

ACADEMIC SENATE
OF
CALIFORNIA STATE UNIVERSITY
SACRAMENTO

MINUTES

Issue #4

October 13, 1982

ROLL CALL

Present: Barkdull, Beelick, Bohr, Borer, Bossert, Brackmann,
Cavaghan, Collins, Comstock, Elfenbaum, Esquerra, Gillespie,
Haq, Heidecker, Horine, Kearney, Kerster, Kostyrko, Krebs,
McDaniel, McGilivray, Meeker, Phillips, Raines, Raske,
Reinelt, Rue, Scott, Shattuck, Spray, Stephens, Swanson,
Stroumpos, Tanaka, Torzyn, Urone, Wade, Whitney

Absent: Charlton, Fenley, Hill, Livingston, Maxwell, Semas, Shaban,
Skube

A regular meeting was convened by Alan Wade, Wednesday, October 13,
1982, at 2:00 p.m. in Psych-153.

INFORMATION

Academic Senate membership changes:

Journalism/Philosophy: LEIGH STEPHENS (repl. for D. Spilsbury)

Health & P.E.: LOUIS ELFENBAUM (repl. for J. Bosco)

Staff Representative: BARBARA RAINES (repl. for JoAnne Breese)

ACTION ITEMSAS 82-41/Flr. MINUTES

The Minutes of September 8, 1982, are approved.

Carried unanimously.

AS 82-42/Ex. COMMITTEE APPOINTMENTS

Ad hoc Committee on Math Proficiency Requirements:
HAROLD KERSTER and PEG McKOANE

Ad hoc Telecommunications Committee: SOL SPECTOR, Faculty
Representative, Academic Senate

Academic Affairs Budget Committee: AL GUTOWSKY, At-large
NORMAN ROTH, At-large

Administrative/Business Affairs Budget Committee:
CECILIA GRAY and LORRAINE HEIDECKER

Curriculum Committee: •ELEANOR KIRKLAND, At-large, 1984
(repl. for R. Foreman, on leave, Fall 1982)
•JELINE WARE, Arts/Sci., 1983
(repl. for M. Dillon, on leave, Fall 1982)

Election Committee: EILEEN HEASER
JAMES RITCHEY

Faculty Affairs Committee: •LONDA BORER, Senator, 1984
(repl. for J. Gillespie)
•TOM KANDO, At-large, 1984
(repl. for T. Woon)
•BETTE POLKINGHORN, At-large, 1985
(repl. for M. Weininger)
•RONALD TANAKA, Senator, 1984
(repl. for R. Kingsnorth)

General Education Committee: •JOHNNY STROUMPOS, Senator, 1984
(repl. for J. Bosco)

*Public Safety Advisory Committee: PAT SONNTAG, At-large, 1984
J. MICHAEL BOSSERT, At-large,
1984 (President Johns will
appoint one)

Carried unanimously.

AS 82-43/G.E.,Ex. GENERAL EDUCATION POLICY STATEMENT

It was moved (Brackmann) and seconded to table AS 82-43 until the next regular meeting of the Senate to allow Arts and Sciences Academic Council to respond.

Carried.

AS 82-44/Ex. FACULTY CONSULTATION CONCERNING ACADEMIC STRUCTURE

The CSUS Academic Senate endorses the policy stated in "Consultation with Faculty Concerning Academic Structure of the University," CSU Academic Senate resolution AS-1306-82/EP. (Attachment A)

Carried unanimously.

It was moved (Urone) and seconded to instruct the Academic Senate Executive Committee to draft appropriate language to convey to the Statewide Senate the concern that the wording "layoff of tenured faculty" in the second resolved clause is much too restrictive; it should include all faculty.

Carried unanimously.

*AS 82-45/AP,Ex. +/- GRADING POLICY

The Academic Senate approves the following policy:

WHEREAS, the faculty poll on grading supported institution of a +/- system of grading,

WHEREAS, the ASI senate vote supported institution of a +/- system of grading,

WHEREAS, a +/- system of grading would provide greater precision in evaluating student work, be it

RESOLVED, that the Academic Senate recommend the institution of +/- grading at CSUS.

Carried.

AS 82-46/Ex. GENERAL FACULTY MEETING

The Academic Senate approves the following resolution:

- WHEREAS, a General Faculty meeting held early each academic year has in the past come to be regarded as a campus tradition; and
- WHEREAS, no such meeting has been held for several years; and
- WHEREAS, such meetings have in the past served several valuable functions, including the formal introduction of new faculty members, presentation and discussion of issues of general concern, and dissemination of announcements and information of common interest; and
- WHEREAS, the holding of a General Faculty meeting early in the semester offers a symbolic opportunity for the campus academic community to experience a sense of renewal of our dedication to the commonly held goals of academic life; and
- WHEREAS, for the present academic year, a number of issues of common interest and concern require faculty attention, among them impending layoffs, the introduction of a new General Education program, proposed new directions for inter-collegiate athletics, proposals for expenditures of resources on new educational technologies, and administrative re-organization; therefore be it
- RESOLVED, that the Academic Senate convene a General Faculty meeting as soon as possible during the current semester.

Carried unanimously.

*AS 82-47/CC,Ex. EXTENDED LEARNING PROGRAM

(AS 82-40, clarified by the Executive Committee as requested by the Senate on 9/8/82.)

The Academic Senate approves the following:

1. Extended Learning credit courses must be submitted through the regular curriculum review approval process each time they are offered.

AS 82-47/CC,Ex. EXTENDED LEARNING PROGRAM -- contd.

2. Extended Learning non-credit courses will be required to follow the same initial procedures as credit courses. However, once approved they may be offered four times without further review unless there is a change of instructor or content, or unless otherwise requested by the supporting academic unit(s).

Carried unanimously.

The meeting was adjourned at 3:45 p.m.

Janice McPherson
Janice McPherson, Secretary

JM/CD

*President's approval requested.

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

(Item 18)

AS-1306-82/EP (REV.)
MAY 13-14, 1982

CONSULTATION WITH FACULTY CONCERNING ACADEMIC
STRUCTURE OF THE UNIVERSITY

WHEREAS, Academic tradition, California state law (the HEERA of 1978), AAUP policy documents, and the Academic Senate of The California State University statement on "Responsibilities of Academic Senates Within a Collective Bargaining Context" (which has the stated endorsement of the CSU Chancellor), as well as the ordinary canons of collegiality and of common courtesy, require that senates/councils be consulted in all deliberations concerning:

- 1) projected changes in the academic structure of the university;
- 2) budget decisions which bear directly upon matters of academic policy, including determination of the academic structure of the university; and
- 3) budget and/or academic policy decisions which require or make likely the layoff of faculty;

and

WHEREAS, Meaningful consultation with faculty can occur only when senates/councils are involved in the decision-making process from its inception and under circumstances such that there is a genuine likelihood that faculty representatives can influence the decisions to be made; and

WHEREAS, Current fiscal exigencies on many CSU campuses require that issues of academic budget and academic structure be addressed; and

WHEREAS, It appears that administrations on some CSU campuses are circumventing or ignoring the requirements for appropriate consultation with senates/councils on these matters, much to the

[Note: Pertinent excerpts from the documents referred to above are attached to this resolution.]

detriment of the climate of trust on the campuses and to the confidence in the proper functioning of the university; therefore be it

RESOLVED: That the Academic Senate of The California State University urge CSU presidents to adhere to the requirements of California state law and canons of collegiality by including senates/councils in all deliberations concerning projected changes in the academic structure of the university and in those deliberations on budget matters which bear upon academic structure; and be it further

RESOLVED: That CSU presidents be informed that adherence to these requirements for consultation is imperative in those instances in which projected changes in academic structure create a likelihood of layoff of tenured faculty or other significant changes in faculty status; and be it further

RESOLVED: That campus senates/councils be urged to secure or maintain appropriate principles of consultation with respect to determining the academic structures of their own campuses.

APPROVED WITHOUT DISSENT

MAY 13-14, 1982

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

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

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

- 1) approval of degree candidates;
- 2) development of policies governing the awarding of grades.

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

- 1) criteria and standards for the appointment, retention, awarding of tenure, promotion and evaluation of academic employees including preservation of the principle of peer evaluation and provision for the direct involvement of appropriate faculty in these decisions;

2) determination of membership in the General Faculty;

→ [3) curricular policies; such as admission and degree requirements, approval of new courses and programs,
discontinuance of academic programs, and academic standards;

4) faculty appointments to institutional task forces, advisory committees, and auxiliary organizations;

→ [5) academic standards and academic policies governing athletics.

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

1) establishment of campus-wide committees on academic or professional matters;

2) the academic role of the library;

3) academic awards, prizes, and scholarships;

4) the academic conduct of students and means for handling infractions;

→ [5) development of institutional missions and goals.

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

1) the academic calendar and policies governing the scheduling of classes;

2) policies governing the appointment and review of academic administrators.

EXCERPT FROM ASSEMBLY BILL 1091 (Berman)

AB 1091

CHAPTER 12. HIGHER EDUCATION
EMPLOYER-EMPLOYEE RELATIONS

Article 1. General Provisions

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

ACADEMIC SENATE
of
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SUPPORTING INFORMATION FOR AS-1306-82/EP (CONSULTATION WITH FACULTY CONCERNING ACADEMIC STRUCTURE OF THE UNIVERSITY)

The following quotations are from the 1977 Edition of AAUP Policy Documents and Reports ("Red Book"):

1. Statement on Government of Colleges and Universities (A statement jointly formulated by the AAUP, the American Council on Education, and the Association of Governing Boards of Universities and Colleges), pp. 40-44.

. . . . The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort. . . . (emphasis added)

. . . . Such matters as major changes in the size or composition of the student body and the relative emphasis to be given to the various elements of the educational and research program should involve participation of governing board, administration, and faculty prior to final decision. . . .

. . . . A second area calling for joint effort in internal operations is that of decisions regarding existing or prospective physical resources. The board, president, and faculty should all seek agreement on basic decisions regarding buildings and other facilities to be used in the educational work of the institution.

A third area is budgeting. The allocation of resources among competing demands is central in the formal responsibility of the governing board, in the administrative authority of the president, and in the educational function of the faculty. Each component should therefore have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long-range budget projections. . . .

2. The Role of the Faculty in Budgetary and Salary Matters, pp. 45-47.

. . . . The faculty should participate both in the preparation of the total institutional budget, and (within the framework of the total budget) in decisions relevant to the further apportioning of its specific fiscal divisions (salaries, academic programs, tuition, physical plants and grounds, etc.). The soundness of resulting decisions should be enhanced if an elected representative committee of the faculty participates in deciding on the overall allocation of institutional resources and the proportion to be devoted directly to the academic program. This committee should be given access to all information that it requires to perform its task effectively, and it should have the opportunity to confer periodically with representatives of the administration and governing board. Such an institution-level body, representative of the entire faculty, can play an important part in mediating the financial needs and the demands of different groups within the faculty and can be of significant assistance to the administration in resolving impasses which may arise when a large variety of demands are made on necessarily limited sources. . . . (emphasis added)

2. The Role of Faculty in Budgetary and Salary Matters (cont'd.).

. . . . Budgetary decisions directly affecting those areas for which, according to the Statement on Government, the faculty has primary responsibility-- curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process-- should be made in concert with the faculty. . . .

. . . . Circumstances of financial exigency obviously pose special problems. At institutions experiencing major threats to their continued financial support, the faculty should be informed as early and specifically as possible of significant impending financial difficulties. The faculty--with substantial representation from its nontenured as well as its tenured members, since it is the former who are likely to bear the brunt of any reduction--should participate at the department, college or professional school, and institution-wide levels, in key decisions as to the future of the institution and of specific academic programs within the institution. The faculty, employing accepted standards of due process, should assume primary responsibility for determining the status of individual faculty members. . . . The faculty should play a fundamental role in any decision which would change the basic character and purpose of the institution. . . . Before any decisions in curtailment become final, those whose work stands to be adversely affected should have full opportunity to be heard. . . .

3. On Institutional Problems Resulting from Financial Exigency: Some Operating Guidelines, pp. 48-49.

1. There should be early, careful, and meaningful faculty involvement in decisions relating to the reduction of instructional and research programs. In making such decisions, financial considerations should not be allowed to obscure the fact that instruction and research constitute the essential reason for the existence of the university.

2. Given a decision to reduce the overall academic program, it should then become the primary responsibility of the faculty to determine where within the program reductions should be made. . . . (emphasis added).