

1996-97
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, April 24, 1997
Forest Suite, University Union

☞☞☞ 3:30-5:00 p.m. [following organizational meeting of 1997-98 Academic Senate]

INFORMATION

1. Spring 1997 Schedule of Meetings (*=tentative):
May 1*, 8 at 3:30 p.m. (3:00-3:30, 1997-98 Senate, Election of Officers), 15 from 3:00-4:00 (4:00-5:30 Reception honoring Outstanding Teacher Award Recipients)
2. Constitutional Amendment Initiative

CONSENT CALENDAR

AS 97-29/ConC COMMITTEE APPOINTMENTS

Academic Policies Committee:

NANCY OSTIGUY, At-large, 2000
SIMON SLAK, At-large, 2000
JEAN TORCOM, At-large, 2000
STAN DUNDON, Senator, 1999

Curriculum Policies Committee:

ANN HAFFER, At-large, 2000
JERRY TOBEY, At-large, 1999 (repl. E. Christian)
JAYNE WILLETT, At-large, 2000
SALAH YOUSIF, At-large, 2000
LAUREL ZUCKER, At-large, 2000
TOM KANDO, Senator, 1999

Elections Committee:

CECIL CANTON, At-large, 1998
CHEVILLE NEWSOME, At-large, 1998
NANCY OSTIGUY, At-large, 1998
BETTE POLKINGHORN, At-large, 1998
CHARLOTTE XANDERS, At-large, 1998

Faculty Endowment Fund Committee:

JUANITA BARRENA, At-large, 2000
MIROSLAV MARKOVIC, At-large, 2000
ORIEL STRICKLAND, At-large, 2000

Faculty Policies Committee:

FRED BALDINI, At-large, 2000
GERRI SMITH, At-large, 2000
LOUISE TIMMER, At-large, 1999 (repl. M. Cleek)

General Education Policies/Graduation Requirements Committee:

CHEVELLE NEWSOME, At-large, 2000
MELINDA SEID, At-large, 2000
NANCY TOOKER, At-large, 2000
LINDA PALMER, Senator, 1999

Livingston Annual Faculty Lecture Committee:

JUANITA BARRENA, At-large, 1999
ROBERT BUCKLEY, At-large, 1999
SYLVIA NAVARI, At-large, 1999

AS 97-30/Ex. COMMITTEE APPOINTMENTS - Senate

Livingston Annual Faculty Lecture Committee:

WILLIAM DORMAN, At-large, 1998 (repl. E. Kelly)

AS 97-31/CPC, Ex. PROGRAM CHANGE PROPOSALS

The Academic Senate recommends approval of the following program change proposals:

1. Master of Arts in Education, Special Education Option: To realign coursework requirements within the Master of Arts Program to be consistent with school and university policies; drop ED 252 from the 9-unit graduate core and use EDS 297 as the departmental core class.
2. Multiple Subject/Severely (MS/SH) Handicapped Specialist Credential: Replace EDS 231 with a 3-unit elective chosen in consultation with an advisor.
3. Bachelor of Science in Speech Pathology and Audiology--Audiology emphasis and Master of Science in Speech Pathology and Audiology--Audiology emphasis: Addition of three courses, SPHP 236, 237 and 238 in order to update the audiology curriculum.

AS 97-32/CPC, Ex. MASTER PLAN PROJECTION--MASTER OF SOFTWARE
ENGINEERING

The Academic Senate recommends placement of the Master of Software Engineering on the CSUS Academic Master Plan (Attachment A)

REGULAR AGENDA

AS 97-28/Flr. MINUTES

Approval of the Minutes of the meeting of April 10 (#12), 1997.

AS 97-35/Flr.

AS 97-33/FPC, Ex. PERFORMANCE SALARY STEP INCREASE (PSSI)

[Note: A summary of substantive recommendations is provided for your information in Attachment B.]

The Academic Senate recommends amendment of the policy on Performance Salary Increase (PM FSA: 96-09), as shown in Attachment B-1 (strikeover = deletion; underscore = addition).

AS 97-34/APC, Ex. ACADEMIC CALENDARS 1998-99 AND 1999-2000

The Academic Senate recommends adoption of the proposed 1998-99 and 1999-2000 academic calendars presented in Attachment C.

FORM B

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
PROGRAM CHANGE PROPOSAL

Academic Unit: Computer Science Date of Submission to School Dean: February 22, 1996
Requested Effective Fall X Spring _____, 1996
Name of Faculty Contact Person, if not Department Chair: Professor Richard H. Thayer

Type of Program Change:	Required Forms Attached:
<input type="checkbox"/> Modification in Existing Program	
<input type="checkbox"/> Substantive Change	<input type="checkbox"/> Form C
<input type="checkbox"/> Non-Substantive Change	<input type="checkbox"/> Form B
<input type="checkbox"/> Deletion of Existing Program	<input type="checkbox"/> Form D
<input checked="" type="checkbox"/> Initiation (Projection) of New Program	
onto Master Plan	<input checked="" type="checkbox"/> Form E
<input type="checkbox"/> New Degree Programs	<input type="checkbox"/> Form F
<input type="checkbox"/> Addition of New Minor, Concentration,	
option, Specialization, Emphasis	<input type="checkbox"/> Form G
<input type="checkbox"/> Addition of New Certification Program	<input type="checkbox"/> Form H

Briefly describe the change requested and provide a justification for change:

The Department of Computer Science is seeking to add a Master of Software Engineering degree to the Master Plan. The Master of Software Engineering is a professional degree which embodies the programmatic realities of large scale software development projects. Software continues to be the pacing factor for large scale information technology systems. Hardware has spiraled down in costs while spiraling up in performance. Software is constantly over budget (time and money) and usually does not perform as originally perceived.

Over twenty five universities have developed similar programs throughout the nation. California State University, Sacramento would be the first public university in California to offer a similar program.

Approvals: _____
Department Chair: [Signature] Date: 2/22/96
School Dean: [Signature] Date: 11/13/96
University Committee: _____ Date: _____

FORM E

1. Name of the Academic Unit Submitting the Proposal:

Department of Computer Science,
School of Engineering and Computer Science

Dr. Richard H. Thayer, Professor in Computer Science

2. Full title of the proposed degree program:

Master of Software Engineering

3. Purpose of the program:

- Offer a more attractive educational option for computer professionals interested in software engineering.
- Upgrade to a more contemporary degree for students studying software engineering.
- Make more students available to the Department of Computer Science.
- Increase the number of international students interested in studying at California State University, Sacramento .
- Enhance the status of the Department of Computer Science.

4. How does the proposed program fit into the mission of the University and the program responsibility of the School and the academic unit that will offer the program?

This proposal has grown out of 15 years of teaching software engineering within the Department of Computer Science. Most of the graduate computer science and software engineering courses of this curriculum have been developed and course sequences offered on a regular basis for the past 10 years. Recently two additional courses were added as a result of the evolving nature of software development.

5. Describe the need for the program with respect to student interest, interest in the community, and the demand within our service area for graduates of the program.

The department sent out a survey in the Fall of 1996 to its computer science alumni, both bachelors and masters. These graduates are employed in software development and for the most part represent a cross section of software jobs in Sacramento and the Bay area. Seventy three point three percent (73.4%) of the replies from BS graduates and 50% of the MS graduates supported the department initiating a Master of Software Engineering degree.

As professionals, most of our graduates develop and/or maintain software applications. The majority of the jobs today are in software applications development, i.e., software engineering. A telephone survey of some of

FORM E

Sacramento's larger software developers and employees of our students -- HP, NEC, Lockheed Martin, Cable Data, Software Integrators -- have confirmed this. Several of these companies wrote letters in support of our proposal.

The San Jose Mercury, one of the largest news papers on the West Coast and located in California's "Silicon Valley" advertises regularly for engineering professionals. On one particular Sunday, over 41% of the engineering positions listed were for software engineers. Over 29% of the computer positions were also for software engineers.

6. Indicate the anticipated student demand for the program. Upon what basis were these estimates derived?

The department currently offers a Master of Science in Computer Science with an option in software engineering. The graduation rate from the last three school years are provided below:

M.S., Computer Science; Option: Software Engineering

92/93: 20; 93/94: 21; 94/95: 20 (all numbers are estimations)

The department estimates a 25-50 % increase in student population upon program initiation. This estimate is based on responses from the alumni survey mailed in November, 1995 and on the current and projected job market in the Sacramento and Northern California areas.

7. Describe the general scope and content of the proposed program.

The program will consist of 30 units of course work including a culminating experience via a software engineering project or thesis. This degree will provide the student the ability to specialize in the application of computer science in the development of custom built computer systems.

This proposal has grown out of 15 years of course development in the Department of Computer Science. Most of the graduate computer science and software engineering courses of this curriculum have been developed and course sequences offered on a regular basis for the past 10 years. Recently two additional courses were added as a result of the evolving nature of software development.

The student choosing a Master of Software Engineering degree would be required to complete 30 semester units of academic work. This would include two 3-unit software engineering core courses, three out of five additional 3-unit software engineering courses, four or five additional 3-unit restricted electives, and a cumulating 3- or 6-unit project or thesis. .

All of the courses listed above already exist and are taught with in the software engineering option.

FORM E

8. Estimate the resources (existing and new) required to operate the proposed program in accord with acceptable academic standards.

There would be approximate two software engineering courses taught per semester requiring one-half of an academic position. These course are already on the two-year department class schedule. The impact on computer laboratories would be minimum.

There would be no additional academic staff, facilities, equipment, or moneys required to implement this program. The program would be comprised of the same set of courses currently offered and would utilize the same facility and facilities.

However, software engineering is not a static discipline. Changes will occur in the future as new courses are added and obsolete courses are dropped. In addition, new tools will be needed and old tools will be discarded.

9. What is the proposed source of funding for the additional resource needs?

When additional resources are needed, the department will follow established budgetary procedures for requesting changes to existing programs.

10. What programmatic or fiscal impact will the proposed program have on the sponsoring unit's programs and other academic units within and outside the host school?

No programmatic or fiscal impact is expected from this proposed program. As mentioned in paragraph 8, all courses are currently being offered and taught within the department now.

11. Summary Statement for Submission to Chancellor's Office is attached.

Summary Statement for Submission to Chancellor's Office

Proposal: Master of Software Engineering Degree

The Department of Computer Science, School of Engineering and Computer Science, proposes to offer a Master of Software Engineering degree. The Master of Software Engineering is a "professional degree." The program will consist of 30 units of course work including a culminating experience via a software engineering project or thesis. This degree will provide the student the ability to specialize in the application of computer science in the development of custom built computer systems.

This proposal has grown out of 15 years of course development in the Department of Computer Science. Most of the graduate computer science and software engineering courses of this curriculum have been developed and course sequences offered on a regular basis for the past 10 years. Recently two additional courses were added as a result of the evolving nature of software development. Faculty are available at California State University, Sacramento (CSUS).

Benefits. The benefits to CSUS and the School of Engineering and Computer Science include:

- A more attractive educational option for computer professionals interested in software engineering.
- An upgrade to a more contemporary degree for students studying software engineering.
- An increase in students available to the Department of Computer Science.
- An increase in the number of international students interested in studying at California State University, Sacramento .
- An enhancement in the status of the Department of Computer Science.

Background. The term "software engineering" was first coined at a conference in Europe in the late 1960s, sponsored by the NATO Scientific Committee to discuss problems in developing large, custom built computer systems. By the mid-1970s, software engineering became an accepted term to describe a preferred method for developing a software system. In the late 1970s, jobs were being advertised for software engineers. Today, in a recent sampling of want-ads in the San Francisco Bay area, 29% of the computer jobs were for software engineers and 41% of all engineering jobs were for software engineers.

The Software Engineering Institute (SEI), a federally funded laboratory managed by Carnegie Mellon, has reported there are currently 25 schools offering a Master of

Software Engineering degree or similar discipline.¹ SEI also estimates that three universities a year will begin offering this program. There are no public universities in California currently offering this degree.

California State University, Sacramento, is in an ideal position to initiate this "new" degree program in California and the West Coast.

Admission Requirements

Admission as a classified graduate student in the Masters of Software Engineering Degree would require:

- A baccalaureate degree from an accredited college or university, and
- A minimum of 3.0 GPA in the last 60 units attempted, and
- Proficiency in one higher-level language (e.g., Delphi, C++, Ada), and
- Two semesters of calculus, one semester of probability and statics, and
- The completion of the following computer science courses or equivalent in industrial experience:
 - CSC130 — Data Structures and Algorithm Analysis
 - CSC131 — Computer Software Engineering
 - CSC137 — Computer Organization
 - CSC139 — Operating System Principles
- Note: other undergraduate computer science and math courses may be required in order to meet the prerequisites of certain non-core software engineering and computer science courses

Master's level students will not be able to complete both a Master of Computer Science degree and a Masters of Software Engineering at CSUS.

Degree Requirements. The master of Software Engineering degree would require completion of 30 units of academic study including at least 21 units of 200-level and 500-level courses. The candidate must also obtain a minimum GPA of 3.0. An outline of degree requirements follows:

- Required Courses (6 units)
 - CSC230 Software System Engineering
 - CSC233 Advanced Software Engineering Project Management

¹ Ford, Gary, *A Progress Report on Undergraduate Software Engineering Education*, SEI-94-TR-011, Software Engineering Institute, Pittsburgh, PA, May 1994.

- Major requirements (9 units) Select any three of the following restricted software engineering electives:

CSC204 Data Modeling for Data Management Systems
 CSC231 Software Engineering Metrics
 CSC232 Software Requirements Engineering
 CSC234 Software Verification and Validation
 CSC296K Formal Methods in Software Engineering

- Cumulating Requirements (3-6 units)

CSC500 Master's thesis, or
 CSC502 Master's project

- Restricted Electives (9-12 units)

Any CSC course numbered 140 or greater unless (1) used to complete an undergraduate degree requirements or (2) numbered CSC170, CSC171, CSC179

These degree requirements were modeled after the Master of Software Engineering curriculum at Carnegie Mellon University²-- the leading software engineering college in the country. CSUS was also one of the early academic affiliates of the Software Engineering Institute located at Carnegie Mellon University.

Justification. The department sent out a survey in the Fall of 1996 to its computer science alumni, both bachelors and masters. These graduates are employed in software development and for the most part represent a cross section of software jobs in Sacramento and the Bay area. Seventy three point three percent (73.4%) of the replies from BS graduates and 50% of the MS graduates supported the department initiating a Master of Software Engineering degree.

As professionals, most of our graduates develop and/or maintain software applications. The majority of the jobs today are in software applications development, i.e., software engineering. A telephone survey of some of Sacramento's larger software developers and employees of our students -- HP, NEC, Lockheed Martin, Cable Data, Software Integrators -- have confirmed this. Several of these companies wrote letters in support of our proposal.

The San Jose Mercury, one of the largest news papers on the West Coast and located in California's "Silicon Valley" advertises regularly for engineering professionals. On one particular Sunday, over 41% of the engineering positions listed were for software engineers. Over 29% of the computer positions were also for software engineers.

² G.L. Ford and Norman E. Gibbs, "A Master of Software Engineering Curriculum," *Computer*, Vol. 22, No. 9, September 1989, pp. 59-71.

Summary. The establishment of a Master of Software Engineering degree would provide an appropriate degree title for graduates who study software engineering. There would be no additional academic staff, facilities, equipment, or moneys required to implement this program. The program would be comprised of the same set of courses currently offered and would utilize the same facility and facilities. However, software engineering is not a static discipline. Changes will occur in the future as new courses are added and obsolete courses are dropped to reflect the rapidly changing software engineering career field. In addition, new tools will be needed and old tools will be discarded as new tools are developed and placed in to service.



California State University, Sacramento

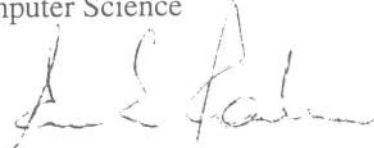
SACRAMENTO, CALIFORNIA 95819-6021

DEPARTMENT OF COMPUTER SCIENCE

February 8, 1996

MEMORANDUM

TO: Braja Das, Dean
School of Engineering and Computer Science

FROM: Anne-Louise Radimsky, Chair
Computer Science Department 

SUBJECT: **MASTER OF SOFTWARE ENGINEERING DEGREE**

Attached is a request to place a Master of Software Engineering degree on the campus Master Plan. The department strongly supports the establishment of the subject Masters degree. We believe that the establishment of this degree will provide much needed publicity for the School and will be another avenue for individuals to obtain a graduate degree. This degree will prove to be popular with state and federal computer science personnel as well as the new high-tech industry moving into the area.

We intend to follow this request with a proposal to allow us to award the degree as soon as possible. We have a number of students who would prefer this degree over the traditional one in computer science.

ALR/vmd

Summary of substantive PSI recommendations (beyond clarification/ copy editing)

- 1.8 requesting more data on results of each year's competition:
- number of applicants with positive recommendation by DLRC and of those, number receiving an award
 - number of applicants assigned to each point on rating scale by DLRC & ULRC
 - number of applicants who applied in each category beyond teaching (i.e., professional accomplishments, service, or both), and the number of awards made in each category
- 3.1 specification that awards are given only for work done that benefits CSUS
- 3.1 applicants applying in two categories (beyond teaching):
the areas will be judged separately, and at least one of them must be found to be outstanding/ meritorious
- 3.1A Contributions to teaching/ learning need not be linked solely to classroom instruction
- 4.1 Application packets will now be available only through Office of Faculty and Staff Affairs or an OFSA web site.
- 4.5 and 8.3 The abbreviated vita can now officially be used in the determination of outstanding/ meritorious performance (for the award), instead of just for screening for "satisfactory performance" in all areas.
- 5.1 and 7.2 Deadline for constituting DLRC and ULRC has been pushed back to early spring, so committees can formulate and publicize their procedures in time to aid applicants [already passed by Senate].
- 5.2 DLRC size reduced from a minimum of 5 to a minimum of 3 members, and an alternate has been added.
- 5.2 and 7.4 Applicants may not serve on DLRC or ULRC.
- 6.1 and 8.1 DLRC and ULRC will formalize and publicize procedures before the end of the spring semester [already passed by Senate].
- 6.8 and 8.9 Requests of the DLRC and ULRC for written reasons for their recommendations must be received no later than ten working days of receipt of the recommendation.

DRAFT -- 3/5/97

PM FSA: 96-09

underlining = proposed additions, ~~strikeout~~ = proposed deletions to original document)

1.0 Performance Salary Increase (PSI)

- 1.1 The purpose of the PSI is to recognize and reward faculty unit employees for their outstanding or meritorious performance and/or contributions in the areas of teaching & learning, professional accomplishments, and/or service that enhances the mission of the university (Ref: Provision 31.17, MOU).
- 1.2 All applications for PSIs shall be reviewed by an appropriate campus committee(s) of tenured faculty unit employees, and academic administrators and/or the President (Ref: Provision 31.21, MOU).
- 1.3 The recognition of outstanding or meritorious performance and/or contributions of a faculty unit employee shall be in the form of a permanent increase to the base salary of the individual, in one or more steps on the applicable salary schedule for that faculty unit employee. However, no faculty unit employee shall be awarded or receive more than five (5) PSIs in any year in which the PSI has been negotiated (Ref: Provision 31.18, MOU).
- 1.4 The effective date of all PSI shall be July 1 of each year that there are negotiated PSIs (Ref: Provision 31.28, MOU).
- 1.5 There is no requirement to expend all funds dedicated to the PSI program in any given fiscal year. Any portion of the funds not expended in any fiscal year shall automatically carry forward to the PSI pool in the next fiscal year. In the event that the PSI program is eliminated in the future, all accumulated funds in the PSI pool shall be used for the professional development opportunities identified in Provision 25.1 of the MOU (Ref: Provision 31.33, MOU).
- 1.6 The decision to grant or deny a PSI shall not be considered during deliberations regarding the granting of reappointment, promotion or tenure. This shall not preclude the consideration of any facts during RTP deliberations which are also considered during the PSI deliberations (Ref: Provision 31.35, MOU).

- 1.7 The decision to grant or deny an increase for outstanding or meritorious performance and/or contributions, and the number of steps to be granted, shall not be subject to the grievance procedure as provided in Article 10 of the MOU (Ref: Provision 31.28, MOU).
- 1.8 For each year in which PSI awards are made, the President or designee shall prepare a report listing by schools and units identified in section 7.2 of this policy, the number of faculty ~~that~~ who submitted an application for a PSI award, the number of faculty receiving PSIs, and a frequency of the number of steps awarded, i.e., number of faculty receiving one (1), two (2), three (3), four (4) and five (5) step increases. In addition, the report shall identify the total number of applicants ~~that~~ who received a positive recommendation by the Department Level Review Committee (DLRC) and the University Level Review Committee (ULRC), and the number of applicants from within each ~~this~~ group ~~that~~ who received a PSI award. The report shall also identify the number of applicants assigned to each point on the rating scale by each DLRC, and by the ULRC. Finally, the report shall identify the number of applicants who applied in each category (i.e., professional accomplishments, service, or both), and the number of awards made in each category. This report shall be maintained for a period of five (5) years, and shall be readily available for public review.

2.0 Eligibility

- 2.1 All Faculty Unit employees defined in Article 2 of the MOU who apply or are nominated by a member(s) of the campus community (faculty, academic administrators, students and staff) are eligible for a PSI.
- 2.2 To be considered for a PSI, an application or nomination must be submitted in accordance with the procedures and format prescribed by the President or designee (Ref: Provision 31.19, MOU), and the “minimum” requirements set forth in section 4.3 of this policy.

3.0 Basis for Evaluation

- 3.1 A PSI award will be given for work providing a benefit to ~~CSUS~~ To be recommended for a PSI award applicants and nominees are expected to be performing satisfactorily in all areas of responsibility as defined in MOU Article 20, **and** shall demonstrate meritorious or outstanding performance and/or having made a significant contribution(s) in teaching and learning, as well as in at least one (1) other area; professional accomplishments, and/or service which enhances the mission of the university. Applicants who apply in two areas (besides teaching and learning) will be judged separately in each area--at least one of which must be found to be meritorious or outstanding. The evaluative categories for outstanding and/or meritorious performance shall be:

A. Teaching and learning - Meritorious or outstanding professional performance and/or contributions in teaching and learning; includes but is not limited to:

- I) Enhancing the academic, intellectual and/or personal development of students to lead productive roles in society.
- ii) Fostering within students the desire to pursue knowledge and develop tools for intellectual inquiry, and nurture a commitment to learning as a serious, lifelong endeavor.
- iii) Improving the abilities and effectiveness of faculty as teachers and/or learners.
- iv) Facilitating the instructional activities of the university.

Contributions to teaching and learning need not be linked solely to classroom instruction.

B. Professional accomplishments - Meritorious or outstanding professional performance and/or professional contributions to one's discipline, profession and/or the university; includes but is not limited to:

- I) Scholarship, research and/or creative activities that enhanced the body of knowledge in one's discipline and/or profession.
- ii) Professional accomplishments that enhanced the teaching mission of the university and/or has enriched the learning community.

C. Service which enhances the mission of the university - Meritorious or outstanding performance and/or contributions that enhanced the mission of the university; includes but is not limited to:

- I) Developing a sense of community and intellectual excitement outside the classroom among students, faculty, staff and/or alumni.
- ii) Making the university a dynamic force that contributes significantly to the social, cultural and intellectual vitality of the region and/or to its economic success.
- iii) Establishing interdisciplinary, collaborative partnerships between the university and the state capital community which enhances the teaching, scholarship and service of the university.

- iv) Developing a campus community whose diversity enriches the lives of all and whose members develop a strong sense of personal and community identity as well as mutual respect.
- v) ~~Developing~~ Contributing to a culture of faculty leadership and/or university citizenship.

3.2 The period of consideration shall be based on the lesser of: up to three (3) years immediately preceding the year in which the application or nomination is made; time since the applicant or nominee received his/her last PSI award; or time since the applicant's or nominee's appointment to CSUS.

4.0 Application and Nomination Process

4.1 All nominations must be signed and delivered to the nominee. It is the responsibility of the nominee, however, to prepare and submit an application for a PSI award. Application packets will be available in the Office of Faculty and Staff Affairs or an OFSA web site.

4.2 Unless specific reference is made to such, hereafter, the term "application" shall include to mean "nomination," and "applicant" shall include to mean "nominee."

4.3 An application package must contain, at a minimum, a completed "Application and Nomination Form: Cover Page," abbreviated vita and a narrative section described in sections 4.4 and 4.5 of this policy respectively. The package may include supporting documentation (as specified in 4.5), however the mere absence of support material s; ~~however;~~ shall not disqualify an application from continuing through the review process.

4.4 For purposes of assessing satisfactory performance, each applicant shall provide, as part of his/her application package, an abbreviated vita listing activities and/or outcomes directly related to his/her areas of professional responsibilities (as defined in the MOU Article 20) over the relevant time period as defined in section 3.2 of this policy. The abbreviated vita shall not exceed two single-spaced, single-sided pages. For each Unit 3 faculty employee, an example of the form and information expected in the abbreviated vita is provided below:

A. Instructional Faculty

- I) Teaching
 - a. Teaching assignment(s), e.g., number and courses taught, including supervisory activities, e.g., 500's, 199's.
 - b. Summary of student evaluations.
 - c. Conclusions reached by a periodic or performance evaluation committee(s).

- e.g., RTP Committee, Post-Tenure Review Committee.
- d. Student advising and/or mentoring activities.
- e. Activities to improve student learning within the classroom.

- ii) Research, scholarship and/or creative activities which contribute to currency in one's discipline and/or teaching.
- iii) Service to the University, profession, and community.

B. Library Faculty

- I) Professional Competencies
 - a. Primary assignment(s), e.g., service area(s), teaching in library subject matters.
 - b. Summary of evaluation(s) relevant to primary assignment(s).
 - c. Conclusions reached by a periodic or performance evaluation committee(s),
e.g., RTP Committee, Post-Tenure Review Committee.
- ii) Activities that foster professional growth, including creative activity and research.
- iii) Service to the CSU System and University.
- iv) Other activities expected of librarian faculty to qualify for RTP, and, following tenure, activities expected of librarian faculty in order to maintain their role as contributing members of their school and the university.

C. Counselor Faculty

- I) Professional Competencies
 - a. Primary assignment(s), e.g., counseling areas(s), consultation/referral, intern training, teaching, supervision.
 - b. Summary of evaluation(s) relevant to primary assignment(s).
 - c. Conclusions reached by a periodic or performance evaluation committee(s).
- ii) Activities that foster professional growth, including creative activity and research.
- iii) Service to the CSU System and University.

- iv) Other activities expected of counselor faculty to qualify for RTP, and, following tenure/permanency, activities expected of counselor faculty in order to maintain their role as contributing members of the university.

D. Coaching Faculty

- I) Coaching
 - a. Primary assignment(s), e.g., coaching and related duties, teaching, student advising.
 - b. Summary of evaluation(s) relevant to primary assignment(s).
 - c. Conclusions reached by a periodic evaluation committee(s).
- ii) Service to the system, campus and public.

E. Part-Time Instructional Faculty

- I) Teaching
 - a. Teaching assignment(s), e.g., number and courses taught, including supervisory activities, e.g., 500's , 199's.
 - b. Summary of student evaluations.
 - c. Conclusions reached by a periodic evaluation committees.
 - d. Student advising and/or mentoring activities if part of one's assignment.
 - e. Activities to improve student learning within the classroom.

- 4.5 For purposes of assessing outstanding or meritorious performance, each applicant shall provide, in addition to the abbreviated vita, a narrative statement (in three (3), single-spaced, single-sided pages or less) describing his/her meritorious activities, achievements and/or contributions in accordance with section 3.1 of this policy. Further, documentation that supports and/or provides evidence of the applicant's performance and/or contributions may be appended to the application form. Such additions shall not, however, exceed five single-sided pages.
- 4.6 An applicant may elect to submit a letter of nomination as part of his/her application package. If so elected, the letter shall then be counted as part of the appended materials and its length included in the calculation of the prescribed five (5) page limit.
- 4.7 At the written request of a faculty review committee, an applicant shall provide additional evidence that supports or clarifies statements contained in the abbreviated vita and/or the narrative section of the application, e.g., citations, nominations, letters, publications, and/or similar information specifically referenced in the application.

- 4.8 On behalf of the departments and the President, FSA will receive from each applicant an original and two copies of the completed, signed application package (reference Article 31.19 of the MOU). FSA shall forward the application to the department chair for review by the Department Level Review Committee (defined in section 5.0).
- 4.9 Before forwarding the application package to the department chair, FSA shall review each application package for compliance with both section 4.3 of this policy, and the following page limits on the application package:
- A. Three single-sided, single spaced page limit on the narrative section.
 - B. Two single-sided, single-spaced page limit (abbreviated vita) summarizing the activities and/or outcomes directly related to the applicant's primary area of professional responsibilities over the relevant time period.
 - C. Five single-sided page limit on support materials/evidence.

All pages exceeding the above limits shall be physically removed from the application package and returned to the applicant. This application package shall then proceed, without prejudice, through the evaluation process.

5.0 Department Level Review Committee (DLRC)

- 5.1 Full-time faculty unit employees in each academic department/program shall establish a Department Level Review Committee (DLRC) ~~normally by the end of each~~ early in the Spring Semester. Full-time faculty unit employees with appointments as librarians, coaches, or counselors shall establish comparable Department Level Review Committees for peer review of PSI applications from individuals holding appointments in these classifications by individuals with appointments in the same classifications.
- 5.2 Each Department Level Review Committee (DLRC) identified in section 5.1 of this policy shall consist of at least ~~five (5)~~ three elected tenured faculty from that department/unit, plus one alternate. The alternate will attend meetings, but will vote only if a member is absent. ~~A member of the committee who is also an applicant shall not participate or be present during the deliberations of his/her own application (Ref: Provision 31.25 MOU).~~ Faculty members applying for the award may not serve on the committee. If there is an insufficient number of tenured faculty unit employees available within a department/unit to constitute a DLRC, the department/unit faculty may elect tenured faculty from other departments/units to form or complete such a committee (Ref: Provision 31.26. MOU). Beyond these stipulations, the department/unit faculty shall determine the method of election, number, composition, and terms of their DLRC.

6.0 Department Level Review

- 6.1 ~~The first order of business at the first meeting of each DLRC shall be to elect a chair. Immediately after it is constituted, the DLRC shall meet to elect a chair, and to formalize and adopt the procedures it will use. It will publish these no later than May, 1 so that potential applicants will have time to formulate their applications over the summer.~~
- 6.2 ~~When the review process begins in the fall,~~ The Department Level Review Committee (DLRC) shall assess whether or not the individual is performing satisfactorily in all areas of responsibility as defined in MOU Article 20. For the purpose of conducting this assessment, the DLRC shall review the applicant's abbreviated vita. The DLRC may, by a simple majority vote, request the applicant to provide additional evidence that supports or clarifies statements contained in the abbreviated vita (as provided in section 4.7 of this policy) and/or consult his/her Personnel Action File. The DLRC shall indicate, in writing, whether or not the applicant's performance in all areas of responsibility is satisfactory (checking a box is sufficient). In those specific cases where the DLRC finds an applicant "not satisfactory" in any area of responsibility, the DLRC shall provide written justification for its assessment. The DLRC's written assessment shall become part of the applicant's application package.
- 6.3 Each DLRC shall review and assess the merit of each application using the criteria and standards specified in sections 3.1 and 3.2 of this policy. For purposes of conducting this assessment the DLRC shall review the applicant's narrative.
- 6.4 The DLRC, by a simple majority vote, may request an applicant to provide additional information that directly supports and/or corroborates statements specifically made or referred to in the narrative section of an application. (See section 4.7 of this policy.)
- 6.5 Abstentions shall not be interpreted as either a "yes" or a "no" vote, or included in the voting base when determining a simple majority of the votes cast.
- 6.6 The recommendations of a DLRC shall be made in accordance with the following process and procedures:
- A. The DLRC shall decide, by a simple majority vote, if an applicant is "Outstanding/Meritorious" in the category of "Teaching and Learning" and at least one other category. A "NO" or "TIE" (which shall be interpreted as "No Recommendation") vote on "Outstanding/Meritorious" performance shall end the DLRC's evaluation of the applicant. The DLRC shall proceed with its recommendation for a PSI award (B below) only on those applications receiving a "YES" vote.
 - B. Each application receiving a "YES" vote on "Outstanding/ Meritorious" shall be differentiated using a rating scale of "Recommended" to "Very Highly

Recommended.” The recommendation to assign an application to a particular rating must be supported by a simple majority vote. If there is a tie vote on a rating, the committee shall indicate in its recommendation the ratings where the tie occurred (Ref: Provision 31.25 and 31.27. MOU).

- 6.7 The DLRCs shall forward all applications, its written assessment, if any, of the individual’s performance in all areas of responsibility, and its PSI recommendation on each application to FSA for review by the University Level Review Committee (Ref: Provision 31.24. MOU).
- 6.8 The DLRCs shall inform all applicants of its recommendations no later than ten ^{academic} working ~~days~~ (10) days after its recommendations have been forwarded to the University Level Review Committee. Upon receiving a written request from an applicant, a DLRC shall inform the applicant, in writing, of the reasons for its recommendations. Such a request must be received no later than ten working days of receipt of the recommendations.
- 6.9 All deliberations and discussions relating to the review and recommendation of a specific application shall be confidential. All written recommendations shall become part of the application package.
- 6.10 In the event that a DLRC fails to meet the established deadline for completing its recommendation, then all application shall be automatically forwarded, without recommendation, to the University Level Review Committee (Ref: Provision 31.25, MOU).

7.0 University Level Review Committee (ULRC)

- 7.1 The ULRC is the “highest level faculty review committee” in that it shall be the last faculty review committee that makes its recommendation to the President or designee (Ref: 31.31, MOU).
- 7.2 The ULRC shall be established ~~normally by the end of each~~ early in the Spring semester, and consist of a total of ten (10) tenured faculty members elected by the full-time faculty of each of the following electing units:

Athletics
Counseling Faculty Electing Unit
Library
School of Arts and Letters
School of Business Administration
School of Education
School of Engineering and Computer Science
School of Health and Human Services

School of Natural Sciences and Mathematics
School of Social Sciences and Interdisciplinary Studies

- 7.3 The faculty of each school/unit shall determine the method of electing a school/unit faculty member to serve on the ULRC. Each school/unit will ~~notify~~ report the results of its election to the Dean of Faculty and Staff Affairs.
- 7.4 ~~A member of the University Level Review Committee (ULRC) who is also an applicant shall not participate or be present during the deliberations of his/her own application (Ref: Provision 31.25 MOU). Faculty members applying for the award may not serve on the committee.~~ Faculty serving on DLRCs may not serve on the ULRC. Each member of the ULRC shall serve a one year term. This term limit, however, does not preclude the reelection of a faculty member to a newly constituted ULRC in subsequent years.

8.0 University Level Review

- 8.1 The Dean of Faculty and Staff Affairs shall call the first meeting of the ULRC ~~during which the first order of business shall be to elect a chair.~~ immediately after it is constituted. The committee will elect a chair, then formalize and adopt the procedures it will use. The Faculty Policies Committee will provide it with the procedures worked out by the previous year's ULRC as a proposed model, and the current ULRC, after making changes where appropriate, will then publish same no later than May 1 to the campus community, so that potential applicants will have time to formulate their applications over the summer.
- 8.2 ~~Prior to consideration of the merits of each application for a PSI, the University Level Review Committee (ULRC) shall~~ When the review process begins in the fall, the ULRC shall first assess whether or not the individual is performing satisfactorily in all areas of responsibility as defined in MOU Article 20. For the purpose of conducting this assessment, the ULRC shall review the applicant's abbreviated vita. The ULRC may, by simple majority vote, request the applicant to provide additional evidence that supports or clarifies statements contained in the abbreviated vita (as provided in section 4.3 of this policy) and/or consult his/her Personnel Action File. The ULRC shall indicate, in writing, whether or not the applicant's performance in all areas of responsibility is satisfactory (checking a box is sufficient). In those specific cases where the ULRC finds an applicant "not satisfactory" in any area of responsibility, the ULRC shall provide written justification for its assessment. The ULRC's written justification shall become part of the applicant's application package.
- 8.3 The ULRC shall then review each application for meritorious or outstanding performance using the criteria and standards consistent with sections 3.1 and 3.2 of this policy. For purposes of this assessment the ~~DLRC~~ ULRC shall review the abbreviated vita and the

applicant's narrative. Further, the ULRC shall consider in its deliberations the recommendations of the DLRCs.

- 8.4 The ULRC by a simple majority vote, may request an applicant to provide additional information that directly supports and/or corroborates statements specifically made or referred to in the narrative section of an application.
- 8.5 Abstentions shall not be interpreted as either a "yes" or a "no" vote, or included in the voting base when determining a simple majority of the votes cast.
- 8.6 The recommendations of the ULRC shall be made in accordance with the following process and procedures:
 - A. The ULRC shall decide, by a simple majority vote, if an applicant is "Outstanding/Meritorious" in the category of "Teaching and Learning" and at least one other category. A "NO" or "TIE" (which shall be interpreted as "No Recommendation") vote on "Outstanding/Meritorious" performance shall end the ULRC's evaluation of the applicant. The ULRC shall proceed with its recommendation for a PSI award (B below) only on those applications receiving a "YES" vote.
 - B. Each application receiving a "YES" vote on "Outstanding/Meritorious" shall be differentiated using a rating scale of "Recommended" to "Very Highly Recommended." The recommendation to assign an application to a particular rating must be supported by a simple majority vote. If there is a tie vote on a rating, the committee shall indicate in its recommendation the ratings where the tie occurred (Ref: Provision 31.25 and 31.27 MOU).
- 8.7 The ULRC shall forward all applications, any and all operational criteria and standards developed and used to evaluate the applications, its reasons, if applicable, for deviating from the recommendations of the DLRCs, as well as its recommendation on each application to the President or designee.
- 8.8 The recommendation of the ULRC shall be forwarded to the President or designee no later than December 1 of each year in which negotiated PSI's are awarded. Failure to meet these deadlines shall automatically result in the forwarding of all applications without recommendation and all materials received from the DLRCs to the President or designee for his/her award of PSI'S (Ref: Provision 31.25 and 31.27, MOU).
- 8.9 The ULRC shall inform all applicants of their recommendations no later than ten (10) *academic applicants* working days after its recommendations have been forwarded to the President or designee. Upon receiving a written request from an applicant, the ULRC shall inform the applicant in writing of the reasons for its recommendations. Such a request must be received no later than ten working days of receipt of the recommendations.

8.10 All deliberations and discussions relating to the review and recommendation of a specific application shall be confidential. All written recommendations shall become part of the application package.

9.0 Review by Academic Administrators and/or the President or Designee

9.1 The President may elect to have academic administrators review the applications submitted for a PSI award (Ref: Provision 31.21, MOU). If so elected, the Academic Senate shall be informed of the procedure governing the review process conducted by academic administrators.

9.2 The President or designee shall review all of the applications which have been submitted, and select the recipients of the PSI from among this candidate pool no later than January 1 of each year in which negotiated PSI'S are awarded. The President or designee shall determine the appropriate number of steps to be granted, consistent with the limitations provided in section 1.3 of this policy (Ref: Provision 31.28, MOU).

10.0 Special Provisions Governing PSI Awards

10.1 At least fifty percent (50%) of the candidates receiving a PSI must have received a positive recommendation from the ULRC provided that (Ref: Provision 31.29, MOU):

A. The ULRC makes a positive recommendation for enough candidates to fully expend the pool for PSI'S in that fiscal year, and

B. The ULRC meets the time requirement for the review and recommendation of all candidates to the President by the date specified in section 8.8 of this policy (Ref: Provisions 32.25 and 3.27, MOU).

10.2 If the ULRC submits fewer than the minimum number of positive recommendations needed to expend fully the pool for PSI'S in any fiscal year, then the percentage of candidates receiving a PSI that must also have received a positive recommendation from the ULRC shall be reduced proportionately from fifty percent (50%). The percentage of candidates receiving a PSI and with a positive recommendation from the ULRC must be at least fifty (50%) of the number of positive recommendations received divided by the minimum number of recommendations required (Ref: Provision 31.30, MOU).

11.0 Peer Review of Salary Step Denials

11.1 A candidate who has received a favorable recommendation from the ULRC and who subsequently fails to receive a PSI, shall be eligible to have the increase denial reviewed by a University Peer Review Panel (UPRP) constituted for that purpose. The UPRP shall

- be the sole forum for any reconsideration of any denial of a PSI (Ref: Provision 31.36, MOU).
- 11.2 The UPRP shall consist of three (3) voting members and one (1) alternate. All members of each panel shall be selected by lot from among the pool of all full-time tenured faculty excluding those (Ref: Provision 31.38, MOU):
 - A. Serving on the DLRC that reviewed the application under reconsideration or ULRC during the current PSI review/award cycle.
 - B. Having submitted or intending to submit a request of reconsideration of a denial of a PSI during the current review/reward cycle (Ref: Provision 31.37, MOU).
 - 11.3 All requests for reconsideration by the UPRP must be submitted in writing to the Dean of Faculty and Staff Affairs no later than January 15 of each year in which negotiated PSI'S are awarded (Ref: Provision 31.36, MOU). The written request for reconsideration shall be no more than two double-spaced single-sided pages and shall indicate whether the appellant wants to make a presentation to the Peer Panel.
 - 11.4 The UPRP shall begin to review the specific PSI denial within fourteen (14) days of its selection by lot. The panel's review shall be limited to a reconsideration of the PSI denial of the appellant; and the Employer's written response to any allegations made by the affected faculty employee. Except for presentations of the complainant and if so elected, by that of an administrator, the peer review shall be made from the documents identified in sections 4.4, 4.5, 4.9, 6.2, 6.6, 8.2, and 8.6 of this policy (Ref: Provision 31.39, MOU).
 - 11.5 The proceedings of the UPRP shall not be open to the public and shall not be a hearing (Ref: Provision 31.40, MOU).
 - 11.6 No later than thirty (30) days after its selection, the UPRP shall submit to the President and complainant a written report of its findings and recommendations. All written materials considered by the panel shall be forwarded to the President. The panel shall be automatically disbanded upon the completion of its duties as identified in this section (Ref: Provision 31.41, MOU).
 - 11.7 The President shall consider the UPRP's recommendations and all forwarded materials and, no later than fourteen (14) days after receipt of the panel's report, notify the affected employee and the members of the panel of his/her final decision, including the reasons therefor. Notification to the faculty employee of the President's decision concludes the peer review procedure and such decision shall not be reviewable in any forum (Ref: Provision 31.42, MOU).

11.8 All written materials pertaining to the review of PSI denials including a written record of the President's final decision shall become part of the application package.

12.0 Final Disposition of All Documents Pertaining to PSI Applications

12.1 At the conclusion of a PSI cycle, all documents pertaining to an individual's PSI application (referred to as an application package) which shall include: letter(s) of nomination, if any; the individual's application; the DLRC's assessment of performance and PSI recommendation; the ULRC's assessment of performance and PSI recommendation; the President's action on the PSI recommendation; and all written materials, if any, pertaining to a review of PSI denials shall be: 1) for those applicants awarded a PSI: returned to the administrative custodian of the applicant's Personnel Action File (PAF) for inclusion in the PAF, or 2) for those applicants not awarded a PSI: returned to the applicant.

1998/99 ACADEMIC CALENDAR (DRAFT B)

Fall, 1998

May 11, 1998 (M)	CASPER (Computer Access Student Phone Entry Registration) Materials Available	Jan. 4-5, 1999 (M-T)	Fall Term Grades Due
June 29-July 27, 1998 (M-M)	CASPER	Jan. 5, 1999 (T)	Last Day of Fall Semester
Aug. 24, 1998 (M)	Academic Year Begins	Jan. 6-26, 1999	Winter Recess (Faculty)
Aug. 24-26, 1998 (M-W)	CASPER Plus (Late Registration or Schedule Adjustment)		<u>72</u> Days of Instruction; <u>86</u> Faculty Work Days
Aug. 24-28, 1998 (M-F)	University-wide and/or School Meetings		<u>Spring, 1999</u>
Aug. 31, 1998 (M)	Instruction Begins		
Aug. 31-Sept. 11, 1998	CASPER Plus (Schedule Adjustment)	Nov. 16, 1998 (M)	CASPER (Computer Access Student Phone Entry Registration) Materials Available
Sept. 7, 1998 (M)	Labor Day (Holiday)	Nov. 23-Dec. 22, 1998 (M-T)	CASPER
Sept. 9, 1998 (W)	*Admission Day (Holiday Observed on 11/27/98) (Campus Open, Classes Held)	Jan. 18, 1999 (M)	Martin Luther King, Jr. Day (Holiday)
Oct. 12, 1998 (M)	**Columbus Day and Indigenous People's Day (Holiday Observed on 12/28/98) (Campus Open, Classes Held)	Jan. 26-28, 1999 (T-Tr)	CASPER Plus (Late Registration or Schedule Adjustment)
Nov. 11, 1998 (W)	***Veteran's Day (Holiday Observed on 12/29/98) (Campus Open, Classes Held)	Jan. 27, 1999 (W)	Spring Semester Begins
Nov. 26, 1998 (Tr)	Thanksgiving Day (Holiday)	Jan. 27-29, 1999 (W-F)	University-wide and/or School Meetings
Nov. 27, 1998 (F)	*Holiday (Admission Day Observed)	Feb. 1, 1999 (M)	Instruction Begins
Dec. 11, 1998 (F)	Last Day of Instruction	Feb. 1-12, 1999 (M-F)	CASPER Plus (Schedule Adjustment)
Dec. 14-18, 1998 (M-F)	Final Examinations	Feb. 12, 1999 (F)	+Lincoln's Birthday (Holiday Observed on 12/30/98) (Campus Open, Classes Held)
Dec. 18-19, 1998 (F-S)	Commencement (Other Work Day)	Feb. 22, 1999 (M)	++Washington's Birthday (Holiday Observed on 12/31/98) (Campus Open, Classes Held)
Dec. 21, 1998 (M)	Evaluation Day	Mar. 29-Apr. 2, 1999 (M-F)	Spring Recess
Dec. 21, 1998-Jan. 29, 1999	Winter Recess (Students)	May 21, 1999 (F)	Last Day of Instruction
Dec. 22, 1998 (T)	Academic Holiday	May 24-28, 1999 (M-F)	Final Examinations
Dec. 23, 1998 (W)	Academic Holiday	May 28-29, 1999 (F-S)	Commencement (Other Work Day)
Dec. 24, 1998 (Tr)	Academic Holiday	May 31, 1999 (M)	Memorial Day Observance (Holiday)
Dec. 25, 1998 (F)	Christmas (Holiday)	June 1, 1999 (T)	Evaluation Day
Dec. 28, 1998 (M)	**Holiday (Columbus Day and Indigenous People's Day Observed)	June 2-3, 1999 (W-Tr)	Spring Term Grades Due
Dec. 29, 1998 (T)	***Holiday (Veteran's Day Observed)	June 3, 1999 (Tr)	Last Day of Academic Year
Dec. 30, 1998 (W)	+Holiday (Lincoln's Birthday Observed)		<u>75</u> Days of Instruction; <u>87</u> Faculty Workdays
Dec. 31, 1998 (Tr)	++Holiday (Washington's Birthday Observed)		*, **, ***, +, ++ Holiday Observance Rescheduled
Jan. 1, 1999 (F)	New Year's Day (Holiday)		

ACADEMIC HOLIDAYS 1998-99

1998-99 ACADEMIC CALENDAR (DRAFT B)

	Campus Open	Campus Closed	Fall 1998	Pay Periods	Instr. Days	Exams	Other	Work Days			
									September	October	November
Labor Day		x	September 7, 1998 (Monday)	(8/24-9/30)	22		5 (Univ. & Dept. Mtgs)	27			
* Admission Day	x		September 9, 1998 (Wednesday)	(10/1-10/31)	22			22			
** Columbus Day and Indigenous People's Day	x		October 12, 1998 (Monday)	(11/1-12/1)	20			20			
** Veteran's Day	x		November 11, 1998 (Wednesday)	(12/2-12/31)	8	5	2 (Com- mencement, Evaluation Day, Grades Due)	15			
Thanksgiving Day		x	November 26, 1998 (Thursday)	(1/4-5/99)			2 (Grades)	2			
Christmas Day (Observed)		x	December 25, 1998 (Friday)	Fall Total	72	5	9	86			
New Year's Day (Observed)		x	January 1, 1999 (Friday)	*****				*****			
*** Martin Luther King, Jr. Day		x	January 18, 1999 (Monday)	Spring 1999							
** Lincoln's Birthday		x	February 12, 1999 (Friday)	February (1/27-3/1)	21		3 (Univ. & Dept. Mtgs)	24			
** Washington's Birthday		x	February 22, 1999 (Monday)	March (3/2-3/31)	19			19			
Spring Recess		x	March 29-April 2, 1999 (Monday-Friday)	April (4/1-4/30)	20			20			
Memorial Day (Observed)		x	May 31, 1999 (Monday)	May (5/1-5/31)	15	5	1 (Com- mencement)	24			
* Admission Day to be observed the day after Thanksgiving				June (6/1-6/3)			3 (Evaluation Day, Grades)	3			
** Columbus Day, Veteran's Day, Lincoln's Birthday, and Washington's Birthday to be observed December 28, 29, 30, 31, 1998				Spring Total	75	5	7	87			
*** Faculty on Recess				ACADEMIC YEAR TOTAL	147	10	16	173			

Commencement: 12/18-19/98
 Last Day of Fall: 1/5/99
 Commencement: 5/28-29/99
 Last Day of Spring: 6/3/99

1999/2000 ACADEMIC CALENDAR (DRAFT B)

Full 1999

May 10, 1999 (M)	CASPER (Computer Access Student Phone Entry Registration) Materials Available	Jan. 3-4, 2000 (M-T)	Fall Term Grades Due
June 28-July 26, 1999 (M-M)	CASPER	Jan. 4, 2000 (T)	Last Day of Fall Semester
Aug. 23, 1999 (M)	Academic Year Begins	Jan. 5-25, 2000	Winter Recess (Faculty)
Aug. 23-25, 1999 (M-W)	CASPER Plus (Late Registration or Schedule Adjustment)	72 Days of Instruction; 86 Faculty Work Days	
Aug. 23-27, 1999 (M-F)	University-wide and/or School Meetings	<u>Spring 2000</u>	
Aug. 30, 1999 (M)	Instruction Begins	Nov. 15, 1999 (M)	CASPER (Computer Access Student Phone Entry Registration) Materials Available
Aug. 30-Sept. 10, 1999 (M-F)	CASPER Plus (Schedule Adjustment)	Nov. 22-Dec. 21, 1999 (M-T)	CASPER
Sept. 6, 1999 (M)	Labor Day (Holiday)	Jan. 17, 2000 (M)	Martin Luther King, Jr. Day (Holiday)
Sept. 9, 1999 (Tr)	*Admission Day (Holiday Observed on 11/26/99) (Campus Open, Classes Held)	Jan. 24-26, 2000 (M-W)	CASPER Plus (Late Registration or Schedule Adjustment)
Oct. 11, 1999 (M)	**Columbus Day and Indigenous People's Day (Holiday Observed on 12/27/99) (Campus Open, Classes Held)	Jan. 26, 2000 (W)	Spring Semester Begins
Nov. 11, 1999 (Tr)	**Veteran's Day (Holiday Observed on 12/28/99) (Campus Open, Classes Held)	Jan. 26-28, 2000 (W-F)	University-wide and/or School Meetings
Nov. 25, 1999 (Tr)	Thanksgiving Day (Holiday)	Jan. 31, 2000 (M)	Instruction Begins
Nov. 26, 1999 (F)	*Holiday (Admission Day Observed)	Jan. 31-Feb. 11, 2000 (M-F)	CASPER Plus (Schedule Adjustment)
Dec. 10, 1999 (F)	Last Day of Instruction	Feb. 11, 2000 (F)	+Lincoln's Birthday (Holiday Observed on 12/29/99) (Campus Open, Classes Held)
Dec. 13-17, 1999 (M-F)	Final Examinations	Feb. 22, 1999 (T)	+Washington's Birthday (Holiday Observed on 12/30/99) (Campus Open, Classes Held)
Dec. 17-18, 1999 (F-S)	Commencement (Other Work Day)	Apr. 17-21, 2000 (M-F)	Spring Recess
Dec. 20, 1999 (M)	Evaluation Day	May 19, 2000 (F)	Last Day of Instruction
Dec. 20, 1999-Jan. 28, 2000	Winter Recess (Students)	May 22-26, 2000 (M-F)	Final Examinations
Dec. 21, 1999 (T)	Academic Holiday	May 26-27, 2000 (F-S)	Commencement (Other Work Day)
Dec. 22, 1999 (W)	Academic Holiday	May 29, 2000 (M)	Memorial Day Observance (Holiday)
Dec. 23, 1999 (Tr)	Academic Holiday	May 30, 2000 (T)	Evaluation Day
Dec. 24, 1999 (F)	Christmas (Holiday)	May 31-June 1, 2000 (W-Tr)	Spring Term Grades Due
Dec. 27, 1999 (M)	**Holiday (Columbus Day and Indigenous People's Day Observed)	June 1, 2000 (Tr)	Last Day of Academic Year
Dec. 28, 1999 (T)	**Holiday (Veteran's Day Observed)	75 Days of Instruction; 87 Faculty Workdays	
Dec. 29, 1999 (W)	+Holiday (Lincoln's Birthday Observed)		
Dec. 30, 1999 (Tr)	+Holiday (Washington's Birthday Observed)		
Dec. 31, 1999 (F)	New Year's (Holiday)		

* , ** , *** , + , ++ Holiday Observance Rescheduled

ACADEMIC HOLIDAYS 1999-2000

1999-2000 ACADEMIC CALENDAR (DRAFT B)

	Campus		Pay Periods	Instr. Days	Exams	Other	Work Days
	Open	Closed					
Labor Day			September 6, 1999 (Monday)				
*Admission Day		x	September 9, 1999 (Thursday)	23		5 (Univ. & Dept. Mtgs)	28
**Columbus Day and Indigenous People's Day		x	October 11, 1999 (Monday)				
**Veteran's Day		x	November 11, 1999 (Thursday)				
Thanksgiving Day		x	November 25, 1999 (Thursday)				
Christmas Eve (Observed)		x	December 24, 1999 (Friday)				
New Year's Eve (Observed)		x	December 31, 1999 (Friday)				
***Martin Luther King, Jr. Day		x	January 17, 2000 (Monday)				
**Lincoln's Birthday (Observed)		x	February 11, 2000 (F)				
**Washington's Birthday		x	February 22, 2000 (Tuesday)				
Spring Recess			April 17-21, 2000 (Monday-Friday)				
Memorial Day (Observed)		x	May 29, 2000 (Monday)				
*Admission Day to be observed the day after Thanksgiving							
**Columbus Day, Veteran's Day, Lincoln's Birthday, and Washington's Birthday to be observed December 27, 28, 29, 30, 1999							
***Faculty Recess							
			January (1/1-4/2000)	72	5	9	86
			February (1/26-3/1)	23		3 (Univ. & Dept. Mtgs)	26
			March (3/2-3/31)	22			22
			April (4/1-5/1)	16			16
			May (5/2-5/31)	14	5	3 (Commencement, Evaluation Day, Grades)	22
			June (6/1)			1 (Grades)	1
			Spring Total	75	5	7	87
			ACADEMIC YEAR TOTAL	147	10	16	173
			Commencement: 12/17-18/99				
			Last Day of Fall: 1/4/2000				
			Commencement: 5/26-27/2000				
			Last Day of Spring: 6/1/2000				