more than one personnel committee, as long as they do not review the same faculty employee at more than one level of peer review in one academic year.

6.0 Any person who will be absent from the University for one or two semesters immediately following the election shall not be eligible.

7.0 The electorate shall be all-tenured and tenure-track faculty employees.

8.0 Committee members shall serve for two academic years and shall not be eligible for re-election until one year has intervened, unless the total number of tenured professors in a department eligible for election makes this limitation impossible. Terms shall be arranged so that approximately one-half of the Committee is elected each year.

9.0 Elections shall be conducted in the spring of each year after the Committee has concluded its deliberations and shall be coordinated by the Dean's Office, with other committee elections.

9.1 The Dean's Office shall inform each department/school if they have a vacancy they need to fill for the following year. Each department/school will then elect a tenured faculty member to serve on the committee. When possible, each department/school should prioritize electing Professors to serve on this committee.

10.0 The functions of the Committee shall be as follows:

10.1 To coordinate and monitor the application of the University Policy File procedures for promotion, tenure, and reappointment and to conduct its business in strict compliance with this document.

10.2 To receive materials submitted by candidates, to review the recommendations made by departmental committees and department chairs/directors, and to submit recommendations to the university level of review.

10.2.1 When the Committee is considering a recommendation for promotion different from a department or school, it may proceed only after submitting to that committee notification in writing including the candidate's name, the tentative recommendation by the College Committee, and the area of concern if the tentative recommendation is negative. The Committee should offer to meet with the department or school committee before making a final recommendation.

10.2.2 The Committee shall inform each candidate of the recommendations consistent with the University Policy File.

I-B-6 Honors and Awards Committee

1.0 This committee shall consist of one member and one alternate elected from and by each department in May. Members and alternates shall be tenured faculty. The Dean, the Senior Associate Dean, and department chairs shall not be eligible for election to the Honors and Awards Committee.

2.0 The term of office shall be two years. Members may be eligible for reappointment.

3.0 The Committee, at a meeting convened by the Dean or Dean's designee, shall elect its chairperson at the first full committee meeting of the new academic year.

4.0 The Committee's functions shall be to:

4.1 Conduct nominations and develop recommendations to the Dean for honors and awards for which faculty are eligible, develop processes for honors or awards, and provide feedback to nominees and/or applicants.

4.2 Evaluate and rank applicants for sabbatical leaves under policies set forth in the MOU and San Diego State University Senate Policy File.

5.0 The electorate shall be all tenured and tenure-track faculty employees in the department holding the election.

6.0 A member of the Committee who becomes an applicant or a candidate for an award shall (a) remove himself/herself from all deliberations regarding that award and (b) be replaced in such deliberations by an alternate.

I-B-7 Staff Development Committee

1.0 This Committee shall be appointed in the spring semester of the academic year. Members shall be interested in serving on the Committee, and volunteer to be appointed. All staff of the College of Education are eligible to volunteer for committee service, including full- time, part-time, and temporary staff. There shall be no limitation on the number of committee members. The Staff Policy Council representative will call for volunteers and notify the Dean's Office of the names of volunteer committee members. The Staff Policy Council representative and the Assistant to the Dean may provide assistance as requested by the committee in communicating with COE administrators, COE Policy Council, and COE staff members.

2.0 The major function of this Committee is to promote professional development among staff of the College of Education, including management of staff development funds provided by the university, the Erma Woike Memorial COE Staff Development Fund, or any other source.

PART II: PERSONNEL POLICIES

II-A: Process for Faculty Searches

II-A-1 The department chair shall routinely consult with the faculty regarding faculty staffing needs of the department and develop job descriptions and selection criteria. The department chair shall forward the job descriptions, selection criteria and vacancy announcements to the Dean for his/her approval.

II-A-2 Once a faculty search is approved by the Dean, departments or schools shall, as soon as feasible, elect search committees comprised of a minimum of three tenured and tenure-track faculty members, inclusive of a committee chair.

Search committees shall, as a first step in the search process, familiarize themselves with MOU Article 12 and SDSU PF II-B-I and II-B-2.

1.0 Search committees should be comprised of faculty members with demonstrated records of excellence in research, scholarship, or creative activity and currency in the field; committee membership should also reflect the campus commitment to diversity. Departments and schools are encouraged to be as inclusive as feasible with respect to the number and diversity of faculty serving on search committees. Departments may include more than the minimum number of members on a search committee.

2.0 FERP faculty may serve as voting members on a search committee. They may not count as one of the three tenured and tenure-track faculty members required of the committee.

3.0 Tenured and tenure-track faculty members from other schools or departments may be elected by COE departments and schools to serve as voting members on search committees.

4.0 Non-tenured and tenure-track faculty members and other stakeholders such as students, administrators, and staff, may serve only in an advisory or support role.

All members of the search committee should consider carefully whether service on a search committee may entail conflicts of interest from the standpoint of personal or professional connections with any candidates. Faculty having professional or personal conflicts of interest with any candidate, or who may present an appearance of or actual conflict of interest, if elected, should recuse herself or himself.

II-A-3 The Search Committee, shall adhere to a timeline established by the Dean for the search. That Committee shall establish the schedule that shall include the dates by which (a) screening of the applications shall begin, (b) screening of applications shall be completed and invitations extended to candidates, (c) candidates shall be interviewed, and (d) final decisions shall be made and a job offer shall be issued.

1.0 The schedule shall extend no later than May 1 for vacancies announced in the preceding fall.

2.0 The schedule shall be disseminated to appropriate faculty and administrators.

II-A-4 The Committee shall demonstrate its commitment to increasing faculty from underrepresented groups. In doing so, the Committee's recruitment plan should conform to guidance provided by the University Committee to Promote Diversity, Equity, and Outreach, and shall engage in proactive strategies designed to increase the number of applicants from under representative groups.

II-A-5 The Committee shall provide opportunities for all appropriate faculty, administrators, staff, and students to meet with candidates and review their vitae.

II-A-6 The Committee shall make all decisions by majority vote.

II-A-7 The Committee shall maintain regular, timely communication with appropriate faculty and administrators and with the candidates.

1.0 The Committee shall review administrative procedures and fiscal arrangements with the Dean or Dean's designee.

2.0 The Committee shall maintain written minutes of all meetings. These minutes shall be sent to appropriate administrators.

3.0 The Committee shall inform candidates (a) when their applications are received, (b) of the status of their applications—complete or incomplete, (c) of their elimination from the list of those being considered for the position, and (d) of the final outcome of the search, if that responsibility is not assumed by an administrator.

II-A-8 It is recommended that confidential records of reference checks include contact person, date, name of person conducting the reference check, and a narrative of the conversation.

II-A-9 The Committee shall maintain confidentiality in its work, communicating only with those who must be informed and only that information which is essential to informed decision-making.

II-B: Criteria for Reappointment, Tenure and Promotion

In accordance with its mission statement, the College of Education subscribes to the teacher-scholar model. For reappointment, tenure, and promotion, the College gives greater weight to demonstrated competence in teaching and scholarship. To a lesser but significant degree, the College also gives weight to service within the University, community, and profession.

II-B-1. Effectiveness of Teaching and Performance of Instructionally Related Duties to Enhance Academic Environment

The mission of the College of Education is to prepare teachers, other education professionals, and professionals in allied fields; this requires teaching effectiveness in the context of program integrity. The College endorses a broad conceptualization of the faculty as contributors to the academic environment in support of students' overall development as professionals. Effective instruction in the classroom is necessary, but insufficient, to fulfill this mission. The College expects that faculty members will be effective instructors who contribute to the overall integrity of their programs and quality of the academic environment through effective performance of instructionally related duties. Effectiveness is developed over time, thus:

1.0 Emerging proficiency as a classroom instructor is required for reappointment,

2.0 Effectiveness in the classroom and emerging contributions to the academic environment is required for tenure and promotion to associate professor, and

3.0 Effectiveness in the classroom and in performance of instructionally related duties is required for promotion to (full) professor.

II-B-1A. Effective Instruction in the Classroom (including Virtual Classroom)

The College conceives of effective instruction in terms of sound content and pedagogical processes, including activities that result in students' attainment of learning outcomes. Candidates should demonstrate progress over time in:

1.0 Articulating a clear teaching philosophy, including how students learn;

2.0 Developing depth and command of the subject(s) taught, reflecting currency in the field;

3.0 Organizing and presenting material that is engaging to students and responsiveness to diverse populations;

4.0 Developing courses and delivering instruction to enhance programmatic design and integrity;

5.0 Documenting students' attainment of expected learning outcomes for courses; and

6.0 Enhancing students' critical thinking, communication skills, and responsiveness to diversity.

Evaluation of the candidate's instructional effectiveness shall be multifaceted and shall include review of all documentation in Category 1, as well as the candidate's selected documentation in Category 2.

Category 1. Required Documentation of Instructional Effectiveness

The following evidence shall be reviewed in context, including (a) a developmental context, with increasing quality over time and with experience; and (b) the context of assigned courses and workload.

- Course syllabi are developed consistent with the candidate's teaching-learning philosophy and in the context of program integrity. Syllabi reflect coherent connections between the purpose and scope of the course, expected student (learning) outcomes, procedures for assessment of outcomes, and grading policies/practices.
- Assessment of learning outcomes (e.g., exams, rubrics) is consistent with the purpose and scope of the course, the candidate's philosophy, and program integrity.
- Peer reviews are documents attesting to the candidate's (a) command of content, (b) organization of material and experiences, and (c) effectiveness in delivery of instruction, consistent with the purpose of the course and the type of class taught. At least two tenured peer reviews must be conducted for tenure and/or promotion, one of which may be a description of development over time from the candidate's teaching mentor.
- Student evaluations of course and instructor reflect increased knowledge and skills, quality of instruction, and classroom climate conducive to learning.

Each of these indicators shall be considered in the context of all of the above data and shall not weigh excessively in the overall evaluation.

Category 2. Selected Documentation of Instructional Effectiveness

Candidates should give careful attention to, and seek collegial consultation regarding, the development, selection, and presentation of Category 2 documentation. It is incumbent upon the candidates to provide coherent statements linking the exemplars with their teaching philosophies. Category 2 documentation may include, but is not limited to, the following examples:

- Instructional support materials (for example: supplementary readers, handouts, study guides);
- Using technology for instructional delivery and/or to support learning;
- Narrative description of course development and revision (in content, structure, materials, delivery systems, assessment methods);
- Documented student outcomes (for an assignment or full course) ranging from, for example, selected student products to analysis of student outcomes for a given class;
- Documented responsiveness to previous evaluations (for example, analysis of feedback and links to course or instructional modifications, implementation of new approaches or skills attained through workshops on teaching);
- Use of formative evaluation during a course to refine, for example, course structure, teaching methods, learning experiences;
- Internal (college or university) funding directly related to courses or teaching assignments;
- Honors or distinctions recognizing effectiveness in teaching; and/or
- Externally funded attainment of instructional materials or resources.

II-B-1B. Effectiveness in Performance of Instructionally Related Duties to Enhance Academic Environment

Teaching in the College of Education requires faculty contributions to the overall academic environment in support of program integrity, the offering and teaching of specific courses, and student outcomes. It is expected that candidates early in their careers will have limited duties beyond classroom instruction and that these duties will expand in depth and/or breadth over the years and with experience. Candidates for tenure must have at least one and candidates for full professor shall document at least two contributions (of the five maximum items) toward enhancement of the academic environment. It is in the candidate's best interests: (a) to select carefully and/or develop documentation to inform evaluation of their effectiveness in this domain, and (b) to articulate the conceptual coherence between these activities and their teaching philosophies. This dimension is broadly conceived and may include, but is not limited to, the following activities and duties:

- Supervision of students' professional practice;
- Recruiting and retaining diverse students and/or faculty;
- Program evaluation, development, revision, accreditation and external reviews;

- Research related to instruction and/or content (for example: internally funded grants, conference presentations, publications)
- Mentoring students' research and/or professional development;
- Mentoring colleagues' teaching, research, and/or service;
- Teaching beyond the university (for example: in-service workshops or consultation in the schools, public sector, community, or other universities);
- Instructional leadership (for example: department chair, program director, cluster or team leader);
- Externally funded personnel preparation grants; and/or
- Other assigned duties that serve the academic integrity of the program, department, college, and/or university.
- Advising of students is an important aspect of service for the University and shall include but not be limited to student outreach and retention and student mentoring.

II-B-2 Professional Growth

Evidence of externally reviewed professional growth activities shall be required for retention, tenure and promotion. In the field of education, professional growth is most readily evidenced through first or sole authorship on refereed journal publications, reviewed scholarly books, chapters in reviewed scholarly books, and/or refereed external grants. The College, however, also places great value on significant contributions to collaborative research and other professional works and activities of substance that are independently evaluated.

The following factors will be considered holistically as contextual dimensions of professional growth:

- The quality, significance, and potential impact of the candidate's works especially as evaluated by peers.
- The degree to which the candidate's works have been disseminated among professionals and academics in the candidate's discipline and/or community of practice.
- The extent to which the candidate's works reflect a clearly articulated professional growth agenda.
- The degree to which the candidate has integrated aspects of her or his research, scholarship, and/or creative activity with his or her teaching and service responsibilities.

The indicators listed within the following priorities will be addressed in terms of professional competence, impact on the profession, and professional currency. These indicators are not listed in any rank order within each priority statement and are examples of the types of activities that are considered within that priority. Promotion and tenure typically require evidence from Priority 1 and may include evidence from Priority 2. Retention typically requires evidence from Priority 1, 2, or 3 as appropriate to the faculty member's years of service.

Priority 1: Major works externally and independently reviewed by appropriate professionals selected by persons other than the candidate.

- Publications with first or sole authorship.
- Publications with multiple authorship and significant contribution by the candidate.
- Publications with data-based research.
- Publications offering theory development.
- Publications with practical applications.
- Scholarly books.
- Chapters in scholarly books.
- Principal Investigator or Co-Principal Investigator designation, development of and/or major participation in significant grants/contracts competitively awarded.

Priority 2: Additional works externally and independently reviewed by appropriate professionals selected by persons other than the candidate.

- Textbooks (reviewed by other than publisher).
- Chapters in textbooks.
- Papers in refereed conference proceedings.
- Editorship of major publications.
- Major published reviews.
- Principal Investigator or Co-Principal Investigator designation, development of and/or major participation in grants/contracts competitively awarded.
- Major media productions, including computer software appropriately reviewed.

Priority 3: Other professional activities

- Articles published in non-refereed journals.
- Non-reviewed books.
- Chapters in non-reviewed books.
- Presentations competitively selected at major national or regional conferences.
- Awards and honors received.
- Participation in awarded grants/contracts.

II-B-3 Service for the University

Service for the University is considered an integral part of the duties of all faculty at San Diego State University. Examples of service for the University community include:

1.0 Membership on departmental, College, and University committees. The relative importance of the committee(s) will be considered.

When a faculty member distinguishes himself or herself in performance of such duties for the significant benefit of the University, and this performance is appropriately documented over a significant length of time, service for the University may have more than the usual bearing on promotion. Examples include serving as department chair.

2.0 Membership and participation in professional and other committees, organizations, or activities in the greater community outside the University. Professional organizations or relevant community organizations or activities that have a relationship to the University or its interests will be viewed more favorably than non-related organizations that have no real connection with education.

3.0 Offices in University-associated organizations: Service in the University Senate and in other University organizations is considered important.

II-B-4 PDS and Vita Verification Policy

As a point of information, the university has indicated that all department chairs/school directors or any member of the department peer review committee must verify the accuracy of PDSs, one-of-a-kind files, and curriculum vitas.

"All candidates are responsible for maintaining a file of documents that verifies the contents of each item in the PDS, one-of-a-kind file, and the curriculum vita."

II-B-5 External Review Process

1.0 Guidelines for Requesting an External Review

External reviews are *not required* in the College of Education but are an option available to any faculty member. The decision to request (or not request) external

review does not factor into the performance review process. Only the external review letters produced from the external review request will be considered as additional materials in the performance review process. While external review is not required, a faculty member can request an external review prior to the academic year in which the candidate will go up for promotion. Such a request shall be in conformity with the Collective Bargaining Agreement (CBA).

2.0 Guidelines for Selecting External Reviewers

2.1 External reviewers should be highly regarded and recognized professionals working in the candidate's field, holding a higher rank than the candidate's current rank, and located at a university or other institution that is wholly separate from SDSU.

- An untenured professor may seek a review from an associate or full professor.
- A tenured associate professor may only seek a review from a full professor.

2.2 External reviewers should have an "arms-length" professional relationship with the candidate. Co-PIs, coauthors, former advisors, etc., are generally not appropriate reviewers, except in very small fields. If questions arise, please consult the AVPFA.

2.3 Exclusion of a potential reviewer due to a potential Conflict of Interest will be based upon the following criteria:

- If the reviewer has mentored, trained, or supervised the candidate.
- If the reviewer is a spouse or family member of the candidate.
- If in the last five years, the reviewer:
    - Has collaborated with, co-authored one or more publication(s) with the candidate (exceptions may be considered for publications with more than 5 authors).
    - Has been a co-Pl or co-investigator on one or more grant proposal(s) with the candidate.
    - Is currently collaborating, planning a collaboration, or preparing an application(s) or publication(s) with the candidate.
    - Has written a reference letter for the candidate.
    - Would benefit personally, either directly or indirectly, from the decision.

3.0 Initiating an External Review

3.1 The candidate will contact the Dean & College of Education RTP Representative by email to initiate the request. The Dean's office will alert the department/school peer review committee and chair/director of the request, which begins the one month timeline for processing (see II-B-5.5.0 Timeline for Processing External Review).

- The candidate provides a set of up to six (6) names they would like to put forward as potential external reviewers to the department/school peer review committee.

- **Within one month after the initial candidate's request,** the candidate's external review materials are due to the Dean & College of Education RTP Representative for delivery to external reviewers.

3.2 The department/school peer review committee shall jointly generate a list of recognized experts in the appropriate discipline.

- The department/school peer review committee also generates a list of potential external reviewers.
- The candidate shall review the entire list with veto power over anyone for reasons of potential bias.
- The final two (2) lists sent to the department chair/school director should contain a minimum of (12) names.

3.3 From the jointly approved candidate and department/school peer review committee list, the department chair/school director develops a prioritized list of six (6) reviewers.

3.4 The department chair/school director submits the Request for External Review Memo to the Dean (see Sample External Review Memo to Dean on the Faculty Advancement website). This memo should include the prioritized list of reviewers for approval.

3.5 The Dean communicates their approval of the prioritized list of reviewers, with any revisions, to the department chair or school director and to the candidate. The Dean has final approval.

3.6 The department chair/school director should work with the College of Education RTP Representative to send invites to reviewers via Interfolio (if guaranteed to be received by the WPAF closing date) or by email, if after the WPAF closing date (see sample communications: Message 1- Department School - Invitation to External Reviewer & Message 2- RTP Rep - 2nd Invite and Case Notification).

4.0 External Review Materials

The following research/scholarship/creative activity (RSCA) materials are to be provided by the candidate for the external review, within one month of the candidate's initial request (see II-B-5.5.0 Timeline for Processing External Review):

4.1 **Narrative statement (Maximum 3 pages)**. This narrative may follow university PDS instructions for the Professional Growth narrative or can be a more comprehensive narrative detailing the candidate's accomplishments in professional growth, teaching effectiveness, and service.

4.2 **Representative professional growth items (up to 5)**. These items represent professional growth and may follow the university, college, and department/school criteria for significant professional growth items for the appropriate performance review being undertaken (i.e., reappointment, or tenure and/or promotion), but are not limited to the significant items of professional growth for the official RTP Interfolio file.

4.3 **Curriculum vitae (CV)**.
The CV should follow the CV Template & Instructions found on the Faculty Advancement website.

5.0 Timeline for Processing External Review

External reviews will be processed following the university policy and instructions.

The deadline for the candidate to initially request external review is April 15th to best facilitate the process and ensure that potential external reviewers have the capacity to complete their letters prior to the university's official WPAF closing date.

5.1 Timeline

External reviews in the College of Education will follow this timeline. The intent of this timeline is to **facilitate the requests to potential external reviewers *no later than one month after the candidate's initial request***.

5.1.1 **Within one week after the initial candidate's request,** the candidate's list of potential external reviewers is due to the department/school peer review committee.

5.1.2 **Within two weeks after receipt of the candidate's list of potential external reviewers,** the jointly approved candidate and department/school peer review committee list of potential external reviewers is due to the chair/school director. See II-B-5, 3.0.

5.1.3 **Within one week after receipt of the jointly approved candidate and department/school peer review committee list of potential external reviewers,** the department chair/school director develops a prioritized list of six (6) reviewers from the two lists and submits the department/school request for External Review Memo to the Dean

5.1.4 **Within one week after receipt of the Request for External Review Memo,** the Dean communicates their approval of the prioritized list of reviewers, with any revisions, to the department chair or school director and to the candidate. The Dean & College of Education RTP Representative work with the department chair or school director to send the external review request(s) to potential reviewers.

II-C: Eligibility, Criteria, and Process for Range Elevation of Lecturers

II-C-1 Criteria

1.0 Specific criteria defined:

Evidence of Teaching Effectiveness and Performance of Assigned Duties. The primary consideration for all range elevations is excellence in teaching. Teaching in the graduate and professional programs in the College of Education encompasses all of those faculty activities which promote the academic, professional, and personal growth of students. Thus, teaching effectiveness is broadly conceived and assessed as follows:

1.1 Student Evaluations. Candidates will document student evaluations of all supervision activities and of all courses taught in their most recent 48 units or three years of teaching in the department, whichever is greatest. This documentation will consist of the College of Education scale and all uncensored student comments according to procedures adopted by the College of Education.

1.2 Currency in the Field. Candidates will demonstrate currency in the field through presentation of their syllabi, text selections, and responsiveness and sensitivity to diversity and equity issues. Candidates also will demonstrate currency in the field in terms of new developments, policies, and technology. Currency will also be evaluated through development of innovative teaching processes and curriculum.

1.3 Supervision and Other Assigned Activities. Candidates will submit evidence of other assigned teaching-related activities. Examples of activities that may be included are: student mentoring and advising, program development and coordination, development of documents for external program review, and other administrative assignments. The candidate, in consultation with the Department Chair, is encouraged to develop a system of evaluation for other activities.

1.4 Peer Evaluation Data. In addition to materials called for in the PDS, the College requires at least two peer reviews (Question - may temporary faculty provide these peer reviews.) from the previous or current academic year.

II-D: Appointment of Department Chairs**

II-D-1 The nomination and appointment of a department chair is a critical event in the life of a department.

II-D-2 Department chairs shall receive an original three-year appointment.

II-D-3 Selection from within the department. Department chairs shall normally be selected from the list of tenured or probationary faculty employees recommended by the department for the assignment through the procedures described in II-D-3, 2.0 and 3.0 below.

1.0 The dean will conduct an annual evaluation of the chair by soliciting feedback from faculty and staff in the chair's department. The purpose of this evaluation is to provide professional development feedback to the dean and chair. The feedback will go to the dean and chair and will inform the dean's consultations with the chair.

2.0 During the semester preceding an incumbent departmental chair's final semester, the Dean's Office shall prepare a secret nominating ballot listing the names of all full-time faculty members of the department who have tenure or have been appointed with the expectancy of tenure and hold the rank of professor or associate professor. In departments where there are fewer than two members who meet these qualifications, any full-time member with tenure, or appointed with the expectancy of tenure, is eligible.

3.0 After the above nominating procedures have been completed, the Dean's Office shall canvass all nominees to determine that if elected they will serve. The Dean's Office shall prepare a secret ballot listing all nominees who are willing to serve. Tenured and tenure-track faculty shall have five working days in which to cast their ballots each time a new ballot is placed before them.

3.1 The ballot shall state, "Vote for one candidate" Faculty shall have the option to indicate "Abstain".

3.2 Ballots shall be counted in rounds until one candidate receives a majority of the votes cast on that ballot. No more than four ballots are needed to complete the nomination process.

3.2.1 The first ballot shall contain the names of all faculty receiving nominations on the nominating ballot who agreed to serve if selected. If a second ballot is required, the slate of candidates shall contain the names of the five faculty receiving the most votes on the first ballot. If a third ballot is required, the slate of candidates shall contain the names of the three faculty receiving the most votes on the second ballot. If a fourth ballot is required, the slate of candidates shall contain the names of the two faculty receiving the most votes on the third ballot. If the number of original nominees is five or less, the number of possible ballots is reduced accordingly. Each ballot shall include an option to abstain.

3.2.2 The names of the top two candidates along with the number of votes each received on the final ballot shall be forwarded to the Dean of the College of Education. The two nominees shall be recommended to the Dean for appointment as chair of the department. The candidate with the highest number of total votes shall be recommended for first priority, the other candidate for second priority.

II-D-4 Selection through a wider search. The pool of the candidates for department chair may be widened to include persons outside the department. A department will recommend that a person be appointed to

its faculty and to the position of department chair concurrently. In arriving at their recommendation to the Dean, all faculty should review all available data regarding candidates including, but not limited to, perusing vitae and attending interviews.

1.0 A wider search may be initiated in one of two ways.

1.1 The recommendation to widen the pool of candidates may be made by a majority vote of the faculty of the department at a meeting announced at least two weeks prior. The agenda for that meeting shall be included in the announcement. The recommendation to widen the search is then forwarded to the Dean who will make the final decision.

1.2 The decision to widen the pool of candidates may be made by the Dean. The Dean shall consult with the faculty before making such a decision.

2.0 If the pool of candidates is widened through an external search, the faculty of the department shall establish a Department Search Committee. The faculty, by a majority vote, shall choose whether it wishes to elect a Department Search Committee or to serve in its entirety as a Department Search Committee.

3.0 If the faculty chooses to elect a Department Search Committee, that Committee shall be constituted in its entirety of at least three full-time tenured faculty members of the department.

3.1 The Department Search Committee shall be responsible for all communication with candidates, making the materials of the candidates available and accessible to the faculty of the department, and all logistics associated with the visits and interviews of finalists. In connection with such visits they shall provide the opportunity for all faculty to interact with the candidates and for such others as the faculty may designate to have a similar opportunity.

3.2 The Committee shall demonstrate its commitment to increasing faculty from underrepresented groups. In doing so, the Committee in consultation with the Committee to Promote Diversity, Equity, and Outreach shall engage in proactive strategies designed to increase the number of applicants from under-representative groups.

3.3 The Committee shall make all decisions by majority vote.

3.4 The Committee shall maintain regular, timely communication with appropriate faculty and administrators and with the candidates.

3.4.1 The Committee shall review administrative procedures and fiscal arrangements with the Dean or Dean's designee.

3.4.2 The Committee shall maintain written minutes of all meetings. These minutes shall be sent to appropriate administrators.

3.4.3 The Committee shall inform candidates (a) when their applications are received, (b) of the status of their applications— complete or incomplete, (c) of their elimination from the list of those being considered for the position, and (d) of the final outcome of the search, if that responsibility is not assumed by an administrator.

3.5 It is recommended that confidential records of reference checks include contact person, date, name of person conducting the reference check, and a narrative of the conversation.

3.6 The Committee shall maintain confidentiality in its work, communicating only with those who must be informed and only that information which is essential to informed decision-making.

3.7 After all of the candidates' materials have been reviewed by the Department Search Committee, the committee shall decide by majority vote on a set of finalists to be interviewed.

4.0 If the faculty chooses to serve in its entirety as a Department Search Committee, the faculty of the department may elect a three-member Recruitment Committee. Recruitment Committee members, also, shall be full-time tenured faculty members of the department.

4.1 The Recruitment Committee shall be responsible for all communication with candidates, making the materials of the candidates available and accessible to the faculty of the department, and all logistics associated with the visits and interviews of finalists. In connection with such visits they shall provide the opportunity for all faculty to interact with the candidates and for such others as the faculty may designate to have a similar opportunity.

4.2 After all of the candidates' materials have been reviewed by the faculty acting as a Department Search Committee, the faculty shall decide by majority vote on a set of finalists to be interviewed.

4.3 After all the finalists have been interviewed by the faculty of the department acting as a Department Search Committee, a ballot shall be placed before the electorate to determine those candidates to be recommended to the Dean for consideration for appointment to the faculty and to the position of chair of the department. The balloting will be carried out in accordance in accord with COE PF II-E-4, 7.0 below.

5.0 Department Search Committees and Recruitment committees shall operate in accord with COE PF II-A: Process for Faculty Searches, except in those instances where COE PF II-E states otherwise. They shall act on the legal and professional imperative to obtain and consider information from many sources, including, but not limited to, students and other client groups of the College. They shall regard all matters brought before the committee and all deliberations of the committee as confidential except as disclosure is permitted or required by other sections of the SDSU Policy File or by law.

6.0 After all the finalists have been interviewed by the Department Search Committee and the faculty of the department, a ballot containing the names of all the finalists shall be distributed. The electorate is to rank order the pool of candidates. A response of Not Acceptable shall also be an option instead of assigning a rank to any given candidate. The ballot shall be tallied and reported as a frequency distribution. The results shall be forwarded to the Dean and distributed to the department faculty.

II-D-5 The appointment to the office of a department chair may be extended during the Spring semester of the department chair's third year. The College of Education Dean's Office, with the concurrence of the Dean and the chair concerned shall circulate a referendum to all full-time tenured and tenure-track faculty members of the department.

1.0 The referendum shall state, "Shall the appointment of the Chair of (respective department) be extended for a maximum of two additional years?"

Yes No Abstain

2.0 If a majority of the tenured and tenure-track members voting answer "Yes", this shall constitute a formal request to the Dean to extend the Chair's appointment. If a majority of full-time faculty members voting answer "No", this shall constitute a formal request to the Dean to initiate a search for a new chair.

3.0 Any incumbent chair may choose to terminate service in the office after three years, if it is desired.

4.0 After a period of five years, an incumbent shall be subject to referenda every two years and may be reappointed, using the procedures outlined in II-D-3, 2.0 and 3.0.

II-E: Acting Academic Administrators

Acting Academic Administrators may be appointed for terms of one year or less.

II-E-1 This policy refers to all departmental and college academic administrators other than the Dean, i.e., to such positions as Associate Deans, Assistant Deans, School Directors, and Department Chairs.

II-E-2 When, in accordance with Senate and College policies, a committee has been selected for the purpose of making recommendations concerning appointments to one of these positions and the positions become vacant before the committee has made its recommendation for permanent appointment, the Dean shall seek the advice of the committee before appointing an acting officer.

II-E-3 When a position becomes vacant before such a committee has been established, or in the event that such a committee will not be established, the Dean shall consult with the Departmental Personnel Committee (for Chairs or Directors) or the College Personnel Committee (for Assistant or Associate Deans).

II-E-4 When the appropriate committee is not available for consultation, the Dean shall consult with available members of the COE Policy Council, the Committee to Promote Diversity, Equity, and Outreach, and (for Assistant or Associate Deans) available Department Chairs.

II-F: Professional Development of Chairs**

Primary responsibility for the professional development of department chairs resides with the Dean.

II-F-1 The Dean shall develop and implement procedures to assure that a newly selected department chair has a plan for the acquisition of skill and knowledge in areas such as those listed below:

1. Budget and purchasing—
   a. funding sources, process, and accounting
   b. restrictions
   c. general deadlines, and
   d. related paperwork;
2. Scheduling and schedule-building—
   a. format and
   b. time-frames;
3. Admissions and registration processes—
   a. university and
   b. department;
4. Personnel matters—
   a. probationary faculty,
   b. post-tenure review,
   c. part-time hiring,
   d. RTP procedures,
   e. leaves and 8564859s,
   f. retirement options,
   g. faculty evaluations,
   h. staff, and
   i. personnel files; and
5. Internal office structure—
   a. support staff available,
   b. functions required of staff,
   c. files/records kept by department,
   d. credentials/licensing responsibilities of the department, and
   e. responsibilities of the department in tracking/assisting students from the point of admission to graduation.

II-F-2 If possible, the newly-selected chair should attend Dean's Council during the semester preceding installation. In addition, the Dean shall provide such direct assistance and resources as those listed below in order to accomplish the newly selected chair's professional development plan.

1. Assigned time for the newly selected chair in the semester preceding installation;
2. Assigned time for faculty and/or a past-chair to assist the new chair during the first semester of work;
3. Additional assigned time for the new chair during the first semester of work; and/or
4. A formally established network of chairs, former chairs, faculty, and/or staff to assist the new chair in specific duties during the chair's first year of work.

** This policy applies to directors of schools as well.

II-G: Travel Fund Allocations

The College of Education conference travel funds shall be distributed using the following guidelines with variance depending on compelling circumstances.

II-G-1 Eligibility for Travel Fund Allocations

1.0 Tenured and tenure-track faculty shall be eligible to receive travel fund support.

2.0 Faculty on the Early Retirement Program (FERP) are eligible to receive travel funds provided they are appointed the equivalent of a 1.0 semester during that academic year. FERPs who are appointed at a lower time base shall receive a comparable pro-rated amount of travel funds (e.g., half the amount for half-time appointment).

3.0 Lecturers who ~~were full time~~ worked a full-time workload for the entire previous academic year shall be eligible to receive travel fund support.

II-G-2 Travel Fund Allocations

1.0 The Dean sets a maximum and equal amount of travel funds for all eligible faculty members for each fiscal year (July 1 to June 30). This amount shall be announced to the faculty prior to July 1st of each year.

2.0 The travel funds may be used for travel to state, regional, national, and/or international conferences. Reimbursements may be used to cover the cost of transportation, parking, registration, university established per diem, and lodging.

3.0 To request travel reimbursements, travelers must be conference presenters or sponsoring organization officers. Travelers participating as conference attendees only shall not request reimbursement for travel support for that conference.

4.0 Although an eligible faculty member may submit multiple travel reimbursement requests within a fiscal year, the total amount of reimbursements will not exceed the maximum amount allocated for that fiscal year (see II-G-2 1.0 above).

5.0 Faculty members may not keep any unused travel fund allocations for the next fiscal year.

II-G-3 Reimbursement Requests

1.0 Reimbursement requests must be accompanied by documents verifying that the traveler is either a presenter or officer of the sponsoring organization.

2.0 If the traveler is eligible for financial support by the sponsoring organization, the traveler must only request reimbursements from the College of Education for expenses that are not covered by the organization.

3.0 Faculty members with available start-up funds must use their start-up funds for conference travel before they request reimbursement using the general travel fund allocations for the College. If there are insufficient funds from their start-up funds for any conference, the general fund allocations may be used to supplement their reimbursement request, but the supplement shall not exceed the maximum allowable travel fund designated for the fiscal year (see II-G-2 1.0 above).

II-H: Assignment of FERP's

College of Education criteria for determining the period of employment or designated semester of assignment for participants in FERP appear below:

II-H-1 Program needs and maintaining academic integrity: programmatic considerations will be the primary criterion for assigning faculty participants in FERP to their period of employment or designated semester. FERP participants and applicants are encouraged to consult extensively with their department chair and the Dean. Maintaining the academic integrity of departmental and College programs and the constituents they serve, through appropriate faculty assignments, remains the primary criterion.

II-H-2 Department chairs and the Dean must constantly be cognizant of fiscal considerations in developing academic programs and scheduling faculty assignments overall. The Faculty on Early Retirement Plan (FERP) is constantly monitored for fiscal balance through assignment of FERP's to specific periods of employment. As a secondary criterion, the College of Education will strive to maintain an overall fiscal balance in assigning FERP's to specific semesters.

II-H-3 Individual faculty members who have participated in FERP for several years have developed seniority in the program. When criteria II-H-1 and II-H-2 above have been taken into consideration, those senior in the program will be given preference for assignment to specific periods of employment.

II-I: Procedures and Criteria for Electing a College of Education Representative to the University Promotion and Tenure Review Panel

II-I-1 Senate Policy determines the term to be served by college representatives to the University Promotions and Tenure Review Panel (UPTRP). When an election is required, the College shall elect one tenured full professor from the College to serve on the UPTRP. The election shall be completed by April 15 preceding the academic year in which a new college UPTRP representative is to begin service.

II-I-2 Nominees may include eligible faculty members on department and college personnel committees; if elected, the individual will be replaced according to the appropriate college procedures.

II-I-3 Full-time probationary and tenured faculty members shall vote in this election. II-I-4 Nomination and selection shall be by secret ballot.

1.0 The Nominating Ballot

1.1 All eligible tenured full professors in the College shall be listed on the nominating ballot. (Faculty members on FERP, Sabbatical/Difference in Pay Leave, or on any type of leave for one semester are not eligible to serve.)

1.2 If one faculty member receives a majority of all votes cast on the Nominating Ballot, that faculty member is elected as College UPTRP Representative.

1.3 In addition, the second faculty member receiving the highest number of votes shall also be elected to serve as an alternate member in case of an extremely difficult situation makes it impossible for the elected UPTRP member to serve.

1.4 The alternate member shall not participate at any level of RTP review in order to be eligible to serve on an emergency basis.

2.0 The Election Ballot

2.1 If no faculty member receives the majority of the votes cast on the Nominating Ballot, the two faculty members receiving the highest number of votes shall be placed on the Election Ballot. If two or more faculty members tie for the most votes, they shall constitute the total number of nominees placed on the Election Ballot. If one faculty member has the most votes and there is a tie among two or more faculty for the second highest number of votes, the receiver of the most votes and all second place ties shall constitute the total number of nominees placed on the Election Ballot.

2.2 The UPTRP Election Ballot, if necessary, shall be sent to the University email addresses of the electorate within two working days of the closing of the nominating process.

2.3 The faculty member receiving the most votes shall be elected.

3.0 The Tie-Breaking Ballot

3.1 If there is a tie, a run-off election shall be held. Tie-Breaking Ballots shall be sent to the University email addresses of the electorate within two working days of the closing of the original Election Ballot.

4.0 The Election Process

4.1 A nominating ballot shall be sent to the University email addresses of the electorate no later than the fourth week of March preceding the academic year in which a new college UPTRP representative is to begin service.

4.2 The closing time for each election is 4:00 P.M. one week from the day ballots were emailed.

4.3 For each round of balloting, the electorate shall be instructed to "Vote For One" or "Abstain".

II-J: Faculty Evaluations

Faculty evaluation is covered extensively, both generally and specifically, in Article 15 of the Memorandum of Understanding (MOU). The MOU addresses student evaluations, periodic reviews and performance reviews. Evaluation is also mentioned in Articles 11: Personnel Files, 13: Probation and Tenure, and 14: Promotion. The SDSU Policy File also speaks of evaluation, notably in the Faculty Section. Faculty members have a responsibility to acquaint themselves with these rules and regulations. The following policies represent extensions or elaborations of the material in the MOU and the SDSU Policy File. They apply to the College of Education.

II-J-1 Faculty evaluations shall be made through multidimensional data including, but not limited to, student evaluations of teaching performance and peer reviews. Self-appraisal shall be encouraged but shall remain optional.

II-J-2 Each Departmental Personnel Committee will assure that a review of teaching effectiveness for all faculty occurs periodically, but no less than every five years. For the purpose of improving their own teaching effectiveness, individual faculty members are encouraged to initiate peer reviews at any time.

II-J-3 The teaching performance of all faculty (part-time and full-time) in all courses shall be anonymously evaluated by students.

1.0 The College follows the University process of using electronic student evaluations. Any paper evaluations shall be administered and delivered to the designated department office by student proctors. Faculty shall not be present during completion of any evaluations.

2.0 Students shall be instructed to complete all faculty evaluation instruments. Quantifiable and narrative data gathering are equally important.

3.0 All departments shall use common COE evaluation instruments developed at the direction of and approved by the Policy Council. Department-specific items and activity-specific items (such as items pertaining to supervision or field-based practice) must be approved by majority of those voting in a department election. The items shall be used by faculty and included in the PDS and Working Personnel Action File (WPAF).

4.0 All results of student evaluations of faculty shall be sent to department chairs and the Dean for inclusion in the WPAF. Any paper evaluations shall also be distributed by the department chairs to individual faculty. For the protection of students, results of student evaluations of faculty shall not be released to faculty prior to the posting of grades.

II-K: Participation in Periodic Evaluation of Tenured Faculty Unit Employees

II-K-1 Members of review committees who are themselves undergoing periodic evaluations of tenured faculty unit employees shall remove themselves from the deliberations that concern them.

II-L: Nomination of Temporary Faculty Senator

II-L-1 The College shall hold an election, to be completed by October 1, of a full- or part-time temporary faculty member, also referred to as a lecturer, to serve as the College's nominee for Temporary Faculty Senator.

II-L-2 The electorate shall be all full- or part-time temporary faculty members of the College.

II-L-3 The Dean's Office shall conduct the election following Senate election procedures (see SDSU PF I-A-1, 4.221; I-A-4, 2.7).

II-L-4 The Dean's Office shall inform the faculty and Senate Office of the nominee.

II-M: Committee Service and Appointments

It is College policy that all faculty are expected to assume a fair share of department, College, and University service.

II-M-1 "Committee service," for the purpose of this policy, is defined as assignment or election to either a standing committee or a search committee of one's department, the College, or the University. (An ad hoc committee may count as a standing committee if its work is expected to last the better part of an academic year or longer.)

II-M-2 "Fair share of responsibility," for the purpose of this policy, is defined as service on a minimum of two standing committees or search committees of the department, the College, or the University, annually.

II-M-3 The following principles and practices shall be implemented by the College in its assignment of committee service to individual faculty members.

1.0 Principle: Committee service is an integral and explicit part of the professor's role. It presents a responsibility to the community that cannot be avoided or neglected. Practice: When faculty members are nominated, elected, or assigned to a committee, they shall serve, except (a) when already assuming a fair share of responsibility or (b) in rare instances and for compelling reasons.

2.0 Principle: The College shall recognize that faculty members in smaller departments are unavoidably required to shoulder more committee work than their colleagues in larger departments. Practice: Where representation by department on College committees is not necessary, faculty members from smaller departments, upon request, shall be excused without prejudice from College service.

3.0 Principle: The College shall not over-commit probationary faculty members. Practice: Unless untenured tenure-track faculty members request otherwise, their assignments to both department and College committees shall be kept to the minimum required for tenure or promotion and may be restricted to the departmental level.
[Note: Departmental personnel documents are required to specify the criterion for service—SDSU II-E-1, 2.5222.]

4.0 Principle: Election to a committee shall take precedence over appointment. Practice: When a faculty member already assuming his or her fair share of responsibility is elected to a committee and requests to be discharged from another appointive committee, the Dean's Office shall honor the request and appoint a replacement to complete the unexpired term of service.

5.0 Principle: The use of standing committees is the best way to manage the work of the College (see Robert's Rules). Practice: Except for search committees, the creation of ad hoc committees shall be carefully considered, and their longevity closely monitored.

II-M-4 To facilitate implementation of these principles, the Dean's Offices shall develop and maintain a roster of the faculty eligible to serve—by status or request. This roster shall contain a record of the COE faculty members' current departmental and College committee assignments.

1.0 The Committee shall refer to this record in making assignments.

2.0 The Committee shall provide department chairs and the Dean with a current copy of the record.

II-N: Periodic Evaluation of Temporary Faculty

II-N-1 Refer to University policy for information about periodic evaluations of temporary faculty, also referred to as lecturers, who are not on three-year contracts.

II-N-2 The intent is to encourage, but not mandate, annual formal evaluations for temporary faculty on three-year contracts.

II-N-3 Departments are not required to formally evaluate temporary faculty in years 1 and 2 of a three- year contract. However, the Department Chair or Director is strongly encouraged to continue to review and document interim progress, concerns, and achievements the lecturer may be experiencing during that time frame.

II-O: Periodic Evaluation of Tenured Faculty

II-O-1 For post-tenure review, the tenured faculty member shall submit current vitae and a summary table of student evaluation results for the most recent six semesters of teaching, in accordance with College policy since the last review. Departments or personnel committees may require additional materials, including copies of evaluations.

II-O-2 All materials shall be submitted to the department or school personnel committee according to the post-tenure review schedule and Spring semester timelines established by the Dean's office. The schedule and timelines shall be disseminated to chairs/director each Fall semester.

II-O-3 The Personnel Committee Chair shall send a reminder to faculty members who have not submitted their materials by the department deadline for materials submission. Personnel committees and the Chair or Director, as Dean's designee, shall conduct post- tenure reviews of faculty members according to the post-tenure review schedule and timelines whether or not the faculty member submits the required materials.

II-O-4 In the case of faculty members who do not submit materials, the review shall be based on student evaluations, and the faculty member's failure to comply with post-tenure review policy shall be noted in the review letters and placed in the faculty member's personnel action file.

II-O-5 Only faculty members who are current on their periodic evaluations as required by the Department shall be eligible for doctoral faculty renewal and for faculty development resources discretionary to the College, including College faculty development and UGP grants, travel, sabbatical leaves, research assigned time, and summer teaching assignments.

II-P: COE Research Assigned Time (RAT) Policy

1.0 Tenured and Tenure-Track Faculty

1.1 All full-time Tenured and Probationary faculty members are automatically granted 6 units of research assigned time per year. Probationary faculty are granted an additional 6 units of research assigned time for their first two years (6 per semester) and are ineligible to apply for additional research assigned time through COE during this period.

1.2 When funds are available, tenured and tenure-track faculty with substantial research achievements may apply for additional units of research assigned time by submitting a RAT application. Based upon demonstration of exceptional scholarly productivity over the most recent three calendar years. These criteria do not include activities such as organizing department seminar programs, giving seminars at SDSU, or serving as a program coordinator because these activities fall into the category of service to the university.

1.3 RAT applications should include a vita and the completed tables below.

Publications Over the Last Three Years		
Citation	Brief (100-word maximum) summary of the publication's impact (applicants could include information such as journal impact factor and acceptance rate, the degree of research-intensity for data collection and analysis, descriptions of audiences, number of citations and downloads) or another indicator of the publication's reach.	Description of applicant's contribution to the publication (50-word maximum) if the publication is co-authored

Grants / Contracts Submitted, Awarded, and/or Currently Funded over the Last 3 Years			
Grant Title, Funding Agency and Date of submission	Funding Amount	Funding Status (Awarded, Submitted/Under Review, Rejected)	Applicant's contribution to the Grant/Contract (PI, co-PI)

2.0 Consideration of Research Assigned Time

2.1 Applications for research assigned time will be reviewed by a faculty committee and recommendations will be made to the Associate Dean for Research and the Dean. The criteria for assigned time for research will be reviewed annually.

2.2 Information from each applicant's vita and publications and grants will be used to rank the scholarly contributions of each applicant. Tenured faculty applicants and Probationary faculty applicants will be reviewed and ranked separately.

2.3 The rankings will be determined by the number, impact, and contribution to publications, and number, type, contribution, and funding status of grants and contracts.

2.4 Assigned time will be allocated to applicants based on availability of funding and ranking (as described above).

3.0 Appeals

3.1 Any appeals about decisions related to assigned time for research should be presented as an email message to the Dean detailing the rationale for reconsideration.

3.2 A response will be provided via email by the dean or designee.

3.3 Appeals concerning the amount of assigned time for research should be made no later than four weeks after the decisions about assigned time were distributed.

PART III: EDUCATIONAL POLICIES

III-A: Process for Curriculum Proposals

All curriculum proposals shall proceed through two phases. Prior to meeting and submitting any proposal, the originator should consult the Curriculum Guide for completion of every step entailed in developing and submitting a curriculum proposal. The Curriculum Guide is located on the Curriculum Services webpage. The "originator" should also review the tables on pages 39-42 in the SDSU Policy File that reflect the University approval process. The first of these is the informal phase; the second, the formal phase.

III-A-1 Informal Phase

In the informal phase, the originator of the proposal shall confer, in whatever way desired, with any parties who may be interested, involved, or helpful. Conferences may be held with faculty members, Curriculum Committee(s), Policy Council, Dean's Council, or administrators. The purpose of such a process is to "sound out" the feasibility of the proposal, and to assure the preparation of strongly written proposals.

III-A-2 Formal Phase

In the formal phase, the proposal moves through a specified series of steps. These are described below for all COE courses and ED courses.

III-A-2-A COE Courses

1.0 Departmental Approval

All departments affected by a proposal must approve it as a first step in the process. In order to secure departmental approval, the originator submits the proposal to the respective departmental curriculum committee(s). Departments may discuss and approve curriculum proposals in committees of the whole prior to formally submitting documents through the university's curriculum proposal system.

2.0 The department committee seeks and reviews formal feedback from all department faculty members before approval.

3.0 Originator submits a NEW or REVISED course or program proposal via the university's curriculum proposal system for review. The Proposal then goes to Enrollment Services for review. If Enrollment Services has any concerns with the proposal, it will make recommendations and return the proposal via the university's curriculum proposal system to the originator. The originator may then revise the proposal for resubmission.

3.1 If the recommendation is approved by Enrollment Services, it is available to the Department committee in university's curriculum proposal system for review.

3.2 If the department committee has any concerns with the proposal, it will make recommendations and return the proposal, via the university's curriculum proposal system, to the originator.

3.3 The originator may then revise and resubmit the proposal and, once approved, the proposal will go to department chair for review.

3.4 Once approved by department chair, the proposal(s) are available for curriculum committee review and will be placed on the committee agenda.

4.0 If the departmental curriculum committee, department chair, COE Curriculum Committee or any subsequent committee has a negative recommendation, or a recommendation to approve with changes, it so informs the originator, including in its communication the reasons for the negative recommendation and areas for revision. The originator may then revise the proposal for resubmission or may appeal the decision as stipulated in III-A-2 C, 3.0, Guidelines for Appeal of Curricular Issues.

III-A-2-B ED Courses

1.0 Originator submits NEW or REVISED course or program proposal via the university's curriculum proposal system for review. The proposal then goes to enrollment service for review. If the Enrollment Services has any concerns with the proposal, it will make recommendations and return the proposal via the university's curriculum proposal system to the originator. The originator may then revise the proposal for resubmission.

2.0 If the recommendation is approved by Enrollment Services, it is available to the Associate Dean via the university's curriculum proposal system for review. Once approved the proposal will move to the Curriculum Committee for review and will be placed on the committee agenda.

3.0 If the COE Curriculum Committee or any subsequent committee has a negative recommendation, or recommendation to approve with changes, it so informs the originator, including in its communication the reasons for the negative recommendation and areas for revision. The originator may then revise the proposal for resubmission or may appeal the decision as stipulated in III-A-2 C, 3.0, Guidelines for Appeal of Curricular Issues.

III-A-2-C College of Education Curriculum Committee

1.0 Both COE and ED courses shall be reviewed by the College of Education Curriculum Committee. The College of Education Curriculum Committee shall act on all curriculum proposals forwarded to it via the university's curriculum proposal system. All interested faculty and department chairs are advised to attend COE Curriculum Committee meetings and speak to the merits of a proposal. At the conclusion of the discussion only COE Curriculum Committee members may vote on curriculum proposals.

2.0 The College of Education Curriculum Committee shall address questions of territoriality and shall assure that the proposal is sufficiently completed and of sufficient quality to be sent to the University Curriculum Committee.

3.0 Guidelines for Appeal of Curricular Issues

When issues arise in curriculum proposals presented to a departmental curriculum committee, department chair, College of Education Curriculum Committee, and are not resolvable within that Committee or with the chair, the following guidelines are to be followed for resolution of those issues:

3.1 A sub-committee shall be formed of at least two members from each department having interests, with the Dean's designee to act as mediator, and the Chair of the Curriculum Committee to be present as necessary. This sub-committee shall meet and report back to the Curriculum Committee at its next regularly scheduled meeting, or within four weeks, whichever occurs first.

3.2 If the above process does not resolve the issue the matter may be referred, or in the event of dissatisfaction by either party the matter may be appealed, to the Policy Council at its next regularly scheduled meeting for a hearing.

3.3 If the Policy Council recommendation does not resolve the issue to the satisfaction of the departments, the next level of appeal shall be the Dean of the College of Education.

4.0 Associate Dean's Office

After being voted upon by the Curriculum Committee the proposal shall be forwarded to the Associate Dean's Office via the university's curriculum proposal system. Those proposals which receive affirmative votes shall be forwarded to the Dean for recommendation. If affirmative, the Associate Dean's Office shall forward the proposal to the Vice President for Curriculum Services via the university's curriculum proposal system.

5.0 Disapproval of Proposals

If at any level a proposal is disapproved, the disapproving body shall make a judgment as to the extensiveness of needed revision. Both minor and major revisions shall be documented and shared directly with the "originator" and the proposal will be returned via the university's curriculum proposal system. Once changes are made, the proposal will be resubmitted to the appropriate levels for review and approval.

COE CURRICULUM PROPOSAL FLOW CHART

III-B: Policy on Global Cultural Experience for Course Credit

III-B Global Cultural Experience in the College of Education

1.0 Global culture experiences offer students a perspective of both a country's diverse people and the critical issues of its society, commerce, political spheres, religion(s) and culture(s). These experiences extend an opportunity for students to explore their responsibility to the global community. Global experiences are transformative in nature with the transformative potential of the experience limited only by the readiness and maturation levels of participating students. The College commitment to preparing students to work effectively in multicultural/multilingual settings is to engage all students in approved and appropriate global cultural experiences as part of their professional preparation programs.

A broad spectrum of experiences currently exists at San Diego State University, through the CSU offerings and from authorized third party providers associated with the International Student Center. In addition, many other culturally rich experiences that do not involve international travel are available to add to the options for students in the future. Experiences can range from one week in duration to those that last for an entire year.

III-B-1 Options for Global Cultural Experience

1.0 There is an array of global experiences that exist on and outside of the SDSU campus. Each department should determine the various kinds of global experiences (for credit and not for credit) that satisfy the global culture experience requirement.

2.0 The Department/vendor/faculty will be responsible for operating under the guidance of the Office of International Programs and meeting requirements consistent with University/CSU guidelines.

III-B-2 Global Cultural Experience for Course Credit in the COE*

1.0 The appropriate mechanisms for students to receive proper credit are (a) courses that have received appropriate curriculum approval as global cultural experience courses, and (b) courses that can be easily identified on students' transcripts as international experience courses (i.e., ED 450).

2.0 Existing, or new, for-credit courses that revise curriculum to embed global cultural experiences within the College of Education must address the following conditions, (a) cannot add units to an existing program, however, the international experience course can be offered simultaneously as a stateside course if group-coded with an equivalent course for 0 WTUs (b) the course will continue to be offered at the same frequency, course credits, and weighted teaching units, and (c) the College or Department will not be responsible to pay for the faculty's travel expenses, however faculty are encouraged to access other funding sources within the University.

3.0 Be it resolved that given the lengthy process of curricular approval, Departments that have existing courses that access global cultural experiences may continue to be used, as long as these courses are not additive in units or cost additional expenses to the college. This process will continue until such time as appropriate global cultural experience courses are approved and posted in the General Catalog and/or Graduate Bulletin.

III-C: Policy on Hybrid and Online Classes

III-C Policy on Hybrid and Online Classes

1.0 All new course proposals, regardless of the delivery modality, will comply with standard curriculum processes delineated in this Policy File.

2.0 Instructors proposing to develop a new online (defined as more than 50% online) or hybrid (defined as 20-50% online) course or to change the delivery modality of a current course to hybrid or online will be required to consult with the COE instructional designer as needed and receive department chair approval.

PART IV: COLLEGE-ADMINISTRATION POLICIES

IV-A: Office Space

IV-A-1 Office space shall be provided for all full-time, tenured and tenure-track faculty and full time lecturers. During semesters of absence from campus it may be necessary for the faculty member to give up an assigned office in order to provide space for a replacement.

IV-A-2 Part-time faculty, including lecturers, desiring office space shall be accommodated whenever possible.

IV-A-3 Office assignments shall be arranged so that members of departments and/or programs are located in as close proximity as possible.

IV-A-4 A set of offices shall be assigned annually to each College of Education department, based on needs as determined by the Associate Vice President for Academic Affairs, in collaboration with the College of Education Dean. Department chairs shall assign an office to each individual faculty member. When faculty office space needs are satisfied, additional available offices shall be allocated by the Department Chair; however, underutilized office may be reallocated by the College of Education Dean to other College of Education Departments or Programs or may be reallocated by the Associate Vice President for Academic Affairs for another College.

IV-B: Establishing Centers and Institutes in the College of Education

IV-B-1 Purposes for Centers and Institutes

Centers or institutes are established within the College of Education to accomplish research, development, or service goals or activities that cannot be as easily or effectively pursued through academic departments or programs. Centers or institutes do not, as units, offer courses or programs granting academic credit. Centers or institutes define areas within which the College of Education claims certain expertise and/or interest.

IV-B-2 Criteria for Judging the Suitability of a Center/Institute

1.0 The Center/Institute must have a clearly defined rationale. This rationale must be consistent with the mission of the College of Education.

2.0 The rationale must include a justification for why the proposed purposes and activities of the Center/Institute cannot adequately be pursued as part of the scope of an existing unit.

3.0 The proposed Center/Institute must demonstrate how it will contribute to the general welfare of the College of Education.

4.0 The proposed Center/Institute must demonstrate a unique character or mission and not simply be duplicative of other Centers or activities in the region.

5.0 The proposed Center/Institute must demonstrate a plan for being fiscally sound.

6.0 The proposed Center/Institute must demonstrate a reasonable base of support among faculty in the College, with a minimum of two faculty members working to operate and sustain the center. The center should have as a primary goal to be self-sustaining so as to not require funding from the College of Education or University to successfully operate.

IV-B-3 Process for Establishing a Center/Institute

1.0 There are two different kinds of Centers/Institutes: 1) a Center or Institute that is an entity of the SDSU Research Foundation and where the Research Foundation is the fiscal agent of the grant, and 2) a Center or Institute that is an SDSU Center that operates outside of the Research Foundation. Any individual or group of individuals may formulate an idea for a Center/Institute. The idea should be described in a brief paper addressing items 1-6 in section IV-B-2. That paper should be reviewed by interested faculty, including tenured and tenure-track and lecturers, within and without the College.

2.0 The initiating individual or group, having received critical reviews from faculty, shall develop a more formal proposal for the Center/Institute and shall submit that proposal to the Policy Council. The Policy Council shall conduct a review of that proposal, in the light of the criteria above. The Policy Council shall forward the proposal, together with the Policy Council's recommendations, to the Dean. (Note: If the Center/Institute is proposed as part of an application for outside funding, this step may be completed after submission of the proposal.)

3.0 The Dean shall review the proposal, meeting with the initiator as appropriate. The Dean, if in agreement with the proposal, shall present the Center proposal to the Conference of Deans.

4.0 Upon support of the Conference of Deans and the Vice President for Academic Affairs, the Center may be officially constituted.

5.0 Once officially constituted, center director shall forward a catalogue copy (a paragraph with description of the Center) to Curriculum Services Office for inclusion in the University Catalogue.

IV-B-4 Evaluation of Centers

Each Center shall be required to submit an Annual Report to the Dean. This report should describe activities of the Center, together with evaluative data on the effectiveness of the Center.

IV-B-5 Discontinuation of a Center

The Dean, in consultation with the faculty involved in a Center, may recommend that a Center be discontinued. The Dean shall also consult with the Policy Council in arriving at such a recommendation. The Dean's recommendation shall be forwarded to the Vice President for Curriculum Services.

IV-C: Naming Facilities and Properties

IV-C-1 The College of Education accepts as its own the criteria for naming facilities and properties that are stated in SDSU PF V-C-1.

IV-C-2 Confidentiality is to be maintained throughout discussions regarding potential naming of facilities and properties. No public discussions or solicitations for support of the proposal should be initiated until final approval is secured.

IV-C-3 Anyone may initiate such a proposal.

1.0 If the initiator is a faculty or staff member, the proposal should be routed as follows:

1.1 Department chairs shall be responsible for receiving requests from within their departments.

1.2 Department chairs shall forward the request, along with their own recommendation, to the Dean of the College.

1.3 The Dean shall bring the request to the Policy Council for advice in forming his/her recommendation. While forming that advice, the Policy Council shall meet in executive session. Also, in this matter the Policy Council may be augmented by any other interested parties the Dean may wish to involve.

1.4 The Dean shall forward his/her recommendation to the President and the Campus Development Committee and shall forward a copy of that recommendation to the initiator of the request, the chair of the department from which the request emanates, and the chair of the Policy Council.

2.0 If the initiator is other than a faculty member, a staff member or a student, the proposal should be routed as follows:

2.1 The Dean shall receive the request which he/she shall bring to the Policy Council for advice in forming his/her recommendation—as in 1.3 above.

2.2 The Dean shall forward his/her recommendation to the President and the Campus Development Committee and shall forward a copy of that recommendation to the chair of the Policy Council.

IV-D: Appointment of Research Faculty

IV-D-1 Definition of Research Faculty

FTE Research Faculty are primarily SDSU Research Foundation (SDSURF) employees whose salary is covered by extramurally funded contracts or grants. Unless they have additional stateside employment in a represented job classification, they are not covered by the Unit 3 Collective Bargaining Agreement (i.e., SDSU faculty bargaining unit). A Research Faculty member can serve as a principal investigator (PI) on extramurally funded contracts or grants if they also have an adjunct appointment in an SDSU school or department. Research Faculty can apply for open T/TT positions at SDSU; however, there is no guaranteed pathway from a Research Faculty appointment to a T/TT position.

IV-D-2 COE Appointment/Reappointment Criteria and Processes

1.0 Suggested criteria include [final criteria to be developed by the Department/School and approved by the Dean]:

1.1 Terminal degree in a relevant field of research and scholarship.

1.2 A strong record of scholarships such as publications, books, conference presentations, etc. for the requested rank.

1.3 A demonstrated history of obtaining extramural funding (grants or contracts) and/or strong likelihood of obtaining extramural funding moving forward; previous extramural funding may be lower or nonexistent for some early career Research Faculty.

1.4 A diversity statement addressing at least two of the Building on Inclusive Excellence Criteria (BIE). The statement should address how the candidate's research, scholarship, and creative activities support diversity, equity, and inclusion at SDSU.

1.5 Candidates should not have a concurrent, full-time (1.0 FTE) Research Faculty appointment at another institution or institutions.

1.6 Candidates must be supported at a minimum of $\geq$ 50% FTE from extramural funding through SDSURF and have a maximum $\leq$ 50% FTE appointment at another institution at the time of initial appointment.

IV-D-3 Nomination review processes [specific processes to be developed by the Department/School]

1.0 A sponsoring T/TT faculty member from a COE department or school will submit Research Professor nominations to their Department Chair/School Director for initial consideration.

1.1 A sponsoring T/TT faculty member is defined as a T/TT faculty member from a College of Education department or school who nominates the candidate for the research professor appointment.

1.2 In specific instances, the sponsor may be a representative from the Dean's Office rather than from a department or school.

2.0 If the Department Chair/School Director or Dean's Office representative are supportive of the candidate moving forward in the appointment process, the candidate's materials along with a nomination letter will be sent to the Dean.

2.1 Departments/Schools may require the candidate to meet with the Chair/Director as part of the nomination process.

2.2 Departments/Schools may require the candidate to give a presentation or submit other materials as part of the nomination and/or review process.

3.0 The Dean will make a determination regarding approval of the nomination.

IV-D-4 Hiring Processes

1.0 The Research Scientist position classification (Research Scientist I, II, III, IV) through the SDSURF should be utilized for Research Faculty positions.

2.0 Base salary discussions should be made with the Dean and follow the SDSURF salary structure for the Research Scientist position.

3.0 The Dean should provide a memo to the SDSURF that notes a Research Faculty's starting salary and rank and work with SDSURF to help create the appointment.

3.1 Upon appointment, the Department Chair/School Director shall serve as the Research Faculty liaison to the Department/School.

4.0 Only SDSURF employees appointed at 75% or higher are eligible for SDSURF benefits. Those appointed at less than 75% are not eligible for SDSURF benefits.

5.0 Research Faculty must hold an adjunct faculty appointment if they want to serve as the PI on extramurally funded grants or contracts. Current college/school/department processes for adjunct faculty appointments should be followed. Adjunct appointment is the term used for a voluntary appointment with the campus that allows someone to submit grants through SDSURF.

6.0 As allowable by university policy, Research Faculty can serve as part-time lecturers at SDSU.

6.1 Benefit eligibility will be based on the primary employer of the Research Faculty member (e.g., 40% FTE at SDSU and 75% FTE at SDSURF).

7.0 As allowable by university policy, Research Faculty can serve on thesis or dissertation committees at SDSU as a committee member or co-chair.

7.1 According to SDSU policy, only T/TT faculty can serve as a <u>sole</u> thesis or dissertation chair.

IV-D-5 Processes for determining rank and reappointment

1.0 The reappointment process occurs every year with exceptions made for Research Professors with substantial multiyear grants.

1.1 The review will be focused <u>only</u> on the Research Professor's research and will include the Department/School sponsor and Chair/Director for appointments with a department or school. For appointments directly through the college, a designee from the Dean's Office will serve this purpose.

1.1.1 Reappointment

1.1.1.1 Review is to determine whether it is acceptable for the Research Faculty to keep submitting grants through SDSURF representing the Department/School in question.

1.1.1.2 At time of reappointment, if the Research Faculty is funded 50% or above on grants through SDSURF then there is no need for review of pending and planned grants. If the Research Faculty is funded under 50% then the review should include consideration of pending and planned grants.

1.1.2 Promotion in rank

1.1.2.1 If a Research Faculty wants to apply for an increase in rank, the Department Chair/School Director or dean's designee may appoint a special committee who is familiar with the person's work to conduct a promotion in rank evaluation.

1.1.2.2 Research Faculty rank does not automatically convert to rank for any stateside position.

2.0 The Department/School will submit a memo to the Dean with the recommended initial rank, reappointment, and/or any change in rank if applicable.

3.0 The Dean's decision upon reviewing the request will be shared with the Department/School and the Candidate/Research Faculty (this can include the interval in which reappointment occurs and any approved change in rank if applicable).

4.0 If applicable, the Dean will provide a memo to SDSURF regarding any changes in the Research Faculty's salary and/or rank.

5.0 If the Research Faculty's funding allows, salary increases can follow the CBA negotiated raises for represented faculty and be approved by the Dean.

6.0 University service and teaching (including mentoring) are <u>not required</u> for Research Faculty appointments/reappointments and promotion; engaging in these activities is considered voluntary.

IV-D-6 Resources and Benefits

1.0 Research Space

1.1 Research Faculty are eligible for research space based on the same guidelines as T/TT faculty. State-owned space cannot be leased.

1.2 Use of SDSURF space should be negotiated with the Department Chair/School Director and the Dean.

1.3 SDSU does not provide any guaranteed space commitments, including office space for Research Faculty appointments. However, Research Faculty may be assigned such space if space is available. This may be in the form of shared or hoteling space.

1.4 Space requests must be made through the appropriate SDSU and SDSURF processes.

1.5 Falling below the 50% threshold of funding may result in non-renewal and/or loss of assigned space (SDSURF or SDSU space) based on SDSURF policy and the Dean.

2.0 Other Resources/Benefits

2.1 Through the process of shared governance, departments and schools may consider allowing Research Faculty the ability to vote on issues relevant to the scope of their appointment.

2.2 As noted in IV-D-4 5.0, an adjunct faculty appointment permits Research Faculty to submit contracts and/or grant applications through the SDSURF.

2.2.1 An adjunct appointment and an appointment with the SDSURF provide access to other SDSU resources, such as the use of the Love Library, ARC recreation center (fees apply), etc.

2.3 Research Faculty are eligible to apply for select intramural support opportunities from the Division of Research and Innovation (e.g., equipment and dataset funds, postdoctoral scholar support, and center/institute funding).

2.4 Research Faculty can receive up to 25% overload from teaching, or other assignments (e.g., advising).

PART V: DEPARTMENT-ADMINISTRATION POLICIES

V-A: Departmental Mentoring

Primary responsibility for counseling and supporting faculty members as members of the College, the University, the profession, and the community resides in each faculty member's department.

V-A-1 Departments shall develop procedures to ensure that such counsel and support is available. Procedures should be clearly communicated to all faculty members.

V-A-2 Such counsel and support shall extend, but not be limited, to such matters as (a) attaining tenure and/or promotion, (b) maintaining and/or increasing one's skills in teaching, scholarly activity, and/or service, or (c) becoming integrated into the COE, the University, and the community at large.

V-B: Program Evaluation

Maintenance of acceptable programs demands a continuous process of evaluation of graduates of existing programs, modification of existing programs, and long-range planning.

V-B-1 Departments shall keep abreast of emerging evaluation techniques and engage in systematic efforts to evaluate the quality of their graduates upon completion of their programs of study and after they enter professional practice. This evaluation shall include evidence of their performance in relation to program objectives and/or competencies.

V-B-2 Departments shall regularly evaluate their programs and use the results of their evaluations in the modification of those programs.

V-B-3 Departments shall plan for long-range development; these plans shall be part of a design for total College program development.

V-C: Policy on Doctoral Faculty

V-C-1: Doctoral Faculty Defined

Consistent with established practice at San Diego State University, the term doctoral faculty refers only to those faculty members who have been approved by the Dean of the Graduate Division to serve as members of qualifying examination committees and dissertation committees and to serve as advisor to a doctoral student. In the College of Education, all faculty members with a terminal degree, are, by virtue of their appointments, deemed qualified to teach doctoral students, whether or not such faculty members have been approved by the Graduate Division as doctoral faculty. Any faculty member with a terminal degree appointed in the College of Education may therefore be invited to conduct a doctoral seminar.

V-C-2: Service as Doctoral Student Advisor, Supervisory Committee or Dissertation Committee Member

In order to serve as an advisor to doctoral students, or to serve on qualifying examination committees (also known as supervisory committees) or dissertation committees, a faculty member must be approved by the Dean of the College of Education and the Dean of the Graduate Division. To receive such an appointment, the following criteria must be met:

1.0 Possess an earned terminal degree in the appropriate discipline.

2.0 Hold a faculty appointment in the appropriate department.

3.0 Demonstrate expertise (theoretical, methodological, or topical) in the area(s) germane to the dissertation research.

4.0 Exhibit an appropriate record of published research or successful practice in the discipline.

5.0 Have successful, appropriate teaching experience at the graduate level.

6.0 Have demonstrated ability in directing others in inquiry or research activities.

V-C-3: Application for Advisorship or Committee Appointment

A faculty member meeting the qualifications for appointment as a doctoral student advisor or member of qualifying exam or dissertation committees may request appointment by submitting a written request, a copy of his/her current vita and a written statement addressing each of the above criteria to the faculty member's department chair. Timelines for the application process will be established by the Dean of the College.

V-C-4: Appointment to Advisorship or Committees

Appointment of a faculty member to advisorship or doctoral committees shall be subject to the approval of the Dean of the College of Education and the Dean of the Graduate Division. In making such appointments the Deans shall consider the recommendations of the faculty member's department chair and the directors and associate directors of doctoral programs in the College of Education. It is the responsibility of the Dean of the College of Education to assemble the required recommendations along with supporting documentation, and to forward a recommendation for approval or denial of the appointment of each applicant to the Dean of the Graduate Division in a timely manner. The Dean of the Graduate Division will notify the applicant of the disposition of the application in a timely manner.

V-C-5: Chairs of Supervisory or Dissertation Committees

Upon successful completion of service as a member of a supervisory or dissertation committee, a faculty member will be authorized to serve as chairperson of a supervisory or dissertation committee. In special circumstances, such as those dictated by the establishment of a new doctoral program, or if a faculty member has the unique expertise germane to the dissertation, the doctoral program director may waive the requirement for previous committee service in the appointment of committee chairs. The committee chair or at least one of the co-chairs must be a tenured or tenure track faculty member who exhibits an appropriate record of published research. Individual doctoral programs may choose to establish additional requirements.

V-C-6: Five-Year Review

An executive committee composed of all the doctoral director(s) shall request current vitae and review, at least every five years, the qualifications of its previously approved participating faculty and eligibility to chair a committee. Updated lists of faculty and current vitae for those recommended as doctoral committee chairs shall be provided to the Dean of the College of Education and the Dean of the Graduate Division.

V-C-7: Teaching Assignments (As approved by COE Faculty on January 25, 1999)

In a spirit of full and equitable inclusion of faculty, decisions regarding the assignment of faculty to teach doctoral seminars will be made jointly by Doctoral Program Directors and Department Chairs in collaboration with faculty members who have relevant expertise and who express interest in teaching specific courses.