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CONSTITUTION
of the Academic Assembly
of the College of Arts and Sciences
University of San Diego

PREAMBLE

We, the Faculty of the College of Arts and Sciences of the University of San Diego, in order to provide for the formal participation of the faculty in making and carrying out policies related to the discharge of the educational and professional objectives of the College and the University do hereby establish, with the approval of the Dean of the College and the Provost and President of the University, the Academic Assembly of the College of Arts and Sciences

Article I: Purpose

The Academic Assembly aims to facilitate the conduct of the academic and professional life of the College of Arts and Sciences and of the University. Its primary purposes will be:

- to help determine and carry out the academic objectives of the College of Arts and Sciences
- to promote intellectual excellence within the framework of Catholic tradition
- to promote the interests of the College of Arts and Sciences
- to assist in developing the relationship between the College of Arts and Sciences and the rest of the University.

Article II: Functions, Powers, Duties, and Responsibilities

"The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process."(*) Therefore, the Assembly will exercise these responsibilities, according to the following procedure:

(*) 1967 AAUP Statement on the Government of Colleges and Universities

- A. A decision or recommendation of the Assembly will normally be forwarded to the Dean of the College of Arts and Sciences who, together with the Chair of the Assembly, will determine an appropriate date for a reply. The reply will indicate the response of the Dean in one of the following forms: approval; submission to the appropriate authority, if applicable; rejection with reasons given or referral back to the Assembly for additional information and consideration.

- B. In some instances decisions and recommendations which, according to the Assembly's determination, are held to require extra-College consideration will be forwarded to the University Senate for action.
- C. All Assembly decisions, policy recommendations, advisory opinions, agenda, and meeting times shall be presented in writing to the appropriate administrative officers and to the members of the faculty.
- D. The Assembly shall make recommendations relative to the awarding of the academic degrees.

Article III: Membership

The Dean, all continuing full-time members of the faculty of the College of Arts and Sciences, and those professional librarians whose subject specialties fall within Arts and Sciences are members of the Assembly. For the purposes of this Article, a faculty member who has less than a full-time teaching load because of temporary released time from teaching responsibilities shall be considered a full-time faculty member. Additional members will be the University Librarian and the Vice President of Academics of the Associated Student Body.

The Assembly shall be the judge of the eligibility of all other individuals for purposes of Assembly membership.

Article IV: Meetings

- A. The Assembly shall meet regularly at its discretion, at least once each semester.

The meetings of the Assembly may be attended by any administrative officers of the University. Non-members may address the Assembly with the consent of the Assembly.

At its discretion, and upon the vote of a majority of the members present, the Assembly may hold closed sessions.

- B. Special and emergency meetings of the Assembly may be called at the request of the Chair, the Dean of the College, or upon petition of at least 20% of the Assembly membership.
- C. The time, place, and agenda of each regular open meeting shall be announced to all members of the faculty and administration at least five school days prior to such meeting.
- D. A quorum will be constituted when one-third of the members of all but three of the departments (considering the Library as a department) in the College of Arts and Sciences are present. In departments of 1-3 members, one member must be present. In departments of 4-6, two members, etc. Members who are on sabbatical, full-time leave of absence, or who are continuing at less than full-time shall not be counted in the quorum requirement for a meeting unless they inform the Chair of their intention to attend the meeting. Each department is responsible for insuring its own representation at each meeting.

- E. Any member of the Assembly or Administration wishing to place an item on the agenda for the Assembly's consideration may do so by submitting it in writing to the Chair of the Assembly. All such requests must meet the deadline for publication of the agenda.
- F. Student petitions may be presented to the Assembly, through the ASB Secretary of Academics, who in turn will submit them in writing to the Chair of the Assembly prior to the deadline for publication of the agenda. Such petitions should be clearly designated as student petitions.
- G. The rules contained in the most current edition of Robert's Rules of Order Newly Revised shall govern the Assembly in all cases to which they are applicable and in which they are not inconsistent with this Constitution or any special rules of order adopted by the Assembly.

Article V: Officers

- A. Officers of the Assembly shall be Chair, Vice Chair, Secretary, and Parliamentarian. They shall be elected at the last regularly scheduled Assembly meeting of the academic year, shall assume office immediately following that meeting, shall serve for one year, and shall not be eligible to serve more than two consecutive terms.
- B. The duties of each officer shall be as follows:
 - 1. The Chair shall serve as a presiding officer, call meetings, and preside over the meetings of the Executive Committee.
 - 2. The Vice Chair shall preside over the Assembly in the absence of the Chair and shall act for the Chair in times of temporary incapacity.
 - 3. The Secretary shall transmit all communications of the Assembly and shall keep a file of all minutes and correspondence.
 - 4. The Parliamentarian shall advise the Assembly on matters of parliamentary procedure.

Article VI: Committees

The Assembly shall accomplish its work through the use of standing and ad hoc committees and each committee as an agent of the Assembly shall make its recommendations to that body. Committee membership shall be determined by the Assembly and all members are eligible for committee membership.

Committees of the Assembly may include as voting members persons who are not members of the Assembly. Committees of the Assembly may invite administrators or other persons to participate as non-voting members whenever the deliberations of the committee concern their respective functions or interests. Each committee is free to initiate consideration of matters within the scope of its responsibilities. Standing committees shall meet at least once each semester and shall file with the Executive Committee a written summary report of their activities at the end of each academic year. With the exception of the Dean, no Assembly member shall serve concurrently on more than two standing

committees. At their discretion, on matters of a private or confidential nature, Assembly committees may hold closed meetings.

A. Standing Committees:

The Assembly shall have the following standing committees:

1. Executive Committee
2. Committee on Undergraduate Curriculum
3. Committee on Graduate Studies
4. Committee on Faculty Appointment, Reappointment, Rank, and Tenure
5. Committee on Faculty Status
6. Committee on Academic Affairs and Planning
7. Committee on the Budget
8. Committee on the Honors Program
9. Committee for Undergraduate Teaching and Learning

B. Ad hoc Committees:

The Chair of the Assembly and/or the Assembly shall be empowered to establish ad hoc committees. C.

C. Responsibilities of Committees

The responsibilities of each committee shall be as follows:

1. Executive Committee

The Executive Committee shall serve as the organ for coordination and communication of matters pertaining to the Assembly. It shall plan the agenda for meetings; provide for elections; receive all reports, general information, and correspondence; refer items of business to appropriate committees; recommend for Assembly consideration items of business not under the jurisdiction of existing committees.

2. Committee on Undergraduate Curriculum

The Committee on Undergraduate Curriculum shall consider such undergraduate curricular matters as the general education program and the establishment or deletion of major and minor programs. The revision of major or minor programs, requirements for the major or minor, and the establishment, deletion, or revision of individual courses shall be departmental concerns to be reported in writing to the Committee.

Such departmental reports shall be placed on the regular agenda of the Committee, but no action by the Committee is required on such reports, except where specific general education requirements of another major or minor are affected, or if a member of the Committee objects to the report. If there is such an objection, the matter will be reviewed and acted upon by the Committee.

All actions of the Committee and of the departments must be reported in writing to the members of the Assembly by the Committee, in consultation with the departments. No Assembly action is required on Committee reports. The Assembly shall have the power to reverse an action of the Committee on Matters relating to general education requirements, the establishment or deletion of majors or minors, and where the action of a department affects the major or minor of another department by a majority vote. The Assembly shall consider the Committee report at the earliest practical time following its receipt. Other actions of the Committee become effective on the date of the report.

3. The Committee on Graduate Studies

The Committee on Graduate Studies shall consider general admission policies for graduate students, general graduate degree requirements, and the addition or deletion of graduate programs. Admission requirements for specific programs, the revision of graduate programs, requirements for specific graduate degrees, and the establishment, deletion, or revision of individual graduate courses shall be departmental concerns to be reported in writing to the Committee.

Such departmental reports shall be placed on the regular agenda of the Committee, but no action by the Committee is required on such reports, except where a member of the Committee objects to the report. If there is such an objection, the matter will be reviewed and acted upon by the Committee. All actions of the Committee and/or departments must be reported in writing to the members of the Assembly by the Committee.

No Assembly action is required on the Committee reports. The Assembly shall have the power to revise an action of the Committee on matters relating to general graduate degree requirements, and the addition or deletion of graduate programs by a majority. The Assembly shall consider the Committee report at the earliest practical time following its receipt. Other actions of the Committee become effective on the date of the committee report.

4. The Committee on Faculty Appointment, Reappointment, Rank, and Tenure

The Committee on Faculty Appointment, Reappointment, Rank, and Tenure shall recommend to the Assembly policies concerning faculty appointment, reappointment, promotion and tenure. This committee shall review and make recommendations in all matters concerning reappointment, promotion and tenure of faculty members and shall also serve as a review board in disputes involving faculty appointments.

5. The Committee on Faculty Status

The Committee on Faculty Status shall develop and recommend to the Assembly, for consideration and forwarding to the Senate, personnel policies which shall include but not be limited to leaves of absence, sabbatical leaves, research grants, awards, retirement, salaries, and fringe benefits. ARRT policy is excluded from consideration.

The Committee shall also concern itself with academic freedom and professional ethics.

In addition, the Committee will perform the following functions:

a. Receive grievances and evaluate evidence of alleged violations involving academic freedom and/or professional ethics.

b. Serve as a review board over procedural due process disputes involving personnel policy.

6. The Committee on Academic Affairs and Planning

The Committee on Academic Affairs and Planning shall be the Assembly's agent for the promotion of academic excellence. It shall study the conditions affecting teaching in the College of Arts and Sciences, and shall review existing academic programs. It shall review those aspects of student life which relate to the educational process, carefully considering student opinions in these matters and informing the Assembly of significant findings. It shall also make recommendations to the Assembly concerning future programs and allocation of the resources of the University.

7. The Committee on the Budget

The Committee on the Budget shall meet with the Dean of the College during the time when the budget is in planning stages. The Committee's function will be to provide a channel of communication and a forum for mutual cooperation between faculty and the Dean in establishing priorities and in preparing the budget proposal of the College. It is understood that the Dean has final decision-making authority in matters relating to the College budget.

8. The Committee on the Honors Program

The Committee on the Honors Program shall be responsible for the continuing development and implementation of the Honors Program. It shall approve Honors credit for courses.

9. The Committee on Undergraduate Teaching and Learning

The Committee on Undergraduate Teaching and Learning shall be responsible for the promotion of projects and initiatives which lead to excellence in teaching. It shall solicit proposals toward that end and disseminate funds.

It shall report on how its budget is allocated at the end of each year.

Article VII: Amendments

Amendments to this Constitution will become effective when approved by a two-thirds vote of the vote cast by the Assembly, subject to the requirement that at least an absolute majority of the total voting membership of the Assembly approves, and when approved by the President of the University.

Article VIII: Bylaws

Bylaws may be adopted by the Assembly to implement this Constitution, such bylaws to become effective when approved by a majority of the total membership of the Assembly. If in the interpretation of the Provost of the University the bylaws significantly alter the intent of the Constitution, the bylaws in question must be approved by the President of the University.

BYLAWS
of the
Academic Assembly
of the
College of Arts and Sciences
University of San Diego

Article I

Rights, Responsibilities, and Duties of Members of the Assembly:

Section A. Compliance with the Constitution and Bylaws

Membership in the Assembly implies compliance with its Constitution and Bylaws.

Section B. Submitting Requests to a Committee

Any member of the Assembly who wishes to submit a matter for action by a committee may do so by submitting it in writing to that committee with a copy to the Executive Committee.

Article II

Common Rules for Committees:

Section A. Membership

Committee membership shall be as determined by the Assembly.

Section B. Officers

1. The officers of a committee shall be a Chair and a Secretary. With the exception of the Chair of the Committee on Undergraduate Curriculum, they shall be elected from nominations by the committee, and, with the exception of the Chair of the Committee on the Honors Program, shall serve for one

year. Administrative officers are not eligible to be elected chairs unless the Bylaws specify otherwise.

2. No member shall hold more than one office on the same committee, and, with the exception of the Chair of the Committee on the Honors Program, no member shall be eligible to serve more than one consecutive term in the same office.
3. The duties of each officer shall be as follows:
 - a. The Chair shall serve as the presiding officer, call meetings and arrange the agenda.
 - b. The Secretary shall transmit all communications of the committee and shall keep a file of all minutes and correspondence.
4. Except for such special rules as may be necessary for the smooth functioning of individual standing and ad hoc committees, common rules shall govern all committees of the Assembly.

Section C. Meetings

1. Standing committees shall meet at least once each semester.
2. The time, place, and agenda of each regular meeting shall be available to all members of the Assembly and Administration.
3. Meetings of a committee may be attended by any faculty member or an administrative officer of the University and, upon invitation by a specific committee, by any student. In accordance with Robert's Rules of Order, non-committee members may not address a committee, propose motions, or have any of the privileges of the committee, without the consent of the committee. The Chair is responsible for the orderly conduct of the business of the committee, and non-committee members may not be present when a vote is taken by the committee.
4. At its discretion, a committee may hold closed meetings.
5. 50% of the committee membership shall constitute a quorum.
6. All meetings shall end no later than one hour from the scheduled starting time except when extended by a majority vote of the members present.

Section D. Procedures

1. All committee decisions, policy recommendations, and advisory opinions shall be presented in writing to Assembly members and appropriate administrative officers.
2. At the end of each academic year, each standing committee shall file with the Executive Committee a written summary report of its activities. These summary reports shall be available to Assembly members upon request.

Section E. Sub-Committees

1. Sub-committees, standing and/or ad hoc, may be appointed by the chair of any committee, subject to

the unanimous consent of the committee members present.

2. Failing unanimous consent, the sub-committee shall be elected by the committee.
3. All sub-committees report to the whole committee which may accept, reject, modify, or order further study of the work of the sub-committee.

Section F. Parliamentary Authority

The rules contained in the most current edition of Robert's Rules of Order Newly Revised shall govern the committees in all cases to which they are applicable and in which they are not inconsistent with these Bylaws and/or any special rules of order adopted by a committee or by the Assembly.

Section G. Election Procedures for Committee Membership

1. Nominations when written nominations are made for committee membership, an eligible Assembly member will be considered nominated only if named by at least 4 Assembly members.

Whenever possible, members nominated will be notified to determine their acceptance of the nomination.

2. Ballot Counting. Nomination and election ballots shall be counted by an ad hoc committee composed of the Vice Chair of the Assembly and two Assembly members appointed by the Executive Committee at the beginning of each academic year.
3. Exceptions. When the Constitution specifies an election procedure, the above rule will not apply.
4. Elections. Elections shall be held in April or May of each year. Elected committee members will assume their duties and responsibilities on May 20th of the same year.
5. Vacancies. The Executive Committee shall be empowered to fill standing committee vacancies that occur after September 1 with the approval of the Assembly at its next regularly scheduled meeting.

Article III

Rights, Responsibilities, and Duties of Committees:

Rules Governing Specific Committees

Section A. The Executive Committee

1. Membership

The Executive Committee shall consist of the Chair, Vice Chair, Secretary, Parliamentarian, the Dean of the College, and the immediate past Chair. If the past Chair is not available, the Assembly shall elect a substitute.

2. Officers

The officers of the Committee shall be the Chair, Vice Chair, and the Secretary of the Assembly, each serving the same offices on the Committee as in the Assembly.

Section B. The Committee on Undergraduate Curriculum

1. Membership

- a. The Committee on Undergraduate Curriculum shall consist of one faculty member elected from each department, one representative from the University Library, the Dean of the College, and the Vice President of Academics of the Associated Student Body. In addition to this membership, the committee may invite representatives of programs not administered by departments to sit on the committee as voting or non-voting members for appropriate periods of time.
- b. The faculty and Library representatives shall serve for two years with approximately one-half chosen each year.

2. Officers

The Dean of the College will serve as Chair and may not delegate this responsibility. In the event that the Dean is unable to participate, the Committee may select a temporary chair.

The Dean will provide secretarial services for the Committee.

Section C. The Committee on Graduate Studies

1. Membership

- a. The Committee on Graduate Studies shall consist of a faculty member elected from and by each department that offers a graduate program, two faculty members from departments not offering graduate programs, one representative from the University Library, the Dean of the College of Arts and Sciences, the Dean of the School of Graduate and Continuing Education, and a representative of the Graduate Student Association. In addition to this membership, the Committee may invite representatives of programs not administered by departments to sit on the Committee as voting members.
- b. The faculty and Library representatives shall serve for two years and the student for one year.

Section D. The Committee on Faculty Appointment, Reappointment, Rank, and Tenure

1. Membership

- a. The Committee on Faculty Appointment, Reappointment, Rank, and Tenure shall consist of the Dean of the College, eight faculty members, six of whom shall be elected from the tenured faculty and two elected from the faculty at large.
- b. The faculty members shall serve for two years, with one-half elected each year.
- c. Faculty members will be ineligible to serve on the ARRT Committee during the year in which they are under consideration for tenure.

2. Meetings

- a. Meetings shall take place at the discretion of the Committee, though at least once each semester, and early enough each semester to permit adequate consideration of policy.

- b. Six faculty members shall constitute a quorum. Personnel recommendations require a two-thirds majority or a minimum of five concurring votes.

Section E. Committee on Faculty Status

1. Membership

The Committee on Faculty Status shall consist of five faculty members elected by the Assembly. They shall serve for two years (elections to be staggered).

2. Meetings

The Committee shall meet at least twice each semester.

Section F. Committee on Academic Affairs and Planning

1. Membership

- a. The Committee on Academic Affairs shall consist of seven faculty members elected by the Assembly, the Dean of the College, and one student selected by the Associate Student Body.
- b. The faculty representatives shall serve for two years (elections to be staggered). The student representative shall serve for one year.

Section G. The Committee on the Budget

1. Membership

- a. The Committee on the Budget shall consist of the Dean of the College and four members of the faculty elected at large.
- b. The terms of office will be staggered: two of the members will be elected initially for a one-year term, the other two for a two-year term. Thereafter the normal term of office will be two years.

2. Officers

- a. The officers of the Committee shall be the Chair and the Secretary.
- b. The Chair of the Committee shall be elected from among its members, in conformity with Article II, Section B, paragraph 1.

Section H. The Committee on the Honors Program

1. Membership

- a. The Committee shall be composed of six elected faculty members from the College of Arts and Sciences (two from Humanities, one from Social Sciences, one from Natural Sciences-Mathematics, and two at large may serve on the Committee), one representative of the Dean of the College of Arts and Sciences, and two student representatives. Only one person from each department can serve on the Committee.
- b. The faculty representatives shall serve for two years, with half elected each year. The student representatives shall serve for one year.

2. Officers

The Director of the Honors Program, whose appointment and length of service will be determined by the Dean of the College of Arts and Sciences, shall serve as the Chair of the Honors Program Committee.

Section I. The Committee on Undergraduate Teaching and Learning

1. Membership
 - a. Committee membership shall be composed of 7 faculty members from the College of Arts & Sciences (2 from Natural Sciences, 2 from Humanities & Fine Arts, 2 from Social Sciences, and 1 from the Library).
 - b. Members shall serve for two years, with approximately half elected each year.
2. Officers
 - a. The officer of the Committee shall be the Chair.

Article IV

Amendments of Bylaws

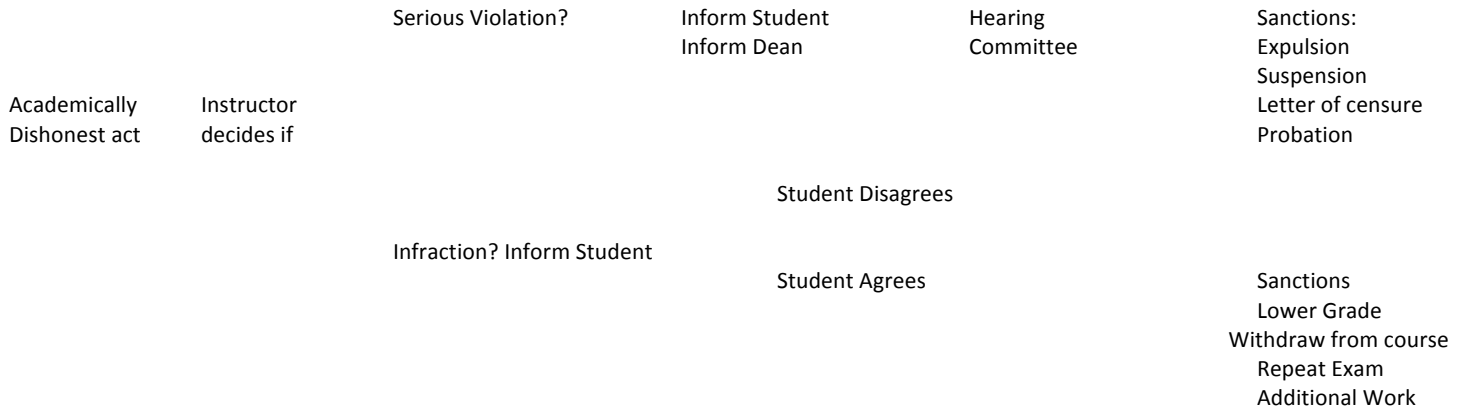
These Bylaws may be amended by a majority vote of the total membership of the Assembly provided that any amendment has been submitted in writing at a previous regular meeting and that announcement of such amendment has been made to the faculty. If in the interpretation of the Provost of the University a bylaw significantly alters the intent of the Constitution, the bylaw in question must be approved by the President of the University.

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation or, if unintentional or a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) a requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. A written summary of the investigation and penalties will be prepared by the instructor, and a copy will be given to the affected student or students. If the instructor determines that a serious violation has occurred, or if the student or students affected wish to appeal the determination of infraction, a hearing committee will be activated by the dean of the school and be composed of the associate dean, a faculty member and student of the school involved, and two faculty from other schools.

The hearing committee reviews the written record, consults informally and separately with the instructor and the accused student or students. If the hearing committee determines that a serious violation has occurred, and holds a hearing, it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction, or in the event of two dissenting

votes on the committee, the student or students adversely affected by the decision may appeal to the Provost.



* See Faculty/Administrator Handbook for Full Policy

Disciplinary Action in Forgery Cases

Any case of forgery regarding registration will be referred by the Registrar to the Office of Student Affairs, where the following actions will be taken:

1. The student will be officially placed on disciplinary probation for one full semester.
2. A copy of a disciplinary letter will inform the Registrar that the student will be required to go through the next registration at thirty (30) credit hours below his/her actual standing. For second semester seniors, twenty-five (25) hours of community service will be required before graduation.

Links to Forms:

Academic Integrity Violation Preliminary Worksheet

Academic Integrity Associate Dean Student Contact Worksheet

Academic Integrity Violation Hearing Report

The Academic Record is a computer printout of the courses or requirements that a student has fulfilled (or is currently fulfilling) as well as a listing of those yet to be accomplished (this latter list will have only general education requirements if the student has not declared a major, but it will list both major and minor requirements if these have been declared). The Academic Record is updated each semester for all students and is also updated for a student when his or her information changes (e.g. a grade change is filed, an incomplete grade is removed, an error is corrected). Each student is mailed a copy of his or her academic record and a duplicate record is provided to the student's academic advisor. A student may also pick up a copy in person at the Registrar's office.

Students and their advisors should use the academic record to help with planning class schedules and constructing a graduation plan for the student. For the latter, students and their advisors are urged to use the number of total and upper division units completed listed at the top of the form rather than trying to add up the units of the individual courses. Since if they meet multiple requirements, some courses and their units may be listed multiple times on the academic record. Thus trying to add up the units will sometimes result in an erroneous total.

THE ACADEMIC RECORD IS FOR ADVISING PURPOSES ONLY! It is not an official graduation audit. Students are responsible for assuring the accuracy of their academic records. This is particularly important when the student repeats a class. If an error is present, the student should consult with his or her advisor and/or the department chair of the course in question in order to get the error corrected.

In order to recognize and promote essential service work which cannot be shared with colleagues, a limited number of reassigned time awards are made each year. The largest category is for department chairs, and they receive one course reassigned time per semester. The chair of the ARRT Committee has one course reassigned time per year. All other Arts and Sciences reassigned time awards for administrative and organizational purposes will be "zero-based," that is, they must be justified and explicitly renewed annually. In order to be considered for a reassigned time award in the zero-based category, a faculty member must apply to the Dean through the chair using the form on the next page. Reassigned time awards will be judged desirable in either of the following cases:

- 1) substantial start-up time is necessitated for a new program/activity that is institutionally significant; or
- 2) implementation of a program/activity requires significant amounts of time on a weekly basis for coordination, report preparation, or administrative work that cannot be shared with a team of faculty.

The rationale for reassigned time awards must be carefully established on the application form including a realistic analysis of alternate ways to approach the task (section "IV"). A short meeting with the Dean will be scheduled to discuss the application after the chair has made a recommendation.

Service is expected from all faculty, and faculty should first see if other service commitments can be reduced to accommodate the planned activity. Some faculty may not have much opportunity for service, and thus "spreading out" service activities is desirable. Some activities, while very worthwhile, may not be of a

high enough level of activity to require an annual reassigned time award. Others may be clerical in nature and should be shifted to staff responsibilities. Creative ways to accomplish service tasks should be explored so that faculty can organize their work to maximize pedagogical and scholarly work. Reassigned time is very expensive in the sense that a talented faculty member is removed from a course. It will only be authorized if the situation is compelling and in light of other requests. Denial of an application for reassigned time does not mean that the activity is unrecognized or unimportant. It means that the request was not as compelling as others and/or that an alternate way to accomplish the activity needs to be identified. Reassigned time for administration is typically “absorbed,” that is, additional funds are not given to the department/program to replace the course taught by the faculty member.

APPLICATION

- I. Purpose of Reassigned Time Award:

- II. Specific tasks which will be conducted:

- III. Minimum hours (estimated) per week needed for tasks:

- IV. Alternatives to reassigned time:

- V. Semester

IV. Alternatives to reassigned time:

VI. Semester requested for reassigned time:

Faculty Member (PRINT)

Faculty Member Signature Date

The above request has been discussed with me and meets my approval.

Chair Date

Submit to Dean Boyd at least six months before the applicable semester.

Dean's Decision: Approved
 Not Approved
 Approved with modifications:

Arts and Sciences reassigned time awards for administrative and organizational purposes will be "zero-based," that is, they must be justified and explicitly renewed annually. In order to be considered for a reassigned time award in the zero-based category, a faculty member must apply to the Dean through the chair using the on-line form. Reassigned time awards will be judged desirable in either of the following cases:

- 1) substantial start-up time is necessitated for a new program/activity that is institutionally significant; or
- 2) implementation of a program/activity requires significant amounts of time on a weekly basis for coordination, report preparation, or administrative work that cannot be shared with a team of faculty.

The rationale for reassigned time awards must be carefully established on the application form. Service is expected from all faculty, and faculty should first see if other service commitments can be reduced to accommodate the planned activity. Some faculty may not have much opportunity for service, and thus "spreading out" service activities is desirable. Some activities, while very worthwhile, may not be of a high enough level of activity to require an annual reassigned time award. Others may be clerical in nature and should be shifted to staff responsibilities. Creative ways to accomplish service tasks should be explored so that faculty can organize their work to maximize pedagogical and scholarly work. Reassigned time is very expensive in the sense that a talented faculty member is removed from a course. It will only be authorized if the situation is compelling and in light of other requests. Denial of an application for reassigned time does not

mean that the activity is unrecognized or unimportant. It means that the request was not as compelling as others and/or that an alternate way to accomplish the activity needs to be identified. Reassigned time for administration is typically “absorbed,” that is, additional funds are not given to the department/program to replace the course taught by the faculty member.

**Institutional Animal Care and Use Committee (IACUC)
Program for Humane Care and Use of Animals
University of San Diego
Revised, 2001**

HISTORY

Members of the biology and psychology faculty of the University of San Diego, sharing common interests in the use of non-human animals for teaching and research, and common concerns for the humane treatment of those animals, formalized their commitments by making explicit the principles that they have followed, by establishing an Institutional Animal Care and Use Committee. Official status as a Committee of the College of Arts and Sciences was granted in 1984 by the Dean of that College.

APPLICABILITY

For purpose of this document:

1. An animal is defined as a member of any non-human, vertebrate species.
2. The Responsible Institutional Official is the Dean of the College of Arts and Sciences.
3. The term “research facility.” shall include reference to the facility’s functions in providing research and teaching.

4. The provisions of this document are applicable to all research, testing, and teaching involving the use of animals in programs of the University of San Diego.

GENERAL POLICY

It is our past and continuing policy that:

1. The use of animals in research is indispensable to the scientific enterprise, and to the betterment of humans and animals. The use of animals in teaching provides essential experiences to science students and presents the opportunity to make students aware of our responsibility towards animal life both in terms of humane treatment of research animals and concern for the welfare of domestic and wild species.
2. The establishment and maintenance of ethical practice in the use of animals is the responsibility of the individual instructor/researcher, who is also responsible for collaborators, assistants, employees, and students, all of whom incur obligations consistent with their competence, training, and experience.
3. The procurement, care, use, and disposal of animals conforms to all applicable provisions of the Animal Welfare Act, Guide for the Care and Use of Laboratory Animals, other federal statutes, and state, and local regulations.
4. Individual instructors/researchers are familiar with, and conform to the aforementioned animal care and use laws and guidelines and with those established by the professional organizations to which they belong.
5. Research is undertaken with a clear purpose which outweighs the potential distress to the animal by a) increasing knowledge of life processes or behavior, b) increasing understanding of the species under study, or c) providing information that can potentially benefit human or nonhuman species.
6. Observation and collection of free-living animals is done after weighing the potentially adverse consequences for the animals involved and for the ecosystem of which they are a part. When feasible, collected animals are returned to the site of collection.
7. When animals are used for educational purposes, instructors discuss and demonstrate proper care for the animals, and give students explicit instruction in all applicable procedures. Instructors carefully monitor student activity.
8. When animals are no longer needed, alternatives to euthanasia are considered. When euthanasia is the most humane form of disposition, it is accomplished in an acceptable manner, appropriate for the species, and under anesthesia or in such a way as to insure immediate death.
9. Alleged violations of these principles and/or procedures will be reported to the Chair of the IACUC. If substantiated, the Chair will bring the matter to the IACUC which will make recommendations to the instructor/researcher regarding its resolution, and will report the matter to the Dean. In the case of repeated and/or flagrant violation, the Dean will report the situation to the Vice President for Academic Affairs/Provost, along with his/her recommendations. The following documents the manner in which the Institutional Animal Care and Use Committee conforms to the USDA Guidelines 9 CFR Chapter 1, subchapter C.

THE INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE section 2.31 MEMBERSHIP (section 2.31(b))

The Institutional Animal Care and Use Committee (IACUC) consists of at least six members, including one full-time faculty member from both the Biology and Psychology Departments, one from another academic department, a licensed veterinarian, the biology lab technician, and a community representative not affiliated with the university. Members were initially nominated by the Chairs of the Biology and Psychology

Departments to serve either a one or a two year term, and confirmed by the Dean. Hereafter, vacancies on the committee will be filled by nominations from the remaining members of the IACUC and be confirmed by the Dean.

With respect to activities involving animals, the IACUC shall:

1. Review, at least every six months, this Program for the Human Care and Use of Animals.
2. Inspect at least once every six months, all of the research facility's animal facilities, including animal study areas; except that field sites where free-living wild animals are studied, and licensed facilities (e.g. zoos) where captive wild animals are studied are exempt from inspection.
3. Prepare reports of its review and inspection and submit the reports to the Institutional Official of the research facility, and to the governmental and granting agencies as may be required, including the OPRR Report and the USDA Report;
4. Review and investigate concerns involving the care and use of animals at the research facility resulting from public and/or research facility personnel complaints;
5. Make recommendations to the Institutional Official regarding any aspect of the research facility's animal program, facilities, or personnel training;
6. Review, approve, require modifications in, or withhold approval of proposals for the use of animals or changes in proposals for the use of animals;
7. Be authorized to suspend activities involving animals that do not meet IACUC required standards regarding the care and use of animals.

APPROVAL OF PROPOSED ACTIVITIES FOR THE USE OF ANIMALS (section 2.31 (d))

In order to approve proposed activities for the use of animals, the IACUC shall conduct a review of proposed use to determine that it meets the following requirements:

1. Procedures involving animals will avoid or minimize discomfort, distress, and pain to the animals;
2. The principal investigator has considered alternatives to the procedures that may cause more than momentary or slight pain or distress to the animal and has provided a written narrative description of the method and sources, e.g., the Animal Welfare Information Center;
3. The principal investigator has provided written assurance that the activities do not unnecessarily duplicate previous experiments;
4. Procedures that may cause more than momentary or slight pain or distress to the animals will:
 - a. Be performed with appropriate sedatives, analgesics or anesthetics, unless withholding such agents is justified for scientific reasons, in writing, by the principal investigator and will continue for only the necessary

period of time; b. Involve, in their planning, the attending veterinarian or his or her designee; c. Not include the use of paralytic without anesthesia;

5. Animals that would otherwise experience severe or chronic pain or distress that cannot be relieved will be painlessly euthanized at the end, or if appropriate, during the procedure;

6. The animals' living conditions will be appropriate for the species in accordance with CFR title 9, chapter 1, subchapter 3, and contribute to their health and comfort;

7. Medical care for animals will be available and provided as necessary by a qualified veterinarian;

8. Anyone conducting procedures on the species being maintained or studied will be appropriately qualified and trained in these procedures;

9. Activities that involve surgery include appropriate provisions for preoperative and post-operative care of the animals in accordance with established veterinary medical and nursing practices. All survival surgery will be performed using aseptic procedures, including surgical gloves, masks, sterile instruments, and aseptic techniques;

10. No animal will be used in more than one major operative procedure from which it is allowed to recover unless; a. Justified for scientific reasons by the principal investigator, in writing; b. Required as routine veterinary procedure or to protect the health or well-being of the animal as determined by the attending veterinarian; c. In other special circumstances as determined by the Administrator on an individual basis;

11. Methods of euthanasia used must be in accordance with the definition of the term set forth in 9 CFR subchapter A, part 1, section 1.1, unless a deviation is justified for scientific reasons, in writing, by the investigator.

IACUC REVIEW OF PROPOSALS FOR USE OF ANIMALS (section 2.31 (d2))

1. Procedures involving the use of animals in teaching or research will be reviewed by the IACUC prior to their implementation and annually thereafter, except that

a. field studies conducted with free-living wild animals in their natural habitat, which do not involve invasive procedures capture, or handling of the animals, and which do not harm or materially alter the behavior of the animals under study, are exempt from review,

b. observational studies of captive wild animals held at licensed facilities, which do not involve invasive procedures or handling of the animals, and which do not harm or materially alter the behavior of the animals under study, are exempt from review

2. Prior to using animals, instructors/researchers will submit a proposal to the Chair of the IACUC, stating the following:

a. Identification of the species and the approximate number of animals to be used;

b. A rationale for involving animals, and for the appropriateness of the species and numbers of animals to be used;

- c. A complete description of the proposed use of the animals;
- d. A description of procedures designed to assure that discomfort and pain to animals will be limited to that which is unavoidable for the conduct of scientifically valuable research or teaching, including provision for the use of analgesic, anesthetic, and tranquilizing drugs where indicated and appropriate to minimize discomfort and pain to animals; and
- e. A description of any euthanasia method to be used.
- f. In the case of field studies in which animals will be captured or handled, or in which invasive procedures will be employed, instructors/ researchers must assure IACUC that they will comply with all state and federal regulations regarding the animals, and that the health and safety of other animals or persons working in the field will not be compromised.

3. Prior to review, each IACUC member shall be provided with a list of proposed projects to be reviewed. Written descriptions of projects that involve the care and use of animals shall be available to all IACUC members, and any member of the IACUC may obtain, upon request, full committee review of those projects. If full committee review is not requested, at least one member of the IACUC designated by the chair and qualified to conduct the review, shall review those projects and have the authority to approve, require modifications in, or request full committee review of those projects. If full committee review is requested, approval of those projects may be granted only after review at a convened meeting of a quorum, of the IACUC and with the approval vote of a majority of the quorum present. If a member of the IACUC submits a proposal for review by the committee, he/she shall have no vote on its approval.

4. The IACUC may invite consultants to assist in the review of complex issues arising out of its review of proposed activities.

5. The IACUC shall notify principal investigators and research facility in writing of its decision to approve or withhold approval of those activities related to the care and use of animals, or of modifications required to secure IACUC approval.

6. The IACUC may suspend an activity that it previously approved if it determines that the activity is not being conducted in accordance with the description of that activity provided by the principal investigator and approved by the Committee.

7. If the IACUC suspends an activity involving animals, the Institutional Official, in consultation with the IACUC, shall review the reasons for suspension, take appropriate corrective action, and report that action with full explanation to APHIS.

QUALIFICATIONS OF PEOPLE WHO WORK WITH ANIMALS (section 2.32)

a. This research facility will ensure that all scientists, research technicians, animal technicians, and other people involved in animal care, treatment, and use are qualified to perform their duties.

b. Training and instruction shall be made available, and the qualifications of individuals will be reviewed to ensure that proper and humane handling and care of each species of animal is being maintained.

Training of Animal Technicians and other People Involved in Animal Care

The training of instruction available to scientists, animal technicians, and other people involved in animal care are as follows:

1. The videotapes provided by the Laboratory Animal Training Association are available for view prior to work in the animal facility, and certification by examination is encouraged although not required.
2. All those working with laboratory animals are instructed in elements of personal hygiene appropriate to their duties. No eating, drinking, or smoking is allowed in the animal facility. Laboratory coats worn in the animal facility are to remain in that facility except when removed for cleaning. Hands must be washed with soap prior to leaving the facility. Signs covering these regulations are posted in the animal facility.
3. Each worker in the animal facility receives a written list of these regulations, which s/he acknowledges by a signature. A copy of the signed regulations is kept on file.

ATTENDING VETERINARIAN AND ADEQUATE VETERINARY CARE (section 2.33)

1. This research facility shall have an attending veterinarian who shall provide adequate veterinary care to its animals in compliance with governmental regulations and act as a voting member of the IACUC.
2. This research facility shall establish and maintain a program of veterinary care that shall include the following:
 - a. Appropriate facilities to provide for the welfare of animals being used;
 - b. Appropriate methods to prevent, control, and diagnose injuries and disease, and to provide for emergency and weekend care;
 - c. Daily observations by staff of animals covered under the Animal Welfare Act to assess their health and wellbeing;
 - d. Guidance to principal investigators and other personnel involved in care and use of animals; and
 - e. Adequate pre-procedural and post-procedural care in accordance with current established veterinary medical and nursing procedures.

RECORD KEEPING (section 2.35)

1. The IACUC will maintain the following records:
 - a. Minutes of IACUC meetings, including attendance, activities, and deliberations, signed by IACUC members.
 - b. Records of proposed activities involving animals and proposed significant changes in activities involving animals, and whether IACUC approval was given or withheld; and
 - c. Records of semiannual IACUC reports and recommendations, prepared in accordance with USDA regulations.
2. All records shall be maintained for at least three years and shall be available for inspection and copying by authorized APHIS inspectors.
3. The original documents shall be held in the files of the IACUC Chairman. Copies shall be held in the lab technician's office.

ANNUAL REPORT (section 2.36)

1. The IACUC shall submit an annual report to the APHIS, REAC Sector Supervisor for the State of California on or before December 1. The report shall assure compliance with animal care and use laws and guidelines.

LABORATORY HEALTH PROGRAM

The health program for people who work in laboratory animal facilities or have frequent contact with animals is as follows:

1. For people employed to care for laboratory animals on a regular basis, a tetanus booster within the past ten years is required before the first contact with the animals.

2. When reviewing individual proposals for animal use, the committee, relying heavily on the judgment of its safety supervisor and veterinarian, will determine whether the individuals involved will have contact with laboratory animals that is extensive enough to require a tetanus booster within the past ten years before first contact with the laboratory animals.

3. Any injury caused by a laboratory animal to a person is to be reported immediately to Public Safety and to the Animal Safety Supervisor.

4. Any animal biting a person is to be quarantined for two weeks, and the veterinarian is to be notified if the animal shows any signs of illness during the quarantine period. The veterinarian will carry out appropriate diagnostic tests on the animal and advise the Animal Safety Supervisor regarding treatment of the exposed caretaker.

5. Dust masks and laboratory coats must be worn by all persons when changing animal bedding. Allergic reactions to the environment of the animal facility are to be reported to the Animal Safety Supervisor. If measures to circumvent these reactions are not feasible, the person will be assigned to other duties.

6. The veterinarian who is a member of the IACUC has advised that tuberculosis skin testing and banking of animal caretakers serum would not be required in the type of animal facility currently maintained at the University of San Diego. Copies of this document will be made available to the instructor/researcher using animals and to members of the IACUC.

REGULATIONS FOR ALL PEOPLE WHO WORK WITH LABORATORY ANIMALS

1. No eating, drinking, or smoking is allowed in the animal facility.

2. Dust masks and laboratory coats must be worn by all personnel when changing animal bedding. Allergic reactions to the environment of the animal facility are to be reported to the Animal Safety Supervisor. If measures to circumvent these reactions are not feasible, you will be assigned to other duties.

3. Laboratory coats worn in the animal facility are to remain in that facility except when removed for cleaning.

4. Hands must be washed with soap prior to leaving the facility.

5. Any injury caused by a laboratory animal to a person is to be reported immediately to Public Safety (X2222) and to the Animal Safety Supervisor (Dr. Norman Switzer 858-748-4412).

I have read and I understand the regulations for working with laboratory animals as established by the USD Institutional Animal Care and Use Committee.

Signature Date

**PROPOSAL FOR USE OF ANIMALS
COVER SHEET**

Title:

Principal Investigator:

Faculty Advisor If PI is a student:

In your proposal, please address and number your responses to each of the following, then attach this cover to your proposal.

1. Approximate date these animals will be required

2. a) Identification of the species and the approximate number of animals used

- b) A rationale for involving animals, and for the appropriateness of the species and numbers of animals used
- c) A complete description of the proposed use of the animals
- d) A description of procedures designed to assure that discomfort and pain to animal will be limited to that which is unavoidable for the conduct of scientifically valuable research or teaching, including provision for the use of analgesic anesthetic, and tranquilizing drugs where indicated and appropriate to minimize discomfort and pain to animals.
- e) A description of any euthanasia method to be used and how animals will be disposed of at the conclusion of the project

3. Assurance that the animals.' living conditions will be appropriate for the species and contribute to their health and comfort

4. Assurance that individuals conducting the research on the species being maintained or studied will be appropriately qualified and trained in those procedures

* When proposal involves more than momentary pain/distress to animals, address additional requirements under approval of proposed activities for the use of animals (9 CFR section 2.31 (d1)), attached.

Your proposal for animal use has been

- ☐ approved
- ☐ approved pending modifications (see attached)
- ☐ disapproved (see attached)

IACUC Chair /Date:

Approval of Proposed Activities for the Use of Animals : 9 CFR section 2.31 (d1)

In order to approve proposed activities for the use of animals, the IACUC shall conduct a review of proposed use to determine that it meets the following requirements:

- 1) Procedures involving animals will avoid or minimize discomfort, distress, and pain to animals
- 2) The principal investigator has considered alternatives to the procedures that may cause more than momentary or slight pain or distress to the animal and has provided a written narrative description of the methods and sources, e.g., the Animal Welfare Information Center
- 3) The principal investigator has provided written assurance that the activities do not unnecessarily duplicate previous experiments
- 4) Procedures that may cause more than momentary or slight pain or distress to the animals will:
 - a) be performed with appropriate sedatives, analgesics, or anesthetics, unless withholding such agents is justified for scientific reasons, in writing, by the principal investigator and will continue for only the necessary period of time
 - b) involve, in their planning, the attending veterinarian or his or her designee
 - c) not include the use of paralytic without anesthesia

- 5) Animals that would otherwise experience severe or chronic pain or distress that cannot be relieved will be painlessly euthanized at the end, or is appropriate, during the procedure
- 6) Activities that involve surgery include appropriate provision for preoperative and post-operative care of the animals in accordance with established veterinary medical and nursing practices. All survival surgery will be performed using aseptic procedures, including surgical gloves, masks, sterile instruments, and aseptic techniques
- 7) No animal will be used in more than one major operative procedure from which it is allowed to recover unless:
- a) justified for scientific reasons by the principal investigator in writing
 - b) required as routine veterinary procedure or to protect the health/well-being of the animal as determined by the attending veterinarian
 - c) in other special circumstances as determined by the Administrator on an individual basis
- 8) Method of euthanasia used must be in accordance with the definition of the term set forth in 9 CFR subchapter A, part 1, section 1.1, unless a deviation is justified for scientific reasons, in writing, by the Investigator

Revised in 1998

It is the goal of the College to recruit and select highly qualified faculty committed to the mission of the University. Candidates for appointment will display an understanding of the central role of the liberal arts at USD and an appreciation of the primacy of the first criterion in the RRT policy. Candidates also should display solid research/scholarly programs, have a positive orientation to service, and be eager to learn about, and contribute to, the mission of the University within an ethos of collegiality. Appointments begin by program faculty seeking budgetary support that exhibits clear planning for the curricular development of a program. Once supported by the Dean, Provost, and budget process, the program faculty must follow these procedures:

- 1) complete an authorization to recruit form;
- 2) submit a recruitment plan that describes strategies to develop the broadest possible pool of highly qualified

candidates, including underrepresented groups and Roman Catholics;

3) secure approval from the Dean for the above.

Chairs/directors will report to the Dean on the qualities of the candidate pool once it has been narrowed to a top group of approximately ten candidates. Permission to interview two or three finalists will be given by the Dean. Prior to the invitation for an interview, every effort will be made by the program search committee to call references and, if possible, pre-interview potential finalists. If done at a regional or national conference, the Provost's office will fund one member of the search committee to attend the conference. Candidates should be sent an Undergraduate Bulletin, a copy of insight, and a fact pamphlet before they come to campus. They also should be referred to the USD web site.

Interviews and meetings on campus should include at least the following:

- 1) a lecture or classroom presentation to students and/or faculty;
- 2) an interview with the Dean who will discuss primarily the RRT policy and procedures;
- 3) an interview with the Provost;
- 4) informational meetings with any other offices (e.g. librarians, academic computing, Mission and Ministry) deemed appropriate for a given candidate;
- 5) interviews with the program head as well as with the search committee and/or individual faculty;
- 6) discussion with the candidate on department/program expectations about the balance of the four RRT criteria.

The Dean's office will supply the following information to candidates during the interview:

- 1) the appointments policy and procedures;
- 2) the RRT policy;
- 3) the form for student evaluation of instruction;
- 4) fringe benefits;
- 5) The First Criterion;
- 6) any condition of appointment;
- 7) information on the cost of living in San Diego; and
- 8) salary range and start-up funds (if applicable).

Faculty in departments and programs have primary responsibility for the appointment of new tenure-track faculty. For this reason they ought to deliver an unambiguous recommendation to the dean at the conclusion of each search. The program recommendation should be sent to the Dean as soon as possible after the last finalist has left campus. The recommendation should specify priority order and those finalists not acceptable. The Dean will consult with the Provost and respond to the Department or Program about the recommendation as soon as possible. Assuming concurrence, the Dean will call the candidate with an offer. If there is disagreement, the Dean will meet with the program chair and/or program faculty to discuss the varying perspectives. The expectation is that there will be a response from the candidate within one week, although the candidate may request and the Dean may grant an extension.

Conditions of appointment for a candidate will be put in writing to the candidate by the Dean at the time of the contract after consultation with the program faculty. It is the expectation of the College that new faculty will have a terminal degree at the time of the start of the appointment. In unusual cases where this is not the

case, the Dean shall set forth in the letter of appointment a deadline for completion of the terminal degree. In no case, however, will a new faculty member have more than two years after the appointment begins to complete the terminal degree.

The request, receipt, or retention of a mandatum for Roman Catholics teaching in .“theological disciplines.” shall not be a condition of appointment.

Faculty grievances with regard to a particular appointment recommendation or the appointment process as used in a particular case will be addressed initially by the Dean, unless the grievance involves the Dean in which case it will be addressed by the Provost. If the grievances remain unresolved, they will be addressed by the President, who will make a final determination.

Amendment of this policy and procedures will follow the same mechanism as that used in its adoption, i.e. favorable votes by the ARRT committee and the Academic Assembly, as well as approval by the Dean of the College.

4/02

(Draft awaiting Assembly action)

(Sample of AFFIRMATIVE ACTION RECRUITMENT FORM)

(Sample of AUTHORIZATION TO RECRUIT .– page 1)

(Sample of AUTHORIZATION TO RECRUIT .– page 2)

GUIDELINES FOR PREPARING ARRT FILES

The candidate and the chair of the candidate's department share the responsibility for preparing the file. The candidate should begin by organizing relevant materials in one or two loose-leaf notebooks. These materials should be accessible to members of the department/program before peer letters are prepared. The chair/director of the candidate's department/program should add confidential material and forward the file to the Dean's office. The Dean will forward the file to the ARRT Committee after making a recommendation. The Dean.'s letter shall be forwarded to the candidate and the chair/director of the department/program in a timely manner so as to allow appropriate responses to that letter before the ARRT Committee considers the case. The use of tabs to separate at least some of the sections would be appreciated, and all materials (including student evaluations) should be three-hole punched so they will not become separated during

review. The Committee requests that candidates and their chair/director use good judgment in selecting materials for Book 1, items 9 and 10, and Book 2, item 1. The notebook (or a second if needed) should be arranged as follows:

Book 1: Materials should appear in the following order:

1. Vita
2. Self-evaluation*
3. Chair/director's supervisory letter of evaluation* (Chairs/directors should give the candidate a copy of this letter.)
4. Summary of department/program peer evaluations (This should be written by the chair/director in a manner that clearly conveys the essence of the peer evaluations but also preserves the anonymity of individual peers. Chairs/directors should give the candidate a copy of the summary.)
5. Peer evaluations by members of the candidate's department/program* (These are confidential and should be added by the chair/director)
6. Letters from USD faculty outside the candidate's department/program that are relevant to the evaluation of teaching; research, creative work, and professional activities; service; or support of the mission and goals of USD (optional)
7. External letters relevant to the evaluation of teaching; research, creative work, and professional activities; service; or support of USD (optional)
8. Record of courses taught by semester for period under review, noting sources of reassigned time by semester
9. A Representative sample of completed professional work, e.g., clearly labeled journal articles, papers presented at professional meetings, sample excerpts from books, copies or descriptions of artistic work, or any other relevant information about completed professional work
10. A representative sample of or description of professional work in progress

Book 2: Materials should appear in Book 2 (or at the end of Book 1) in the following order:

1. Representative samples of course materials --e.g., syllabi, exams, handouts, etc.
2. Teaching evaluations by students (originals plus tabulated results for each set) for the following time periods:
 - (1) the past year for reappointment cases
 - (2) the past two years for tenure or promotion cases
3. Your grade distributions for the period under review and department/program averages for the same period as provided by your chair/director.
4. Other information deemed pertinent.

*The letter of self-evaluation is an opportunity for candidates to present to their peers, the dean, and the committee a portrait of themselves as faculty. It should be a reflective statement addressing the four specific ARRT criteria as described in the University Policy and Procedure Manual, section 2.4.2. The statement should include reflective commentary on one's teaching goals, strengths, weaknesses and notable accomplishments; the current status and future development of one's research, creative work, and professional activities; the nature and quality of one's service to the university and community; and one's support for USD and sense of responsibility towards the entire University community.

Recommended to Dean Drinan by the ARRT Committee 10/21/99

Vote: 8 in favor, 0 opposed, 1 absention

Approved by Dean Drinan 10/21/99

GUIDELINES FOR CHAIRS IN PREPARING ARRT FILES

What Should You Tell the Candidate?

Explain to the candidate all the procedures outlined in "Guidelines for Preparing ARRT Files." Each candidate should have a copy of those guidelines, and you may simply want to provide copies for all members of your department.

The candidate should be given a copy of both the chair's supervisory letter of evaluation and the summary of departmental comments. Departmental policy determines whether the candidate is informed of the actual vote count.

Candidates may update their files with a response to departmental comments or the Dean's recommendation if they so wish. If you anticipate that a candidate will do this after you have submitted the file to the Dean, please inform the Dean that additional information is to follow and indicate (insofar as you know) when it will be made available. This may allow the ARRT Committee to delay consideration of the case, if necessary and possible, until the supplementary material has been submitted.

What Should You Copy for Your Records?

You should make photocopies of the following materials and retain them for your departmental records.

1. Candidate's vita
2. Candidate's self-evaluation
3. Tabulated results of teaching evaluations and grade distributions unless already on file
4. Your supervisory letter
5. Your departmental summary letter
6. All peer evaluation letters
7. Any outside letters of evaluation or recommendation
8. List of contents of the file
9. Any updates to the file
10. Dean's recommendation

Note that these records are **confidential** and should remain in a secure location.

A Suggestion in Regard to Reapplication for Promotion

A candidate who has been denied promotion has the right to apply for promotion again the next year. Yet in order for there to be good grounds for granting promotion the next year, there should obviously be new material in the file. Often this is difficult if the candidate applies the very next year. For example, if an individual is refused promotion by the ARRT Committee in the spring semester and then reapplies the following fall, the likelihood that there will be significantly new information in the file is small. (It is always possible, of course, that there might be a dramatic improvement in teaching, that several papers might be accepted, or that the candidate might be elected to numerous committees.) Departmental chairs may well want to advise candidates who have been refused promotion to consider waiting at least one year before reapplying, except in unusual circumstances, for this will allow them sufficient time to deal with the issues

which initially stood in the way of promotion. Of course, this can only be a recommendation, and the candidate retains the right to make the final decision.

A Suggestion Regarding Peer Letters

Peer letters are very important in the review of a file so encourage faculty to write letters that address the four criteria specifically and carefully. Letters should not simply summarize what is in student evaluations but should address the quality of syllabi, rigor of testing, and the intellectual standards set for courses taught by the candidate. Information based on peer visitations to courses is especially welcome by the Committee, and departments should identify an agreed upon method for accomplishing course visitations. Likewise, specific analysis of the scholarly/creative work of a candidate is desirable since Committee members may not have expertise in those or related fields.

BIENNIAL REVIEW AND FEEDBACK POLICY

The ARRT Committee proposes that the College of Arts and Sciences adopt a system of biennial ARRT Committee reviews for reappointment. We further propose that the ARRT Committee regularly provide written feedback to all faculty who are reviewed by that Committee for reappointment, tenure, or promotion.

Rationale: We think our proposal offers several advantages over the current system. First, biennial ARRT Committee reviews would allow nontenured faculty to develop a longer-range perspective than is fostered by the current system of annual reviews. Second, regular written feedback would give all candidates information, pro and con, about how they were evaluated by the Committee. Most importantly, the combination of biennial reviews and regular written feedback would provide candidates with greater time and information to make meaningful improvements.

Biennial Review

Schedule of ARRT Committee Reappointment and Tenure Reviews:

Under the biennial system, ARRT reviews of nontenured faculty would take place as follows:
(R = reappointment review; T = tenure review):

Year at USD						
Years Credited Toward-	-----	-----	-----	-----	-----	-----
Tenure When Hired	1st	2nd*	3rd	4th	5th	6th
	-----	-----	-----	-----	-----	-----
0 - R/-	- R - T					
1 - R/-	- R - T					
2 - R/-	- R T					
3 R -/R	T					
	-----	-----	-----	-----	-----	-----

In all cases there would be at least two ARRT Committee reappointment reviews before the tenure review.

Procedures Regarding Extra ARRT Reviews:

An additional ARRT Committee review should be regarded as an extraordinary circumstance. Departmental faculty or members of the ARRT Committee voting for an extra review thereby signify that their doubts about a faculty member's performance are significant enough to place their affirmative vote for reappointment/tenure in question during the next regularly scheduled review.

* Since the AAUP deadlines for notification on third and fourth-year, reappointments are in the fall and spring, respectively, of the second year, corresponding to these deadlines are two possible second-year review periods.

Reviews at periods denoted by hyphens in the table on the previous page will be conducted if requested by:

A. The candidate by written request to the Dean.

B. A vote of at least one-third of the candidate's department. (The candidate neither votes nor is counted in the size of the department.) The candidate will prepare a brief outline of his/her significant activities since the previous full review. This outline and the review recommendation ballot will be distributed to the tenured and tenure-track faculty members in the department, who will return the ballot to the department chair so that the candidate can be notified at least one month in advance of the full-review deadline whether or not there will be a full review.

C. A vote of at least three members of the ARRT Committee at the time the previous full review as conducted. If a full review is not to be conducted, then the department chair will inform the Dean in writing of the numerical vote of the department as reflected in "B" above by the full-review deadline. The Dean shall notify the Committee of the department's decision and send the candidate's outline and the chair's letter to the President.

Feedback

The ARRT Committee chair shall forward to each faculty member reviewed by the Committee and to the department chair a reasonably specific, written summary of the Committee's evaluation, both positive and negative. The chair shall take care to preserve the individual Committee member's anonymity. The summary shall be forwarded to the faculty member as soon as possible after the faculty member has been informed in writing of the action taken by the President. The chair's letter shall be the final communication between the elected members of the ARRT Committee and the faculty member under review.

Approved by Academic Assembly, Fall 1992
12/93

The College of Arts and Sciences articulates lower division courses with local community colleges that meet the general education requirements at University of San Diego. Articulation agreements with community colleges will allow USD to assess courses that are equivalent and transferable to USD. Currently, the College of Arts and Sciences reviews the articulation agreements upon receiving a new catalog and a proposal of articulation from the local community college. If a community college proposes a new course to be added to the existing articulation agreement, a course outline will be provided to the appropriate department chair or program director for approval. Courses that have been previously articulated will remain on the agreements unless the content has been changed. In this situation the department chair or program director will be sent a

new course outline for approval. Beginning Fall 2004 a comprehensive review of courses that are articulated with the community college will be evaluated every five years. Currently we articulate with the following community colleges: College of the Desert, Cuyamaca, Grossmont, Imperial Valley, Irvine Valley, Marymount Palos Verdes, Mesa, Mira Costa, Miramar, Orange Coast, Palomar, San Diego City, Santa Rosa, Saddleback and Southwestern.

Please consider these as guidelines that start us all on the same page.—specifics can be as divergent as the universities that send us students in transfer. These guidelines have developed over the years as departments have sought to encourage transfers and to maintain their standards and integrity.

1. ENGLISH: The College.'s written literacy requirement may be satisfied by completing an equivalent three unit course in composition and literature at an accredited institution. This is usually NOT satisfied by the first course in composition at other schools. English 1A or English 101 courses in the California Community College and State University systems will not satisfy our requirement. Their focus is usually on writing fundamentals rather than critical analysis in composition. From these schools, English 1B or English 102 normally equates to our English 21 class. Courses coming from the UC system and private universities can more often satisfy our requirement with the first course but usually require review of the course syllabus by the English Department Chair.

2. FOREIGN LANGUAGES: The third semester competency requirement may be satisfied by successfully completing the equivalent third semester (or fourth quarter) course in a foreign language before transfer. A change in department policy last year allows USD students to take Language Three equivalent courses at another institution without taking a placement exam. As with all transfer work, the USD student must complete the undergraduate Petition for Transfer of Credit prior to taking the course. International students who studied in their native language through high school will normally have satisfied our requirement.

3. PHILOSOPHY:

A. Logic: Logic courses transferred must be taught through a Philosophy department at an accredited institution. Courses in critical reasoning/thinking taught in other departments will not satisfy this general education requirement. The only exception is that a student who has taken the equivalent of Math 40 elsewhere (as approved by our Math Department) has completed the requirement.

B. Human Values requirement: The six units may be transferred from other accredited institutions. Only courses through Philosophy Departments may satisfy this requirement. Students who present three units of lower division ethics will have them transferred as elective units and are required to take an additional lower division philosophy course and upper division ethics course. The lower division ethics units may not be applied to the other philosophy course requirement as only three units of ethics credits may be used.

No students will be required to take more than one Human Values course per year or partial year of residence at the university. ."Year of Residence." is defined in terms of class standing i.e. number of units completed. Therefore, a student transferring at 90 units or more, needs only take one upper division Philosophy (Ethics) course after entrance.

4. THEOLOGY AND RELIGIOUS STUDIES: The general rule is that any course to be transferred should have a reasonable parallel in the published curriculum of the Department of Theology and Religious Studies. Courses taken elsewhere by USD students must be petitioned in advance for approval by the Department Chair. The designation of "lower-division." or "upper-division." will be based on USD.'s department curriculum

designation. It is possible for a course to earn upper division credit towards graduation units but to only satisfy the department's lower division curriculum requirement due to its parallel to a lower division USD class.

No student will be required to take more than one Human Values course per year of partial year of residence at the University. "Year of residence." is defined in terms of class standing, i.e. number of units completed. Therefore, a student entering USD at junior standing (60-90 units) needs only two Religion classes AFTER ENTRANCE. A student entering at 90 units or over need take one (upper division) Religion class AFTER ENTRANCE. Only the student who has taken nine units (including three at the upper division level) before transfer will be finished with the requirement.

Exceptions to the above are made through the petition process with the recommendation/approval of the Department Chair/Dean. Courses taken elsewhere before transfer to USD that are not used in satisfaction of general education requirements will likely be granted elective credit towards the degree if completed at an accredited institution. At present USD does not transfer identified distance learning classes. University Extension classes taken in the state systems are transferred only if they are accepted for degree credit at the home campus. Foreign credit taken through a U.S. accredited institution is normally accepted in transfer. Increasingly, students are going abroad and taking courses without prior approval and then upon return, expect that we will credit their work; the University is under no obligation to do so and courses will be reviewed and evaluated as usual.

January 2002

Assessing student learning in the major, the minor and general education is an essential aspect of promoting the first criterion. Further, it is mandated by our regional accreditation agency, and thus is a strategically important part of the self-study process. Both qualitative and quantitative means of student learning are expected.

Assessment of student learning can take a variety of forms and should be designed to take advantage of natural opportunities that flow from our collective efforts as professors. For example, 6~capstone" courses or a set of courses typically taken by seniors already exist in many program areas. Internship, W courses, service

learning, upper division ethics courses, and undergraduate research may supply opportunities for assessment. Even the preceptorial system may be used by bringing senior students in a major into a preceptorial section of that discipline to describe their learning over the years.

Not all assessment can take advantage of natural opportunities. Surveys, focus groups, and external evaluations should be used at least occasionally. All disciplines must have an external program review at least once each decade. Dean's office funds can help organize the external review, and the Dean's office has funds to support other assessment activities such as costs of surveys.

Assessment begins by faculty displaying the learning outcomes expected in their disciplines. Faculty then need to see if those outcomes are being achieved, adjust pedagogies and curricula for needed changes, and report results both to the College and to students/alumni. Knowledge, attitudes, and skills should all be addressed in assessment.

Academic programs should use the following checklist to make sure that data gathering, analysis, modifications, and reporting occur regularly. Departments with more than one major/minor must submit a separate report for each major/minor.

- Establish faculty subcommittee (by September 15 annually)
- Organize statement of desired learning outcomes (by November 1 annually).
- Develop plan for gathering and analyzing data (by December 1 annually).
- Report to Dean on results (by May 15 annually).

See attachments for the two report forms to use for the above.

August 2002

Expected Learning Outcomes for the Major/Minor

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Due no later than December 1.

Pg. 1 of 3

Expected Learning Outcomes for General Education

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

7.

Program (print)

Signature and date, chair/director

Due by no later than December 1.

Pg. 2 of 3

**Assessment: First annual report due in the Dean's Office by no later than December 1.
Plan for Data Acquisition and Analysis**

1. Who constitutes the subcommittee for assessment in your program?
2. How will data be collected and analyzed?
3. When will the report of this analysis be discussed by program faculty?

Pg. 3 of 3

Assessment: Second annual report due in the Dean's office by no later than May 15.

1. Summarize the qualitative and quantitative data and analysis in relation to the learning objectives you have displayed (attached additional sheets if needed).
 - a. For the major/minor:
 - b. For general education:
2. Which learning objectives are being achieved as indicated by the data and analysis?
 - a. For the major/minor:
 - b. For general education:
3. Which learning objectives are either not being fully achieved or that you are unsure of achieving on the basis of the data and analysis?
 - a. For the major/minor:
 - b. For general education:

Pg. 1 of 2

4. What modifications of curricula and/or pedagogy need to be considered/implemented on the basis of the data and analysis?
5. How can the assessment process be improved in the next academic year given your experience, of this last year?
6. Has your analysis been shared with students/alumni?

_____ Yes _____ No

If yes, how? _____

If no, why not, what form will it take, and when will it occur? _____

7. Our program will be ready for an external program review in which academic year? _____

Program (Print)

Signature and date, chair/director

Due by no later than May 15.

Pg. 2 of 2

Benefits-eligible positions in the College of Arts and Sciences are lecturer positions which make possible regular use of part-time faculty in a manner designed to enhance accessibility to students and stability in course programming and scheduling. Benefits-eligible part-time positions typically involve three courses (nine units) in the Fall semester and two courses (six units) in the Spring; however, chairs can request that the

pattern be reversed if there are specific departmental needs. Part-time faculty in benefits-eligible positions do not have obligations for service beyond the department but can be expected to participate in student advising and departmental duties associated with the teaching mission of the department. This part-time appointment carries with it no obligations under the University's usual notice rules concerning reappointment as it is a nine-month, part-time, temporary appointment.

The decision-making period for budget preparation occurs primarily from May--December each year. Department chairs and program directors consult with faculty regarding needs and submit a departmental recommendation which is clearly prioritized and with rationales. The need for new faculty in particular must

be well documented, and chairs typically consult with the Dean informally prior to submission of new faculty requests. Special expenses increases (eg., telephones and supplies) must have strong rationales with particular attention to needs that support instruction. Renovation requests must be discussed with the Dean early, and chairs submit these proposals in mid-September. Chairs receive instructions on budget preparation in early Spring with a June due date to the Dean (see sample form attached). The Dean reviews the recommendations and makes decanal recommendations to the Provost in mid-October. Meanwhile, the Budget Committee of the Academic Assembly distributes a questionnaire to faculty to gauge attitudes and opinions regarding general categories of expenditure (e.g., faculty salaries, benefits) or expenditures in non-Arts and Sciences areas that affect us (e.g., Media Center, Academic Computing, Library). This information is analyzed by the Dean and Budget Committee and enters the budget process with the decanal recommendations and in the University Budget Committee (UBC).

The Dean and a faculty representative from the Budget Committee represent Arts and Sciences at UBC meetings in late October and November. The UBC is co-chaired by the Provost and Vice President for Finance and Administration and has a variety of administrative, faculty, staff, and student representatives. The UBC rarely examines departmentally specific expenditures but rather gives direction to the Vice Presidents and Deans regarding parameters (eg., should new personnel or financial aid be more or less important than merit pay?). A budget hearing open to the entire USD community occurs in November after the UBC completes its work and prior to submission of the proposed budget to the Trustees at their December meeting. Decisions on renovations and capital expenditures frequently occur after the beginning of the Spring semester since these recommendations substantially depend on the health of the current year budget.

Departments are informed of new personnel additions in December, but advertising of new and replacement faculty can begin earlier with the Dean's approval. Affirmative action policy must be adhered to in each instance (see Faculty/Administrator Handbook). Department chairs learn about other budget increases during Spring semester and should consult the Dean regarding reasons for unsuccessful requests and suggestions for future recommendations.

Budget administration by chairs and directors involves careful monitoring of discretionary budget lines (telephone, travel, supplies, etc.) to make sure that the department stays below the authorized figure (the allocation for a given budget line is a ceiling, not a floor). If there are going to be over-expenditures on a given discretionary line, money must be transferred from another line to compensate for the anticipated over expenditure. In no instance can a chair exceed the allocated money on instructional salary lines without the explicit approval of the Dean.

August 2002

(Sample of WORKSHEET FOR 2003-2005 BUDGET .– page 1)

(Sample of WORKSHEET FOR 2003-2005 BUDGET .– page 2)

(Sample of WORKSHEET FOR 2003-2005 BUDGET .– page 3)

The Librarians. Each Department within the College has a librarian as liaison. The librarian liaison builds the

collection for the department; identifies to the faculty books, journals and databases; advises faculty on research; and teaches individual classes on how to conduct library research in specific areas.

The Library System. SALLY, the automated library system, links Copley Library, the Media Center, and the Legal Research Center. Books, journal titles, and media software held in any of these units can be found by searching SALLY through terminals in the libraries and throughout the campus. Telephone access to SALLY via a computer with a modem is also possible. Since the system is integrated, that is, virtually all library operations.—acquisitions, cataloging, and circulation/reserves.—are linked in it, the searcher can find out not only if one of the libraries owns a particular book but whether or not it is in circulation, and if so, when it is due back. Books on order will also show up.

New Books. Newly published academic books are identified through approval plans that work in two ways: (1) some books are sent to the library shortly after publication and are either chosen for the collection or returned to the vendor; (2) notification slips for many more new publications are sent to the library and routed to department chairs. Each department has an appropriation of funds for books recommended by faculty. **Faculty should feel free to recommend books at any time.—there are no deadlines for general orders.**

The standard procedure is to fill out a 3." x 5." order slip with title, author, publisher and last name of the recommending faculty member. In some departments, the chair countersigns these recommendations. The slips then are sent to the librarian liaison who assigns a fund code to them and forwards them to the library's Acquisitions Department. Faculty are notified when the book has been processed into the collection.

In an emergency books can be **RUSH** ordered; the library will pay extra for special shipping and handling. Write **RUSH** on the 3." x 5." slip and carry it to the liaison. Books can also be **PRIORITY** ordered, in which case the orders are moved to the head of the line, but no extra expense is incurred. Write **PRIORITY** on the 3." x 5." slip and bring it to the liaison. **PRIORITY** orders for fall semester courses should be into the liaison by May 31st; for the spring semester, by October 31st.

New Journals. Journal subscriptions should be recommended to the department chair, who will pass these on in a memorandum to the liaison. Because of the high and ongoing expense of journal subscriptions, the library faculty meets to decide additions to the collection.

Reserves. Faculty can put library books, personally owned books, photocopies of journal articles, and sample exams on Reserve at the Circulation/Reserves Desk. Usual lending periods are one hour, two hours, 24 hours, or three days. Reserve materials are accessible through the SALLY system.

Loans. The student loan period is four weeks; the faculty, one semester. Books can be renewed by telephone.

Communications. Three faculty from the College sit on the University's Library Committee which meets regularly to recommend library policy. Avenues of communication with the library are many: a faculty member can choose to speak to his/her librarian liaison, to the College faculty who sit on the Library Committee, or directly to the University Librarian. Communication via any of these routes is always encouraged and welcome.—especially where the concerns of students are involved.

The USD Counseling Center offers a variety of services to students so as to assist them in stressful situations. If a student appears to need psychological help, please refer her/him to the Counseling Center in Serra Hall, third floor. If a student appears to be particularly distraught or disoriented, please personally escort the student to the Counseling Center; staff at the Center are adept at handling these walk-in situations.

If you need to ascertain whether an advisee or student in your course is taking advantage of your referrals to the Counseling Center, please use the attached form. Students who are disruptive in the classroom or threatening to others require a different process: you should immediately call the Dean of Students with the student's name and the nature of the problem.—that office will follow up quickly and will work with USD Public Safety, if appropriate.

(Sample of REFERRAL AND CONSENT TO RELEASE INFORMATION FORM)

The responsibility for scheduling of courses begins with chairs, directors, and coordinators surveying needs to accommodate the curriculum in their own area and in areas which they serve beyond program jurisdiction. Recommendations to the Dean's office are made after consideration of the following additional factors:

- 1) academic expertise of faculty;
- 2) the balance of general education and major/minor courses; and
- 3) rational distribution of courses across time periods (see below), semesters, and special sessions, (special sessions recommendations go directly to the special sessions office).

Chairs, directors, and coordinators typically survey preferences of faculty in their areas and are responsible for making judgments to the Dean's office which are attentive to the factors listed above. The Assistant Dean sends out a call for course proposals twice a year; chairs, directors, and coordinators must adhere to published deadlines in order that this complicated process can proceed smoothly. Faculty are not permitted to make changes in their course times or locations without approval of their supervisor and the Dean's office. Chairs and directors must stay within their budgetary authority in scheduling courses. Authorization for courses beyond budgeted authority comes only after "instructional reserve." has been approved (see attached form). Courses with fewer than five students reserved are susceptible to cancellation and another teaching assignment will be made.

Room Scheduling Information

Fall and Spring Semester

The Scheduler, Lori Stevenson (ext 2614), from the College of Arts and Sciences coordinates the room scheduling for class offerings each semester. Scheduling includes the following buildings: Camino, Founders, Loma Hall, Maher Hall, Serra Hall and the Kroc Institute. The School of Business, Education and Nursing schedule their own buildings. The objective of room scheduling is to ensure access and efficiency for classroom use. Twice a year Department Chairs and Program Directors are requested to prepare a worksheet for their program schedule. The deadline for the schedule for the fall is due during the first week in December and the spring schedule is due the first week in June. All schedules are prepared one year in advance. A reminder memo is routed two months prior to the deadline to allow the Department Chairs and Program Director the appropriate time to meet the deadline. Preferably schedules should be submitted to Lori Stevenson via e-mail, her address is loris@sandiego.edu or a hard copy can be submitted through inter-office mail.

Special Equipment

It is imperative that you indicate the exact technology needs of each instructor. There have been numerous equipment and physical upgrades to our classrooms, many in which faculty are unaware. The Scheduler will match the faculty member with the suitable classroom based on the technology request.

Faculty/Staff Lounge

Serra and Founders faculty/staff lounge are used for breaks, lunches and special occasions. These areas are to be requested through Lori Stevenson. Dean Drinan must approve special lounge use requests. These rooms cannot be used for student activities. They cannot be exclusively reserved; faculty and staff will be able to come and go during any activity scheduled.

Special Events

Campus Scheduling/Special events (ext. 4592) does all scheduling of meetings and events held on campus. Call them with all meeting or event room requests other than actual academic class time. They find the available space, put the meeting/review session/event information in the computer, and when necessary, get approval from the appropriate school or department before activating. They do all scheduling of both on and off campus groups (even if sponsored wholly or partly by USD). Campus Scheduling is responsible for the UC rooms and many other areas on campus.

Technical Support for Classrooms

*Please contact the appropriate support technicians if you have problems with **media equipment (audio/visual)**.*

Kroc Institute

X7808 Operations Manager (Kroc)

Or x4567 Media Services/Instructional Technician Services (Maher)

School of Nursing

X4577 Educational Support Technician (Hahn)

Or x4567 Media Services/Instructional Technician Services (Maher)

For All Other Buildings

X4567 Media Services/Instructional Technician Services (Maher)

*Please contact the appropriate support technicians if you have a **computer problem**.*

For All Buildings

X2400 Academic Computing Desk (Serra)

*Please contact the appropriate support technicians if you have **heating/air conditioning problems**. Response time is usually immediate.*

For All Buildings

X4250 Maintenance Control

Preface: These procedures are set forth both to clarify Committee procedures and also to expedite Committee deliberations.

1. Department chairs will submit material to the Dean for consideration no later than eight days prior to Committee meetings, and the agenda will be sent out as quickly as possible after that deadline.

2. Material submitted by chairs will include the departmental recommendation and a brief rationale summarizing likely effects on departmental curriculum, effects on curricula outside the department, and likely impacts on personnel, space, and library acquisitions. (Chairs must use form on next page for new courses). For incidental changes (course numbering, minor course description revisions, etc.), there is no need to use the form--a simple memo will do. New majors or minors will be placed on the agenda by the Dean only after his consultation with the appropriate chair, and the Dean will supply the Committee with a statement of support or non-support based both on the feasibility of staffing and funding the major/minor and also on the viability of the proposal especially in regard to the Strategic Long Range Plan. Notification to the Committee of consideration of a new major or minor will occur several months before a proposal is submitted to the Committee; faculty involved in developing a proposal will appear before the Committee at that time to brief the Committee, answer questions, and receive suggestions.

3. Department reports and proposals (other than for new majors and minors) will be placed on the agenda in a category called "Departmental Reports." A member of the Committee who has questions of any departmental report should contact the representative of the department who serves on the Committee and solicit answers to the questions; if the member does not receive answers that resolve concerns, that member should contact the Dean about a likely objection so that the Dean can assemble more material regarding the report from the proposing area.

4. Items under "Departmental Reports" are automatically approved by the Committee in absence of objections. A short period of time for brief comments and questions, along with an opportunity to object, will be given for each agenda item.

5. Other business (including matters of general education, policies clearly affecting several departments, and objections to departmental reports) will be discussed by the Committee for action of approval, amendment, disapproval, or tabling for future consideration. In order to expedite Committee deliberation, no more than 20 minutes will be assigned to each agenda item; the Chair of the Committee will entertain a motion to discontinue debate after 20 minutes of discussion (a 2/3 vote is necessary to stop debate and a majority vote to table an agenda item--we, of course, will use common sense and courtesy here so that agenda items gain a fair hearing).

8/02

COURSE PROPOSAL TO ARTS AND SCIENCES CURRICULUM COMMITTEE
(Submit to Dean's Office at least 8 days prior to a scheduled meeting)

1. Department

2. Course title, number, and units

3. Course description for Bulletin:

General Education Credit YES NO

4. Department vote on new course # YES # NO # Abstentions

(If any no votes, briefly summarize the objection.)

5. Rationale for new course including likely effects on both department curriculum and curricula of other departments (if appropriate, include commentary on personnel, facilities, library holdings, academic computing--use separate sheet if necessary):

6. The faculty member most likely to teach this course is

7. Include a sample syllabus, no more than two pages in length, which specifies course objectives, pedagogical approach (that is, lecture, discussion, seminar, etc.), possible assignments, testing, and supplementary readings.

Signature of Chair (Date)

2/92

"W" GUIDELINES

Meeting the Upper Division Writing Proficiency Requirement

Report of the General Education Review Committee: Fall 1990

1. The Committee recommends that students be encouraged to fulfill the "W." requirement in the junior year. The Committee reaffirms restricting "W." courses to the upper division and believes that the benefits of the courses will be greatest if taken earlier rather than later in the upper division program.

2. Courses should be developed by individual instructors and submitted for regular curricular approval as is customary in the School or College. In approving a course to carry a "W." designation, the appropriate Curriculum Committee should examine the recommendations contained in this document and approve those courses which meet guidelines. Courses may be approved permanently as "W." courses. These courses will appear in the Undergraduate Bulletin, and their content will be regularly monitored by the department chair or dean as is the case with other curricular offerings "W." courses may also be approved on a one-time basis by the appropriate Curriculum Committee. Courses needing approval should be submitted for consideration approximately two semesters in advance to allow adequate time for approval and inclusion in the published schedule of classes.

3. In the development of "W." courses, questions about the amount of writing and the balance between writing and content will inevitably arise. There may be less content coverage in "W." courses than in regular courses but more in-depth learning of the content through the use of writing. It is inappropriate to attempt to

set fixed standards. These questions are best resolved within the context of the individual discipline and the goals of the particular course. Obviously a “W.” course will involve a significant amount of writing, but the appropriate amount will vary from discipline to discipline and course to course. Similar comments apply to the balance between writing and content. Course proposals which simply add a writing assignment or two to an existing course with no integration of writing into the course are clearly inappropriate. At the other extreme, writing courses devoid of content would fail to meet guidelines. There must be some subject matter in every “W.” course to provide a basis for the writing exercises and assignments. In **all cases the** appropriate balance will depend on the nature of the course. Finding the appropriate balance may involve considerable experimentation and unavoidable trial and error, but a harmonious integration of writing, writing instruction, and content should be the goal of every “W.” course.

4. The “W.” course may be either a new course or an existing course enhanced by instruction in writing and additional writing assignments. In either case the following GUIDELINES are recommended:

a. Frequent writing tasks with feedback on the content of the paper and the quality of the writing (organization, use of supporting evidence, and conventions of language) are essential.

b. Instructors should use a process-oriented approach to writing instruction rather than simply assigning more writing. This approach may include various workshop activities and discussion followed by assignment, drafting, feedback by peers or instructor, revision and editing, final draft, and publication or other distribution of paper(s). Several shorter papers are preferable, although a long culminating paper involving several drafts, feedback and revising is acceptable. Research has shown that students will learn to write more effectively when taken through the entire writing and editing process several times.

c. Models of the writing of professionals in the discipline may be studied. As instructors gain more experience in the teaching of writing, more emphasis should be placed on writing instruction. The Committee suggests that articles or supplements on writing in the discipline be part of the required reading for the course.

d. Writing workshop activities are encouraged to facilitate not only improvement in writing skills but also learning course content. Activities such as small group discussions, conferences with the instructor, and peer interactions have been shown to improve retention of course content.

e. One of the purposes of “W.” courses is to help students to write in a variety of different ways and contexts. Writing for scholarly journals is only one kind of writing and is not necessarily expected in “W.” courses.

f. The “W.” course does not have to be in the students major discipline, but this is encouraged. Since not all disciplines offer “W.” courses, some general courses should be available. Some departments may wish to combine efforts and offer one course for several majors.

5. The proficiency examination in writing should be direct assessment of a student’s writing skills, not just an editing/proofreading or grammatical structures examination. The proficiency examination should be offered at least each semester and summer. It should not focus exclusively on writing about literature since it is an examination for students in all disciplines. Students who are proficient writers should be able to pass the competency examination. Criteria for passing the examination should be made explicit and public. Consideration should be given to the use of existing standardized writing examinations such as CLEP, PPST, and the CSU Proficiency Test of Writing with passing standards set by the University.

6. The University has instituted a Writing Across the Curriculum program to instruct faculty in the techniques for using writing as a way of learning. The WAC program is distinct from the courses which meet the upper division writing proficiency requirement, but WAC and the “W” requirement have a number of goals in common. The Writing Across the Curriculum program provides students with opportunities to use writing as a way of learning the subject matter. The goal of the WAC program is that writing be routinely incorporated into all classes. This may be accomplished, for example, through the use of journals or learning logs, timed writing activities about the subject, mapping or clustering about themes or concepts, or summary statements about major topics at the end of a class. Such practices not only increase students’ written fluency but also aid in the acquisition of the course content.

12/93

(W.” Course Proposal to Curriculum Committee – Form)

The Davies Award is an award for teaching excellence in memory of a long-time friend of the College, Lowell P. Davies. Mrs. Davies thought that her husband's memory could be best served by emphasizing what our rank and tenure policy stipulates: "Superior attainment, as evidenced primarily in teaching but not excluding research or other creative achievements, is an indispensable qualification for reappointment, promotion, and the granting of tenure." Therefore, the Honors Convocation will include the Davies Award for Teaching Excellence. Teaching excellence is seen through the following:

- 1) commitment to the values of a liberal arts education
- 2) a demanding intellectual presence in the classroom
- 3) accessibility to students
- 4) impact on student lives beyond the classroom experience
- 5) contributions to the growth of colleagues as effective teachers

Nominations for the Davies Award for Teaching Excellence can be made by departments/programs. Nominations and supporting information should be sent to the Associate Dean by no later than April 1 annually. Note that contacts with alums are essential in the process. Each nomination shall be supported by the following:

- 1) curriculum vitae
- 2) student evaluations
- 3) peer letters (three, at least)
- 4) alum letters (two, at least)
- 5) sample syllabi
- 6) two page self-evaluation of teaching in regard to the five elements of teaching excellence above

The recipient of the Davies Award will receive various recognitions.

August 2002

Any student with a documented disability may be eligible to receive support services from Disability Services. The purpose of this support, in the form of accommodations and modifications, is to reduce or to eliminate disadvantages that may exist because of an individual's disability. The law does **not** require institutions to waive specific courses or academic requirements considered essential to a particular program or degree.

Students who desire to access services must **self-identify** and provide appropriate verification of their disability. Eligibility for reasonable and appropriate accommodations will be determined on a case-by-case basis in a meeting between the student and Disability Services. Ideally, documentation should be submitted to Disability Services prior to the scheduled meeting. The type of documentation that must be submitted depends on the nature of the disability; however, all documentation must be **up to date** and must clearly articulate an impairment that currently and substantially limits one or more major life activities. This is essential in order to be considered eligible to receive accommodations as a person with a disability under the Americans with Disabilities Act of 1990 (ADA). Documentation guidelines are available on the web site.

The Director of Disability Services maintains documentation that has been reviewed and approved. New and returning students will need to request their letters of verification for individual instructors from Disability Services within the first three weeks of each new semester. This typically allows sufficient time to notify

faculty and to facilitate acceptable accommodations before first tests are administered. Students who do not submit disability verification letters issued by Disability Services directly to their instructors are not guaranteed that they will receive appropriate accommodations when they are needed.

Faculty members are encouraged to send students to Disability Services immediately when they ask about accommodations. Going to a faculty member to disclose a disability does not count as **EFFECTIVE NOTICE** when Disability Services has not been notified **FIRST**. Providing “informal” accommodations without approved documentation exposes the University to liability. If faculty members are requested by the student to provide an accommodation, no matter how insignificant, the faculty member needs to tell the student that she/he can do nothing until the student talks to Disability Services first.

Faculty can facilitate this process by including a statement, such as the one that follows, on the course syllabus:

Students with disabilities who believe that they may require accommodations for this class are encouraged to contact Disability Services in Serra 300 (260-4655) within the first three weeks of the semester.

Summer 2002

The College of Arts and Sciences stipulates the principle that coursework should reflect a high level of student faculty professional, interpersonal contact. Transfer of credit to the College should honor this, although the difficulty of judging whether courses at other institutions reflect this principle is acknowledged. The College will not demonstrate bias against curricula or transcripts in which the principle is in doubt (assuming accreditation of the college or university) nor engage in extraordinary methods to investigate whether the principle is honored at other institutions. If it is discovered that a course is a DL course as we investigate other aspects of a request to transfer, the College will decline the request for transfer. Literature and advising to potential transfer students will emphasize the principle, and advisers will discourage DL course options during the advising of students who seek to transfer courses to USD. Courses that blend a significant amount of classroom contact with DL will be given the benefit of the doubt on application for transfer of credit, however.

December 2001

The function of the Executive Assistant is to be available to all the faculty for work directly related to the professor's role as educator. Often they are servicing 15-35 faculty members and, to provide fair and equal treatment for all, they must take work in order received--always balancing out the priority system. Sometimes it's a tightrope act, but it can be made easier for everyone if the established procedures are followed. The guidelines on submitting jobs to Executive Assistants include:

1. Lead Time

Executive Assistants should be given at least 24 hours notice on all projects. The larger the project, the more advance time needed. Allow at least two full working days during peak periods (midterms, finals, beginning of semester).

2. Priorities

The Executive Assistant will follow the priorities listed below in completing assignments. Please take this into

consideration so that materials can be completed in advance of deadlines.

- a) Class materials (syllabi, tests, handouts)
- b) Departmental business
- c) University business (committee agenda, minutes, memos)
- d) Professional correspondence

3. Reproduction of Materials

If the department has a form for this, please be sure it is filled out clearly. Otherwise, always specify the number of copies and date needed.

4. Rush Jobs

Please do not ask Executive Assistants to do last minute jobs. It is an imposition on them, and it is unfair to fellow faculty members who have turned in their materials on time. Our Executive Assistants are very accommodating when faced with unusual or emergency situations, but please be aware you are one among many with whom they must deal. Unless the circumstances are truly exceptional, please don't put them in an awkward position by asking to do rush jobs.

5. Non-Executive Assistant Jobs

Please do not ask Executive Assistants to do jobs that are your responsibility (e.g., composing tests, proctoring exams) or that which can be done by a work study student (e.g., wrapping gifts, clipping newspaper articles, watering plants, returning library books, picking up keys).

6. Manuscript Typist

All manuscripts, grant proposals, etc., should be given to the Manuscript Typist. Currently, the College has one Manuscript Typist that is located off campus. If you need your manuscript typed, please contact Vivian Holland at vivholland@cox.net and she will assist you. The Manuscript/Typist works only for tenure-track or tenured faculty.

STAFF SCHEDULES

Protocol on Staff Schedules, College of Arts and Sciences

The standard University office hours are 8:30 A.M. to 5:00 P.M. for 37.5 hour week with one hour for lunch and two breaks of 10 minutes each in mid-morning and mid-afternoon. Executive Assistant may not be asked to or expected to perform duties during the lunch period or breaks without written permission of the Assistant Dean and appropriate arrangements for overtime compensation

Alternate work schedules may be arranged by the Executive Assistant in Arts and Sciences with the written approval of the Chair/Director and Assistant Dean.

Alternate work schedules must be reviewed by the department chair/director and Assistant Dean at the end of each calendar year with written approval of the employee, chair/director, and Assistant Dean required for development or continuation of an alternate work schedule. Alternate schedules must meet the approval of

the overwhelming majority of faculty in a department. Approval of an alternate work schedule is dependent on satisfactory arrangements to cover an office during standard University office hours.

Alternate work schedule must approximate the 8:30 A.M. to 5:00 P.M. University office schedule, but in no instance will hours before 7:00 A.M. or after 6:00 P.M. be scheduled. Lunch hours can be reduced in a proposed alternate schedule to no fewer than 30 minutes.

The Executive Assistant will post in a highly visible place at or outside their main work station their weekly schedule including their most common lunch hour. The forms are available in the Dean's Office, Arts and Sciences; a copy of the completed form will be maintained in the Dean's Office.

August 2002

The purpose of the faculty research grant (FRG) fund is to support the professional growth and development of the faculty of the College of Arts and Sciences in their role as scholars. Each proposal will be reviewed on its merits. The Committee will seek to support the research and scholarly efforts of as many faculty members as possible as it makes recommendations to the Dean. Those requesting funds should be aware that in the past the money available to the College has been significantly less than the total requested and that the Committee will review budget items carefully in regard to both scholarly promise and record of achievement.

The FRG Committee of the College is chaired by the Associate Dean, and other members are appointed with consideration for representation across the College and significant experience in scholarship. Faculty who wish to volunteer for the Committee should e-mail the Associate Dean. This Committee also makes recommendations to the Dean on University Professorships.

In order to encourage faculty to develop on-going research programs (as opposed to short-term projects), the Faculty Research Grants Program in the College has been restructured. Proposals submitted shall be primarily for **three-year FRG awards**. This is meant to allow faculty to take on longer-term programs and projects without having to be concerned about demonstrating progress to the Committee each year and also to reduce the burden on faculty of having to apply for an FRG each year. This builds on the success of the old pre- and post-sabbatical program. Although the Committee will not typically be examining requests for fewer than three years, it will entertain a few one-year proposals, such as what used to be called post-sabbatical extensions. Faculty who will be on sabbatical during one of the three academic years covered by the proposal may only apply for non-released time support for the sabbatical year. Persons on one semester sabbatical leave will be assumed to have a three course teaching load for the other semester, and it is not a problem to have the sabbatical fall within the three year period. It is expected that when a faculty member applies for another three-year FRG award in the future that he or she will have some significant output to show to the Committee. Faculty on phased retirement are not eligible for reassigned time awards for scholarship but are encouraged to apply for other research support.

A call for FRG proposals will be sent to eligible faculty members at the beginning of each Fall semester for grants that would begin in the subsequent academic year. Proposals will be due in early November, and letters of award will be sent out by mid-December. A call for mini-grant proposals will go out in January and these will be considered until funds are depleted; mini-grants must be expended in the current academic year. Faculty beyond the assistant rank should also look to University Professorships to fund research projects.

Summer 2002

I. NEED TO PROTECT FACULTY AND STUDENTS

The Academic Assembly instituted grade grievance procedures to protect individual students against instructors who may have assigned grades unfairly or arbitrarily. It is vital, however, that a procedure set up to ensure fair treatment for students does not become an instrument for unfair treatment of faculty. In fact, the grade grievance subcommittees have no legal authority to change a grade assigned by a faculty member. Accordingly, these procedures should not be used to undermine faculty authority, or to require faculty to spend an inordinate amount of time defending the professional judgment and reputation against meritless complaints.

II. FORMATION OF THE GRADE GRIEVANCE SUBCOMMITTEE

The Academic Affairs and Planning Committee shall form Grade Grievance Subcommittees as necessary to hear grievances. Each subcommittee shall consist of four persons: three faculty members, and one student representative.

Faculty membership on the subcommittee shall include one member of the Academic Affairs and Planning Committee, who will act as chair. Two additional faculty members will be selected from a pool of faculty members, nominated by each department within the College of Arts and Sciences. Each department may submit two names for the pool, although smaller departments may elect to submit only one name. Each member of the pool should serve for 2 years, with the terms staggered so that approximately half of the members would be replaced every year.

Student membership will be selected from the student pool of Arts and Sciences majors, which will include the AS Vice President of Academics, and two other students appointed annually by the AS President, with approval of the AS Senate. No two students can share the same major.

Faculty and student representatives shall be selected at random from their respective pools, under the following conditions and restrictions: First, at least one faculty member must be from the same area as the instructor whose grade is being challenged (Humanities, Fine Arts, Natural Sciences, Social Sciences), and at least one faculty member must be from a different area as the instructor whose grade is being challenged. Second, no person on the subcommittee shall be from the same department as the instructor being challenged.

III. PROCEDURE FOR GRADE GRIEVANCE

A. Preface

1. It is **hoped** that grievances will be resolved informally by the instructor and student.
2. If a formal grade grievance is filed, the instructor's judgment is **presumed** to be correct. At **every** level of the grade grievance procedure, the burden of substantiating a grievance rests with the student.
3. Grading criteria, course requirements and course content are the exclusive prerogative of the instructor. The presumption is that students have been given ample opportunity for clarification of class requirements at the beginning of a given course.
4. The student **must** frame any grievance by alleging an unfair application of specific evaluative measures.
5. A student cannot use the unfavorable outcome of an academic integrity case as a basis of a grade grievance.

B. Grade Grievance Procedures *

1. Initial grade grievances must be addressed to the instructor of the course. If informal discussions fail to satisfy the student, the professor must inform the student that should the student wish to begin a formal grade grievance procedure, the following deadlines and rules must be observed:

2. The student shall have **six months**, calculated from the date of submission of the student's final course grade, to initiate a formal grade grievance procedure. Students must file for a grade grievance within the six month time period unless exempted by the Dean. To initiate this procedure, the student must mail or deliver to the professor's campus mailing address or office, a **written, dated** notice of intent to initiate a formal grade grievance.

3. The student shall also send a copy of the notification to the department chair, and contact the department chair for an appointment to review the grievance.

4. If the matter is not satisfactorily settled in #3 the department chair will refer the student to the Dean of the College of Arts and Sciences, and will supply the Dean with appropriate background on the grievance as understood by the department chair. If the professor in question is the department chair, the matter will automatically be referred to the Dean.

5. If no agreement is reached in #4, and the Dean feels the student may have a legitimate grievance, the Dean will promptly refer the matter to the Academic Affairs and Planning Committee, which will form a Subcommittee in accordance with the procedures established above.

6. The Subcommittee will conduct a hearing in a timely fashion, and will submit its recommendations to the Academic Affairs and Planning Committee, which will then forward the recommendations to the parties involved. Neither the Subcommittee nor the Committee has the authority to change a student's grade, change the grading option, or remove the course from the student's permanent record.

* At every level in this grievance procedure the instructor must be apprised of the situation.

Approved by the Academic Assembly (1989-1990)

The College of Arts and Sciences at the University of San Diego introduced an Honors Program in 1979. The program provides students of superior ability and accomplishment with rigorous academic challenges and opportunities to develop their talents to their full potential. The program features team-taught, interdisciplinary courses in its core curriculum, as well as singly-taught freshman preceptorials, and some honors sections of general education courses and upper-division electives. The team-taught core courses approach traditional topics from a fresh perspective that cuts across standard disciplinary boundaries, and

every honors course includes a rigorous writing component. In the senior year, students complete an independent research project in their major field in the fall semester and, in the spring semester, present the results in a colloquium with fellow honors students.

The Honors Program is administered by a faculty director and a standing committee of the Academic Assembly. Together with the director, the committee oversees the program, formulates policy, and evaluates the curriculum. The director recruits and advises students, teaches the Senior Honors Colloquium, sponsors the residence hall, organizes special events several times per semester, oversees the budget, and is responsible for the day-to-day management of the program. The Honors Program director invites about 75 qualified freshmen into the program each year, based on a competitive application process. Students are screened on the basis of SAT and ACT scores, high school GPA's, evidence of extracurricular involvement, and quality of written presentation. Additional participants are chosen each year from outstanding second-semester freshmen who have been nominated by their advisors but whose promise was not clear initially. Regardless of how students perform on standardized tests, the program seeks individuals who appear eager to participate in a challenging curriculum, who enjoy the sense of adventure and discovery characteristic of intellectual growth, and who seem capable of sustaining independent work in a major field of study.

See University Policy and Procedures Manual

The Dean's office is responsible for the postage budget. In the event that a faculty member needs to send bulk mailings or Federal Express packages, approval must be given by either the Dean or his assistant. A copy of the form is shown below.

**College Mailing Authorization
USD Mail Center**

_____ Federal Express
_____ Mailing (Mass) - (Bulk) E- Postage

P- ASDNOOOOO
O- Arts and Sciences Admin
T- 00
S- 10000

Description of Mailing:

Explanation of need for SPECIAL SPEED of Federal Express

Faculty Name: _____ Date: _____

Phone Number where you can be reached: _____

Phone Number of recipient: _____

Approval, College of Arts and Sciences _____ Date: _____

Department chairs and directors currently collect information from faculty at the end of the calendar year regarding achievements in the four ARRT criteria areas during that year. Some departments have explicit and highly formalized schema for weighting achievements; other departments have understandings and norms

which guide the process of making merit pay recommendations to the Dean. A merit pay form is used (see attached) to summarize accomplishments, and the faculty member receives a copy of the chair's recommendation at the same time, or before, the chair's recommendation is sent to the Dean.

The Dean makes recommendations to the Provost in February after reviewing the departmental submissions and after examining relative College-wide performance of faculty members so that inequities do not arise among faculty members with similar historical patterns of achievement. A percentage system has been used in the College with an explicit, targeted range for each recommending category. Few departments (even with formalized, quantitative systems) eliminate flexibility in assessing achievement. For example, there may be several years of exceptional achievement in service followed by less activity or a spurt of publications and conference papers followed by rebuilding a research program; faculty do have some flexibility in highlighting achievements as long as a given criterion is not ignored. The first criterion, teaching, definitely cannot be ignored and must be prominent in support of a strong merit pay recommendation.

A review of recommendations the last several years suggests the following profile for "typical" performance in the two following categories:

1. Normal: The faculty member was an organized and effective instructor, accessible to students, and continued to be current in teaching fields. The faculty member had an active research program (although there may or may not have been a paper or other scholarly product developed in that year). Service in the department was reliable, and attendance at Academic Assembly was regular; the faculty member may have served on a College or University-wide committee or two or been involved in community service activities or professional associations. Support of the University mission and a sense of responsibility were in evidence.
2. Exceptional: The faculty member was a demanding instructor with high intellectual standards, a demonstrated ability to motivate students, and a creative/adaptable pedagogy. The faculty member had one or more scholarly or research accomplishments that reached an audience of peers beyond the University. Leadership in faculty governance, program administration or professional associations was demonstrated; significant community service activities also may have been noted. Clear support of the University mission and a sense of responsibility were in evidence.

The above profiles were developed inductively, after examining relative recommendations College-wide. The description above of "typical." performance is not designed to determine merit decision.—making; there are a myriad of variations, and there are factors.—such as being a new faculty member or on leave.—that can affect substantially how judgments are made regarding annual performance. Of primary importance in the merit pay process is the development of recommendations at the departmental level which are fully cognizant of the four criteria (especially the first) and which are supported by rationales and evidence. Likewise, the College-wide percentage parameters must be recognized in the recommending process in order that equity across departments can be maintained.

Appeals to the dean of chair/director recommendations are relatively infrequent. The following appeal process should be used, if needed:

- 1) discuss your concern promptly with your chair/director; and
- 2) if your discussion was not satisfactory, please arrange that a meeting be held of you, your chair/director, and the Dean before March 1.

If you wish to appeal the decanal and provost determination of merit pay when the merit pay letters are sent in mid-semester, please follow a procedure similar to the above:

- 1) discuss your concern with the Dean in the presence of your chair/director; and
- 2) if the discussion was not satisfactory, we will arrange for us to meet with the Provost.

An appeal of a decanal/Provost merit pay determination should occur before May 1. If the determination gives rise to a grievance with your chair/director, the Provost or the Dean, please use the appropriate College and University grievance procedures.

8/02

Department: _____

Faculty Member: _____
(Print)

Merit Pay Recommendation: Summary Form

Include below in summary form items to be considered by the chair/director and Dean in support of your next merit pay increase. Include activities and accomplishments during 2001. The categories are identical to the RRT policy. Feel free to share detailed information with your chair/director in appendices. This form will be submitted to the Dean's office by your chair/director in early February, and you are entitled to a copy of the chair's recommendation. You must submit this form to your chair/director by no later than January 28.

I. Teaching:

II. Research, Creative Work and Professional Activity (list all applicable work for "Faculty Scholarship and Creative Works 2001." on the attached form.—use below for all other reports):

III. University and Public Service:

IV. Support of USD:

Faculty Name: _____
(signature) (date)

Submit this form to your chair/director along with any supporting information you desire to include or that is suggested/required by departmental practice. You are entitled to a copy of the recommendation below—your chair/director will give you that copy at the time the recommendation is forwarded to the Dean's office.

_____ Normal
_____ Exceptional
_____ Below Expectations

Merit recommendation of the Chair/Director:

Rationale:

Chair/Director Signature (Date)

Name: _____ Area: _____

TASK**PERSON(S) ACCOMPLISHING TASK**

1. Assign Office

Assistant Dean with input from Department Chair or Area Director and Dean

2. Obtain Office Furniture

Office Manager, Executive Assistant, and Asst. Dean (if necessary)

3. Order & Install Computer

Associate Dean, New Faculty Member, & Academic Computing

4. Assign Telephone Number and obtain voice mail

Executive Assistant and Telecommunications

5. Obtain copy of USD Policy & Procedures Manual

Executive Assistant & Human Resources

6. Send copy of official transcripts to Catherine Crutchfield in Dean's Office

New Faculty Member

7. Fill out paperwork for

New Faculty Member (bring copy of contract and Human Resources proof of right to work in USA to Payroll, Maher 102)

8. Obtain ID card

New Faculty Member at Campus Card Services (HC 210)

9. Purchase Parking Permit

New Faculty Member at Campus Card Services (HC 210)

10. Obtain e-mail account

New Faculty Member at Serra 205A

Summer 2002

Office assignments are made by the Dean.'s office after consultation with chairs and directors. Requests for replacement furniture should be made by the chair/director to the Assistant Dean. Each office will be supplied with a desk, desk chair, one side chair, one bookcase, and one filing cabinet; additional furniture may be requested once minimum needs are met and depending on budget.

The following principles apply to the assignment of offices:

- 1) faculty in the same program shall be located in close proximity to one another, to the greatest extent possible;
- 2) chairs and directors shall have suitable offices with a second file cabinet, and normally will move from that office when a replacement takes over;
- 3) other priorities include:
 - a) seniority must be taken into consideration among full-time tenure-track and tenured faculty when offices become available;
 - b) benefits-eligible faculty will have preference over other temporary faculty;
 - c) part-time faculty have the lowest priority and may be assigned space that is not in proximity to other program faculty.

8/02

Part-time faculty are a valuable resource in our learning environment. They complement our regular faculty when course staffing problems arise; and, in many areas, part-time faculty provide academic expertise not available among the tenure-track and tenured faculty. Their role is most pronounced at the general education level, and they should participate in assessment activities.

Part-time faculty teach six or fewer units in a semester. Recommendations to fill scheduled courses with part-time faculty members are made by chairs and directors to the Dean's office. Assuming concurrence, the Dean's office mails a written contract to the potential part-time faculty member about one month prior to the beginning of a given session. See sample contract, attached, and note that California law limits the number of hours which part-timers may work without overtime. Overtime must be explicitly authorized prior to the activity. Note also that publication of a part-time faculty member's name in the listing of classes does not bind the faculty member nor the College until the written contract is signed.

Part-time faculty are expected to adhere to all academic policies including, for example, academic integrity and sexual harassment. Chairs, directors, and coordinators are responsible for orientation of part-time faculty including expectations for grading, office hours, use of executive assistants, and the general mission of the University. Chairs, directors, and coordinators are also responsible for evaluating the performance of part-time faculty and aiding them in the improvement of their teaching abilities.

August 2002

**Dean, Associate Dean, Assistant Dean,
Chairs, Directors, and Coordinators**

DEAN

The Dean of the College of Arts and Sciences is the administrator responsible for the faculty, students, and curriculum of the College. In addition to representing the College at various educational meetings, the Dean has the following responsibilities:

I. POLICY AREAS

Serves on these committees concerned with the faculty, students, and curriculum:

- President.'s Advisory Council
- General Education Review Committee (Chair)
- University Cabinet
- Committee on Undergraduate Curriculum (Chair)
- Committee on Graduate Studies
- Committee on Appointment, Reappointment, Rank and Tenure
- Arts and Sciences Budget Committee
- Academic Affairs and Planning Committee
- University Budget Committee
- Pertinent Ad Hoc Committees

II. LEADERSHIP ROLE

- Initiates and/or approves academic policies directly affecting the faculty and students of the College;
- evaluates all employees of the College;
- conducts long and short-range planning activities for the College of Arts and Sciences;
- initiates educational policies for consideration by the faculty and/or faculty committees;
- provides leadership in planning and organizing the curriculum;
- promotes the professional growth of the faculty and defends academic freedom;
- encourages scholarly and creative productivity of both faculty and students;
- stimulates proposals for external funding of the teaching and scholarly activities of the faculty;

advances value-based instruction as a key component of general education, thus reinforcing and refining the Catholicity of the University within the context of the Judeo-Christian tradition; and

articulates the interests and perspectives of the College in the coordination of academically related matters with other units of the University.

III. SUPERVISORY FUNCTION

Supervises the activities of the heads of the academic departments who report directly to the Dean;

safeguards the rights and general welfare of the faculty;

ascertains that faculty members and staff carry out the professional responsibilities normally connected with their positions;

supervises the maintenance in all departments of proper standards of instruction, and the academic advising of students;

keeps informed of the progress of students, commending those whose achievements are outstanding and warning those whose progress is below normal standards; and

prepares the College for accreditation visits, and completes the College portion of the report.

IV. OPERATIONAL FUNCTION

Prepares reports on all aspects of the academic programs of the College;

prepares the annual faculty salary recommendations;

interprets and applies catalog requirements and approved faculty decisions in relation to academic policies and procedures;

constructs and distributes a schedule of classes and approves faculty teaching assignments;

consults department chairs on recommendations concerning prospective new faculty members; interviews prospective faculty candidates to ascertain their likely compatibility with the mission and goals of the University;

assesses instructional, service, and scholarly effectiveness of faculty members and recommends the appointment, retention, advancement, or release of faculty members;

obtains budget requests from academic departments and constructs the College's recommendations to the University Budget Committee;

mediates disputes among students, professors, and administrators in regard to academic matters;

assigns classrooms and laboratories for class meetings and makes recommendations to the appropriate authorities in relation to the maintenance of these facilities;

assigns faculty offices and ascertains that faculty members have appropriate resources to accomplish their duties;

keeps permanent records of faculty load, faculty rank and salary, enrollment statistics, AAUP recommendations, course listings for each semester, graduation lists, faculty recommendations, etc.;

maintains faculty personnel files and prepares the agenda of the ARRT Committee; and

coordinates development and grant activities for support of College scholarly and research activities.

4/92

ASSOCIATE DEAN

Principle Responsibilities

1. Oversees new faculty development and assimilation, and serves as resource person to both new and current faculty
2. Assists in the resolution of student academic problems presented either in person or in writing to the Dean's office, i.e. petitions, queries, requests, disputes, dilemmas, etc.
3. Supervises the academic advising programs of the College of Arts and Sciences, including the Freshman Summer Advising Program, the Preceptorial Program, in-service training for faculty advisors, the updating of the Academic Advising Handbook, and the development of future advising innovations
4. Interprets and enforces academic policies and procedures as outlined in the Undergraduate Bulletin such as general education requirements, unit requirements, academic probation and disqualification, and residency requirements
5. Serves as liaison with Student Affairs (including the Student Resource Center) and the Counseling Center (including Disability Services) in developing retention strategies for first-year students
6. Chairs the Faculty Research Grants Committee
7. Oversees the obtaining and upgrading of computers for faculty and staff in the College including approving requests for new computers
8. Serves on the Chemical Safety Committee and organizes annual meetings with department chairs to review lab safety procedures
9. Serves as Secretary of Curriculum Committee

10. Chairs the Academic Integrity Hearing Committee

11. Meets with students who have submitted grade grievances and forwards such grievances to the Academic Affairs and Planning Committee, if appropriate

12. Coordinates the periodic revision of the Arts and Sciences section of the Undergraduate Bulletin

13. Chairs the Davies Award Committee

14. Monitors the class lists and authorizes the addition of classes funded by Instructional Reserve as needed

15. Served as the institutional representative for Fulbright, Rhodes, and Marshall scholarships

16. Performs other duties as assigned by the Dean

ASSISTANT DEAN

Principle Responsibilities

1. Takes the initial role in the resolution of student academic problems presented either in person or in writing to the Dean's office, i.e. petitions, queries, requests, disputes, dilemmas, etc.

2. Works directly with the Dean and the Associate Dean on interpretation, revision and enforcement of College policies and procedures.

3. Supervises the position of Office Manager and together work on a myriad of projects together such as coordinating and hiring outside labor for special projects in the Dean's Office or for the fifteen departments in the College. As assigned by the Dean, work together to maintain the (3300) budget. Coordinate and conduct semi-annual meetings with the Arts and Sciences Executive Assistants.

3. Supervises the position of Scheduler and together prepare and update the Fall and Spring semester class schedules for all campus graduate and undergraduate class schedules (excluding Law School). This includes assignment of classrooms, coordinating the input of information, organizing and submitting the finished copy for publication. Work together on annual review of furniture, boards, blinds and carpets in Arts and Science classrooms. Also, makes recommendations regarding upgrade of media equipment in classrooms.

4. Supervises the position of Transfer Analyst and together they take the initial role in the evaluation and updating of academic transcripts of transfer students (including international students). They also work with the Undergraduate Admissions Office in the preparation or revision of articulation agreements.

5. Supervises the position of Honors Program Executive Assistant and together prepare for and conduct the Annual Honors Convocation including preparation of notices, memos and scripts; assembles and organizes awards, gifts and stage setting for the Convocation.

6. Serves as Budget Administrator for the Executive Assistants in Arts and Sciences including coordination of advertising, hiring and reviews.

7. Supervises the position of Foreign Study Specialist and together work on resolution of academic dilemmas that students are faced with before, during, and after, their study abroad experience; enforces policies as stated in the Bulletin to ensure consistency.

8. Coordinates the assignment of faculty office space; supervises furnishing of this office space and the ordering of new furniture in new areas; is the contact person for physical needs of offices during the academic year.

DEPARTMENT CHAIR

Principle Responsibilities

Department chairs are selected by the Dean after securing recommendations from individual faculty members in a department. Appointments are annual, and formal evaluations of chairs occur every two years. Acting chairs are appointed by the Dean, after consultation with the affected chair, for prolonged absences from campus (more than two weeks) or during short absences when key recommendations are required. Chairs receive one course released time per semester for their duties. A small summer stipend is currently available for transfer advising activities. Chairs may delegate some duties, and sharing of service responsibilities is expected in departments. Program areas which are within departments often have coordinators appointed by the Dean on the recommendation of the chair. Programs with substantial operating budgets and tangentially connected to departments have directors appointed by the Dean. A list of chairs and directors will be circulated to faculty each September.

Duties of chairs include the following:

1) Faculty

- a) organize the recruitment of new faculty and select part-time faculty after consultation with members of the department;
- b) orient new faculty to the curriculum and practices of the department;
- c) promote effective communication both within the department (including mediation of conflicts) and also with the Dean;
- d) assign teaching responsibilities and teaching schedules after consultation with department faculty;
- e) evaluate faculty performance for merit pay and for the ARRT process;
- f) promote faculty discussion and consensus regarding the appropriate balance of teaching, scholarship, and service;
- g) maintain up-to-date curriculum vitae of faculty; and
- h) facilitate faculty development and growth.

2) Curriculum

- a) promote regular faculty discussion, reviews, and assessment of curriculum;
- b) coordinate general education offerings and curricular changes with affected departments;
- c) prepare accreditation documentation as needed;
- d) maintain a current file of syllabi for all departmental offerings;

- e) advise the Dean on needs for outside review of curriculum;
- f) encourage faculty participation in cross-disciplinary College offerings in a manner that avoids serious effects on the departmental curriculum
- g) promote high standards and common departmental practices regarding grading

3) Students

- a) maintain advising record systems;
- b) assign academic advisors;
- c) examine transfer of credit petitions;
- d) assist students in declaring the major and petitioning for graduation;
- e) establish policies for substitution of major or minor requirements;
- f) mediate grievances between students and faculty members;
- g) promote academic integrity, student achievement, and student planning for graduate work, professional schools, and careers; and
- h) assist in tracking student educational and professional attainments after graduation.

4) Budget

- a) make decisions as to the proper use of departmental funds;
- b) monitor budget lines to keep expenditures at or below budgeted levels;
- c) notify Dean in a timely fashion of unusual needs (additional sections required because of unexpected enrollment trends, for example);
- d) prepare annual budget requests which carefully prioritize departmental needs;
- e) identify short and long-term space needs;
- f) facilitate preparation of grant proposals and assist in soliciting other external funding sources; and
- g) assist the Dean in preparing budget priorities that affect the College and University as a whole.

5) General administration

- a) supervise executive assistants (in cooperation with the Assistant Dean) and other staff members in your area;
- b) refer faculty and students needing assistance to appropriate administrative offices;
- c) report maintenance and safety problems to the Dean's office; and
- d) represent the department at campus or off-campus functions.

DIRECTORS AND COORDINATORS

Directors

Directors generally exercise the same responsibilities as department chairs in regard to curriculum planning, personnel, budgeting, and assessment. (Directors of most graduate programs, however, do not have budgets nor special ARRT responsibilities.) Directors are appointed by the Dean. They are distinguished from department chairs by the number of faculty in their programs (typically fewer than five) and the levels of collaboration with a host department, when applicable. Programs with tenured or tenure-track faculty must have a protocol for rank and tenure peer review that takes into account the small size of the faculty. The protocol expands the number of faculty participating in peer review and must be approved by the Dean.

Coordinators

Coordinators are appointed by department chairs in the case of disciplines within departments, and by the Dean for interdisciplinary programs that cross two or more departmental curricula. Coordinators are responsible for recommending course schedules, engendering collaboration of faculty teaching in the program, assessment of learning, and other tasks as assigned by the chair or Dean.

Introduction

The Preceptorial Program was implemented in 1973 to deal with the serious attrition problem that USD was experiencing at that time. The program was an immediate success and it grew year by year as the size of the freshmen class increased. Through this period of development, the benefits for the student were elaborated and clarified but the primary goal of providing effective academic advising to freshmen has remained unchanged. As stated at the institution of the program, the preceptorial program should:

1. Introduce the student to the intellectual resources of the University
2. Encourage the student to develop the inquiring habit of mind that is fundamental to higher education
3. Assist the student in planning a cohesive and productive program of study
4. Provide for early and continuing communication between the student and the advisor.

While the advising focus of the program has not changed, in recent years various aspects of the responsibilities of faculty who participate in the program have become clearer. Their special role as the students' initial contact with the intellectual climate of the university enables the preceptors to be influential in instilling habits and values which will put the students on the right path for their years at the university and beyond. Indeed, reinforcing a positive orientation to intellectual values and academic achievement should be a primary purpose of the preceptor. The purpose of these guidelines is to review the primary responsibilities of preceptors so that faculty who are teaching (or are considering teaching) a preceptorial will be aware of the nature and extent of their commitment.

Guidelines

1. The Intellectual Atmosphere

An essential component of the preceptor's role is to foster and promote the intellectual atmosphere of the University. The students need to view the learning experience as the central purpose of university life. Through discussions with the students and/or the manner in which the preceptor approaches the subject matter of the preceptorial course, the students' intellectual orientation can be addressed. Preceptors should guide the students in both concrete steps, such as learning to make use of the resources of the library and making study time a priority in their daily schedules, as well as in less tangible approaches to enhancing their mental growth.

In an article in *College Teaching** Overholser provides some important guidelines for the stimulation of intellectual inquiry:

Help the students recognize the limits of their knowledge and motivate them to learn.
Emphasize the process of learning instead of just the end product.
Approach the learning experience as a collaborative adventure.
Challenge the students and encourage the active and critical evaluation of their beliefs.

2. The Preceptorial Course

The preceptorial is an academic course that provides freshmen with an introduction to some area of knowledge. Originally all preceptorial courses met some general education requirement, and all were three or four unit courses. This is no longer the case--at the present time there is great diversity in the types of courses

offered. Some preceptorials are traditional general education courses in a specific discipline while others are interdisciplinary courses examining a problem or issue from several perspectives. Still others are innovative approaches to traditional subject matter or courses of a more experimental nature. In spite of this flexibility, not all freshmen level courses are appropriate as preceptorials. In proposing preceptorials, faculty should consider whether the course and their own teaching style are compatible with the goals of the preceptorial program. Once a course proposal has been developed, it must go through the normal channels of curricular approval (department, curriculum committee, academic assembly) which all new courses undergo.

3. Advising - General Responsibilities

In addition to teaching the preceptorial course, the preceptor serves as the academic advisor for students in the course from the time they enter USD until the end of their sophomore year. By that time, students should be encouraged to either declare a major (where the advising responsibility shifts to the major department) or they should be referred to the Dean's office, which provides academic advising for undeclared students.

In general, academic advisors work with the student both on procedures for completion of the degree and on development of the skills needed to make informed decisions. Academic advising is not simply passing out PINs. Advisors assist with information about academic policies, course selection, registration procedures, and graduation requirements as well as facilitating decision-making about educational goals, alternatives, and career needs. The preceptor must be available to provide counseling on an ongoing basis and must be knowledgeable about such matters as academic integrity and the support services available to students. The preceptor should assist in the student's orientation to the new academic environment and provide appropriate referral to campus offices that deal with specific student problems. Preceptors are encouraged to inform students of the various support services available (e.g., career counseling, personal counseling) and to work with these services as appropriate to promote their use by students. For example, the Library routinely contacts preceptors about making a presentation to students. Although preceptors are not required to do so, many make arrangements for their preceptees to tour the library facilities or to have librarians brief students about specific resources which are available.

Since serving as a preceptor implies a long-term commitment to advising students, the absence or lack of accessibility of a preceptor creates a serious problem for students. If a preceptor is unavailable, the responsibility for providing advising rests with the preceptor's department. In the event that a preceptor is away from campus for an extended period (e.g. sabbatical leave) specific arrangements for a substitute advisor should be made prior to the preceptor's departure and these arrangements should be communicated to the preceptees and the Dean's Office.

4. Advising Specifics

There are certain occasions on which preceptors must be available. These are:

1. During orientation: Preceptors are expected to meet with their class to discuss the course and general features of academic life at USD. Student schedules should be checked and any scheduling problems addressed at this time.
2. General academic advising should be provided during the semester.
3. Late in the fall semester, preceptors should meet with students to plan a program of courses for the spring semester. A Personal Identification Number (PIN) is given to each student at this time. This process is repeated in the spring semester.

5. Compensation

Faculty who teach preceptorials accumulate credit towards reassigned time. For every three preceptorials taught, the faculty member is eligible for one course released time with the date of the released time determined by the Dean from the list of eligible faculty. Due to the increase in preparation that team teaching requires, faculty who teach cluster preceptorials receive \$1,000 stipends each time the class is taught. Faculty participating in disciplinary clusters will receive \$750 for their participation with compensation limited to three years. The differential reflects the predetermined focus of disciplinary clusters, the fact that most interdisciplinary clusters do not last beyond two years, and the likelihood that participation in disciplinary clusters will continue beyond two years. In addition, all faculty participating in clusters receive the same credit towards reassigned time as other preceptors.

* James C. Overholser, "Socrates in the Classroom." *College Teaching*, 40, No. 1, 14-19 (1992).

Summer 2002

1. General Privacy Provisions

The Federal Educational Records Privacy Act (FERPA) limits the distribution of educational records in order to protect the privacy of students. Educational records are divided into two categories: directory information and non-directory information. Directory information may be released to anyone unless the student requests the information be kept confidential. At USD, directory information consists of the following six items: name, e-mail address, major field of study, dates of attendance, participation in officially recognized activities and sports, plus degrees, honors, and awards received. All other personally identifiable information is non-directory information, which may not be released to anyone outside USD without the student's written permission. An exception exists for parents of dependent students, who must be allowed access to any information that the student would have access to. At USD, all undergraduate students are assumed to be dependents of their parents unless the student proves otherwise, while all graduate/law students are assumed to be independent of their parents unless the parents prove otherwise. USD employees with a legitimate need to know may access whatever educational records they require in order to perform their job function.

2. Posting of Grades and Distribution of Graded Material

Faculty may not post grades in any manner that could reveal the grade of a particular student. Thus grades may not be posted by name, ID number, or social security number, unless written consent to do so is obtained from the student. Faculty may post grades by codes known only to each student provided that the grades are not posted in alphabetical order.

Faculty may not leave graded materials in places where they are accessible to students. This includes leaving stacks of laboratory reports or student papers outside one's door for student pick-up, passing back a homework assignment by sending out all the papers in one stack for the students to look through, or any other method where a student sorts through other students' work in order to find his or her own materials.

August 2002

1. Benefits to the Research Associate:

- gives an organizational affiliation for publication, grant application, or society affiliation;
- makes available scientific libraries of the community, as well as inter-library loan privileges;
- adds prestige of educational affiliation.

2. Benefits to the University:

- provides a source of research persons, interested in the institution;
- creates additional channels of grants and gifts;
- establishes potential opportunities for student association with researchers;
- adds prestige of association with active researcher.

3. Mode of Operation:

- a. Initial appointment: A person who asks, or is invited, to become a research associate submits a full resume and a statement of interest, along with letters of reference. The file is reviewed by a special committee, and an appointment made by the President on the recommendation of the committee.
- b. Reappointment: Just as faculty are reviewed regularly; every Research Associate should be reviewed at regular intervals, at least every two years. Upgrading of the resume should be submitted regularly, along with a statement concerning continuing interest and work accomplished which might benefit the University as well as the researcher.

4. Financial Implications: Research Associate positions do not involve salary or benefits payments by the University, nor budgetary allocations from operating funds. Grants or gifts connected with Research Associate categories will be handled according to regular University accounting and reporting procedures, including overhead charges.

Stipends are available for a variety of faculty development opportunities and for administrative responsibilities in the summer. Faculty development opportunities are communicated to faculty throughout the year. Department chairs and directors are eligible for a small summer stipend.

Honoraria/ stipends to visiting faculty who provide short-term service to the College (such as external program reviews) must be paid using the “Honorarium/Stipend Agreement” but only if they have never been on USD payroll.

Stipends can be paid for overload activities of a short-term, emergency nature such as covering for an ill colleague. These stipends are paid on a pro-rata basis of a temporary faculty contract after one week of absence in the case of tenure-track or tenured faculty member who engages in an overload and from the first day of absence when covered by a temporary faculty member. Longer-term overloads may lead to adjustments in rates.

Stipend form (pdf)

8/02

Undergraduate Petition for Transfer of Credit – [link](#)

Request for substitution/waiver of graduation requirement – [link](#)

Application for independent study or research 199/299 – [link](#)

1. Freshman Students

Summer faculty advisors are responsible for the advising of and scheduling of classes for incoming freshman students. These faculty members are recruited by the Associate Dean and paid an hourly stipend for their services. They work a predetermined number of hours on an agreed upon schedule so that at least one faculty advisor is available each day of the summer advising period. This period typically runs from early June to mid August.

The summer faculty advisors use an advising questionnaire (completed by the student), the students advising folder, an advising handbook, the Undergraduate Bulletin, and daily open/closed class lists to determine the best available class schedule for each student. The advisor enters this information into USD.'s class reservation system, prints out the student's schedule, and turns both the advising folder and the schedule over to the summer advising executive assistant. If after receiving his or her schedule a student wishes to have changes made, the summer faculty advisors attempts to do so subject to class availability and the appropriateness of the request. Summer advisors also point out to the Associate Dean areas where all classes are closed so that more classes can be added if desirable and feasible.

2. Transfer Students

Each department/program designates one or more faculty members who will be available on specific dates during the summer. This information is sent to the Dean's office, where it is compiled, printed, and mailed to each incoming transfer student. Each student then contacts the executive assistant in the appropriate department/program in which she or he intends to major (or in the Dean's office for undeclared students) and makes an appointment with the designated faculty advisor. These appointments may be in person or held over the telephone.

At the time of the appointment, the faculty member and the student determine a complete schedule of classes for the student. These classes are written onto an academic advising form and signed by both the

advisor and the student. The advisor retains one copy. If the student has come in person to the appointment, then the student takes the other copies over to the Registrar's office to have the classes reserved for him or her. If it is a telephone appointment, the faculty member gives the other copies to the department's/program's executive assistant to take to the Registrar's office.

At the end of the summer, the faculty member sends a copy of each of the academic advising forms he or she has completed to the Dean's office. After all of the forms have been collected, the available funds for transfer student advising are divided amongst the faculty based upon how many students each person advised.

07/02

Guidelines (G) for Procedure in Administering Teaching Evaluations (TE)

G1. Each course at USD will be evaluated every semester, including summer sessions and intersession. Every instructor at USD will be required to participate in the TE process.

G2. Annually, the Executive Committee of the Assembly shall appoint a 3-member faculty committee to oversee the administration of the TE. This committee shall formulate and adopt policies regarding the specific "mechanics" of administration, provided it adheres to them uniformly and insures their consistent execution. The Guidelines stated herein should be the basis for all related policies which the committee may adopt.

G3. The actual administration of the TE should be conducted by student volunteers, from such sources as the Honors Program, academic honors societies, professional and departmental clubs, and like organizations on campus.

G4. Actual dates of TE administration are to be arranged with the individual instructor, making every effort to accommodate his/her first preference as to date, time, and place.

G5. The instructor is not required to be in the classroom during the evaluation.

G6. The student volunteer will be charged with the following responsibilities: distributing and collecting forms; giving any needed oral instructions to the students; explaining or answering questions as they arise from the students prior to filling out the forms; tallying both the number of forms distributed and the number collected; forwarding the forms and the tallies to a room and/or person(s) assigned by the faculty committee.

G7. Departments and/or individual instructors may wish to compose a TE containing questions over and above the "basic core" presented in this report or to make minor modifications in the questions. If so, they shall in

each case have the option of having the responses to all of the questions on the form of their preference submitted to those responsible for conducting personnel evaluations, or of detaching such additional questions as may be asked, for Departmental and/or personal use only. The precise mechanics of separating "core questions" from those which, together with their responses, are to be returned to Departments and/or instructors, shall be determined and regulated by the faculty committee, in accordance with the general stricture on uniformity and consistency already mentioned in G2.

G8. Every instructor shall have the opportunity to submit data on his/her own behalf, such as (but not limited to) syllabi, examples of tests and projects, self-evaluation profile, course descriptions, as part of the data package including TE forms which will be forwarded to personnel evaluators on a systematic basis. Also, each instructor will have the opportunity to review student evaluations and comments as made on the TE, and to reply or react to same in writing if (s)he feels it necessary or desirable to do so. The student evaluations should not be shown to the instructor until after all final grades have been turned in for a given semester. In no case are the TEs to be forwarded prior to allowing the instructor to respond to their content in writing. TE and any supplementary data submitted by instructors will be forwarded by the faculty committee or their authorized representatives directly to the appropriate personnel evaluators, in every case. Upon completion of their tasks, TE together with all additional data submitted must be returned directly to the individual instructor. Return should occur within one month following the completion of a given evaluation sequence.

G9. The faculty committee will be responsible for insuring the prior access to TE data just outlined, in G8. The faculty committee will also be responsible for setting up appropriate safety measures to guard against possible abuses, such as, faculty or student tampering with collected TE data.

G10. Annually, the Assembly should sponsor a forum or open meeting for the purpose of familiarizing both students and faculty with the TE process, its purposes and its present limitations. In addition, student volunteers must be briefed extensively by the faculty committee on their role and the execution of their duties. This may include reading the present report, or a digest of it which may be prepared; skills sessions; or any other steps which the faculty committee thinks necessary as preparation.

G11. In interpreting student evaluations, it should be kept in mind that favorable student evaluations do not necessarily indicate good teaching and unfavorable student evaluations do not necessarily indicate poor teaching.

G12. It is understood that the implementation of these procedures of teacher evaluation will be in accord with the statement of the A.A.U.P. regarding the primary responsibility of the faculty in this matter, in its Statement on Governance of Colleges and Universities.

Approved by Academic Assembly 10/6/81

Decanal Statement on Teaching Load and Workload in the College

The formal teaching load in the College is 21 units annually for tenured and tenure-track faculty.¹ Actual current teaching loads are below 18 units, on average, because of the following reassigned time for other work:

- 1) scholarship and research;
- 2) administration, including preceptorial advising;
- 3) faculty governance; and
- 4) grants/contracts.

Reassigned time must be approved in writing by the Dean prior to the semester of the reassigned time with the following exceptions:

- 1) chairs of departments, for administration;
- 2) first three years of a tenure-track appointment, for scholarship; and
- 3) chair of the ARRT Committee or University Senate, for governance.

The College has indicated an aspiration to a target of an 18 unit annual teaching load as part of the teacher-scholar effort. To advance toward that target, while avoiding overuse of part-time contracts and/or higher student loads per course, the College is using long-term and renewable reassigned time for scholarship as part of the phase-in of a possible formal, mandatory 18 unit load (see Faculty Research Grant section). The implications of this effort to reduce teaching load to accommodate scholarship are several:

¹ The full-time teaching load of temporary faculty is 24 units annually

- 1) faculty will be teaching more of the general education courses that have been taught by part-timers;
- 2) faculty development planning to promote scholarship will need to be predictable, well resourced, and accountable; and
- 3) sustained discussion at program and College levels will be required on workload so that the balance and expectations of teaching, scholarship, and service will be clear at both program and individual faculty levels.

It is possible that eventually the College (or given programs) will prefer the flexibility of multi-year individual reassigned time awards for scholarship under a 21 unit load rather than an across-the-board, mandatory 18 unit load. If an 18 unit formal load becomes standard, reassigned time for scholarship likely will be limited to external grants, University Professorships, and endowment-supported scholarship.

The fundamental issue is over how to encourage and reward our work as faculty. Some may prefer a mandatory 18 unit teaching load for all faculty that directly supports expectations for scholarship among all. Others may prefer choice for individual faculty or programs that continues two groupings of faculty: those with 18 unit loads and those with 18/21 unit loads. The former would be held accountable for a higher level of scholarly productivity; the latter group could move in and out of an 18 unit load as research programs mature or are placed on a modest level. The advantages of an 18 unit load for everyone are uniformity of administration and clear accountability of productivity. The disadvantage is that it may challenge the primacy of the first criterion and penalize those who find their greatest career achievements in teaching. The advantage of an 18/21 is that it is more flexible; the disadvantage is that it is somewhat more complex to administer. There should be no uncertainty regarding the implications of moving to a mandatory 18 unit load because those implications can be immense for the College. That is why a transition period for faculty deliberation is essential. Indeed, a transition period is required in any event because of the need to reduce reliance on part-timers and avoid the tendency of funding teaching load reductions by increases of class sizes. I do not hear significant support in the College for increasing part-time contracts and/or increasing class sizes. We thus have a transition period to carefully work through the implications of workload in the College.

Decisions on the direction of the College and individual departments/programs will emerge over the next several years as faculty discourse and planning crystallize the opportunities and costs of each direction. Department/program plans on workload will be submitted to the Dean for approval and also may be reviewed by appropriate committees of the College.

In my view, reassigned time for faculty should, then, meet two sets of principles:

- 1) honoring the potential and productivity of our faculty; and
- 2) providing equity and accountability.

Faculty discussion of teaching load is fundamentally about workload. This discussion is not idiosyncratic to USD, and thus there are a variety of models to explore. The one constant is that the topics of workload, accountability, and equity will be with us always. I recommend the reading of Ernest Boyer's "Scholarship Reconsidered: Priorities of the Professoriate," (1990), for one quick overview of workload issues.

Dean Drinan
August 2002

Due Dates and Major Events - The list below is not exhaustive, and there may be some variation in due dates in a given year. Notification of precise due dates will be sent to affected faculty so that planning can be arranged although occasionally there can be some flexibility.—for good cause.—in extending a due date; it is essential that due dates be adhered to closely to expedite the common work of the College.)

August: Chair/Director Workshop

September: Curriculum Committee Membership Established (First Week)
New Faculty Workshop
Final Proofing of Spring Schedule
Sabbatical Proposals
Sabbatical and Faculty Research Grant Reports
Mass of Holy Spirit

October: Bulletin Revisions (Graduate and Undergraduate Bulletins Alternate Years)
Reappointment Recommendations for Second Year Faculty
Renovation Planning

November: Recommendations for Full Professor
Mini-grant Applications for Current Academic Year
Faculty Research Grant Applications for Subsequent Years

- December:** Fall Schedule to Dean's Office Including Preceptorial Requests
College Christmas Party
Ballots for reappointment of First Year Faculty
First Annual Assessment Report
Emeriti Recommendations due to the Dean
- January:** Department Chair and Director Workshop
Administrative Reassigned Time Requests for Next Academic Year
The First Criterion Published
Capital Requests
Tenure Recommendations due to the Dean
- February:** Final Proofing of Fall Schedule
Remaining Reappointment Recommendations due to the Dean
Recommendations for Associate Professor
Merit Pay Recommendations to Dean.'s Office
All-Faith Service
- March:** Davies Award Nominations
Phased Retirement Requests (For Academic Year That Begins in 18 Months)
Elections to University Grievance Committee and University RRT Appeals Committee
- April:** Honors Convocation Information and Awards to Dean's Office
Assembly and Senate Elections
- May:** Second Annual Assessment Reports Due
Honors Convocation
Assembly Committee Reports on Activity of the Year to Chair of Assembly
Department Chair/Director .“Post-Mortem.”
College End-of-Year Recognition Party
Graduation
- June:** Budget Analysis and Recommendations to Dean

12/93

There are four main sources of travel support for faculty:

- 1) Funds allocated directly to departments/programs;
- 2) Faculty Research Grant (FRG) funds (see FRG procedures in this Handbook);
- 3) Interdisciplinary support; and
- 4) Dean's Office Support for Faculty.

The third category involves funding of faculty up to \$500 per year or 50% of a trip (whichever is less) for delivering papers at conferences which are interdisciplinary in nature. Instructions and application forms are circulated to faculty in early September each year by the Interdisciplinary Travel Committee, a University-wide faculty committee. Funding from the Committee can be used in combination with departmental funds and/or Dean's Office travel support (described below).

The fourth category involves funding up to \$500 per year for faculty who attend academic conferences and make presentations at them (\$800 for international travel). Faculty who chair panels, deliver papers, research reports or act as commentators are eligible. The Dean's Office support will be at the level of 50% of the costs incurred on a given trip with no more than \$500 available per faculty member in a given year (\$800 in case of international travel). Completed expense forms should be sent to your chair/director within one week of return to campus, and a photocopy of the conference program indicating your participation must be attached.

The chair/director will indicate which portion of the expenses will be charged to the department, and the Dean's Office will complete the processing of the expense form.

Writing Center

The USD Writing Center is administered by the Department of English and staffed by trained, faculty-recommended tutors. Students and tutors work one-on-one in relaxed but structured one-hour sessions. A wide variety of writing references, as well as Macintosh and PC computers, are available. The Writing Center is located in Camino Hall, Room 125. Students may make appointments by calling (619) 260-4581.

Logic Center

The Logic Center provides tutoring for students enrolled in logic classes at USD. It is staffed with tutors who have been recommended by their logic instructors and is an informal, drop-in center for students who need extra help in completing their assignments or preparing for their exams. The Logic Center is located in Founders Hall, Room 160. Up-to-date information about the Logic Center and the work schedules of the student tutors is available at <http://www.sandiego.eeu/LogicSlave/>.

Mathematics Center

The Mathematics Center provides peer tutoring to students in intermediate algebra, college algebra, and first-semester Calculus (Mathematics 10, 11, 14, and 50). In addition, although the tutors have been asked to give

priority to students in the above classes, those tutors with advanced training will help with other mathematics questions whenever they have time to do so. The Mathematics Center is located in Serra Hall, Room 310.

Summer 2002

The Writing Across the Curriculum Program (WAC)

The Writing Across the Curriculum Program, known as WAC on campus, has been an active dimension of USD.'s faculty development efforts for more than twelve years. Well over half the faculty members in the College of Arts and Sciences, from virtually every department and most programs, have participated in WAC seminars. In recent years the program has expanded to include faculty from the Schools of Education, Business, and Law. WAC is a genuinely interdisciplinary program bringing faculty together to discuss, to learn about, and to practice something we all have in common-helping our students discover how to learn. Writing is an essential method of learning.

WAC.'s primary purpose is to encourage and support the implementation of some writing in all disciplines. For students to be proficient writers; they must write often and regularly; they must practice writing. In addition to the familiar and ubiquitous freshman writing course (taught here by faculty in the English department), USD requires all students to take an upper division writing course-the "W" course-preferably in their major during

their junior or senior year. This course was added to the General Education Requirements in 1987 to help students continue practicing and refining their writing skills. Regarding the Upper Division Writing Proficiency Requirement, see “W Guidelines”.

There is ample research to prove what most teachers know from experience: writing can be an essential means of enhancing a student's intellectual engagement with any subject. Students usually learn and retain material they have written about. Writing is and should be more than a formal testing and evaluation tool. It is and should be more than tedious, formulaic responses written with little engagement by students and read with even less interest or satisfaction by teachers. There are many different and exciting modes in which to have students write.

The WAC program is a faculty member's primary resource for assistance with incorporating both formal and informal writing into their courses. The program coordinator, a faculty member in the English Department, is available to work with any professor interested in considering what he or she is doing or might do with writing in any class. In several seminars during the year-long WAC program, faculty members work together discussing and practicing writing, setting practical goals, and developing techniques which will be effective in the classroom. These seminars help faculty develop “W” courses, improve existing ones, and reinforce general pedagogical skills. The program is also useful for teachers already using writing in their courses but interested in considering new approaches, as well as those wanting to start “from scratch” by introducing a modest writing component into a course for the first time.

WAC exists to reinforce ways you now use writing in your courses, to renew your interest in implementing writing in your teaching, and to provide a variety of sound pedagogical alternatives for you to consider. In late April of each year, an invitation to take part in the following year's WAC seminars is sent to USD faculty by the Dean of the College of Arts and Sciences.