

ACADEMIC SENATE

AGENDA

Wednesday, October 10, 1984

2:00 p.m.

Student Senate Chambers, University Union

INFORMATION

1. Textbook requisition deadlines
2. Collective bargaining
3. Enrollment

CONSENT CALENDAR

AS 84-43/Ex. COMMITTEE APPOINTMENTS

Senate Committees:

Academic Policies Committee: ANNE MAREK, Staff, 1986

Affirmative Action Committee: TERESA MENDICK, At-large, F'84
(repl. for P. Sonntag)

VALERIE ANDERSON, At-large, 1985 (repl. for L. Maestas)

Curriculum Committee: RITA DEL GRANDE, Staff, 1986

Graduate Policies and Programs Committee: MARILYN WINTERS,
Senator, 1985

Military Studies Advisory Board: WILLIAM DILLON, At-large,
1987

Election Committee: BETTE POLKINGHORN, At-large, 1985
ROBINDRA CHAKRAVORTI, At-large, 1985

University Committees:

* Commencement Planning Committee: PAULA ELDOT, At-large, 1987

CSUS Foundation Board of Directors: JAY CRAIN, At-large, 1986
(repl. H. Thornton)

RICHARD DICKINSON, At-large, 1987

Parent Advisory Council: FRANK BAUTISTA, At-large, 1985

Public Safety Advisory Committee: TOM JOHNSON, At-large, 1985

Student Health Advisory Committee: LOUISE TIMMER, At-large,
1985

University Union Board of Directors: SARA GREEN, At-large,
1985

Hearing Officers, Student Disciplinary Actions:

JUANITA BARRENA, At-large, 1985

TALIB HAQ, At-large, 1985

DAVID LONG, At-large, 1985

T. EUGENE SHOEMAKER, At-large, 1985

DONNA SELNICK, At-large, 1985

Faculty Representative to Student Senate: LARRY CHASE,
At-large, 1985

* AS 84-44/CC, GPPC, Ex. CURRICULUM REVIEW

The Academic Senate approves the following recommendations contained in the Academic Program Review for the Department of Geology:

1. the Bachelor of Arts degree program in Geology be approved for a period of five years or until the next scheduled program review.
2. the Bachelor of Science degree program in Geology be approved for a period of five years or until the next scheduled program review.

[A copy of the Academic Program Review for the Department of Geology is available for review in the Academic Senate Office, Adm. 264.]

REGULAR AGENDA

AS 84-42/Flr. MINUTES

Approval of Minutes of meeting of September 12, 1984.

* AS 84-39/Ex. PROFESSIONAL LEAVES - CRITERIA AND PROCESS

The Academic Senate approves the policy on professional leaves as recommended by the ad hoc Committee on Professional Leaves and amended by the Academic Senate on September 12 and September 26. [See Attachment A]

AS 84-45/AP, Ex. REPORT ON THE ADMISSION OF FIRST-TIME FRESHMEN

^{while} The Academic Senate ^{takes no action on} ~~approves in concept~~ ^{specific} the enhanced admission requirements as stated in "The Report of The California State University Admissions Advisory Council on the Admission of First-Time Freshmen," dated February 9, 1984, and forwards the following comments and recommendations pertinent to this document to the CSU Academic Senate and the President:

1. While the revised admission standards for the CSU system ideally will have a positive impact on the educational quality of CSU's curriculum and on the quality of education obtained by our students, we believe that the impact of these requirements will be an increased demand for well qualified teachers. If these new requirements are to be effective in achieving their goals, particular attention will have to be directed toward recruiting for the teaching profession.
2. The CSU, Sacramento Academic Senate believes exceptions to admission standards must be equitable and applied consistently throughout the system and within each institution in the system. Additionally, we believe that attention should be directed to evaluation of the impact that special admissions may have on the quality of the general education curriculum. That is, if large numbers of special admissions occur at the freshman level, this may have a serious negative effect on the curriculum.
3. Specific college preparatory courses used to meet the requirements for entering freshmen should be the same for the CSU and UC systems.
4. Although the Admissions Advisory Council's report suggests that "(Transfer students should be held to similar subject area preparation, as well as satisfactory college-level performance)," we would like to push this point further. So as not to have two classes of citizens at the junior level of the four year universities, we would like to strongly recommend that community college transfers be held to the same or equivalent academic preparation, not just satisfactory GPA in community college courses, before being accepted as transfers to either the CSU or UC systems.
5. There should be some articulation between high school and colleges as to the appropriate content of courses taught to satisfy these admission requirements. For example, the content of the third year of mathematics should be different for those students who will only

AS 84-45/AP, Ex. (cont'd)

take three years and not four years of mathematics. Under a three years of mathematics situation, the third year mathematics course might contain instruction in algebra, trigonometry, solid geometry and other advanced topics and not deal in depth with advanced algebra.

- 6. Clarification is needed regarding the content of the "Visual and Performing Arts" requirement mentioned in TABLE II of the Admissions Advisory Council's report before the requirement can be evaluated.

AS 84-46/Ex. PROPOSITIONS 36 and 37

The Academic Senate of California State University, Sacramento endorses and applauds the actions of the CSU Board of Trustees and the CSU Academic Senate in opposing Proposition 36 (Taxation: Jarvis Initiative) and Proposition 37 (Lottery Initiative). [See Attachment B]

AS 84-47/Ex. PROPOSITION 41 (Welfare Reform Act)

Not Considered Senate objected

WHEREAS, Proposition 41 is an assault on the poorest and most vulnerable of our citizens; and

WHEREAS, the reductions in assistance and services proposed by Proposition 41 are so severe in depth and broad in scope as to go far beyond any measure which has ever been seriously raised and debated in the California legislature, or proposed by any administration, Democratic or Republican; and

WHEREAS, foremost among these citizens are the elderly, the disabled, and women and their children; and

WHEREAS, support for fatherless poor families, already below the poverty line, will be cut in half; and

WHEREAS, the passage of Proposition 41 will directly affect the capacities of thousands of California children to receive sufficient nourishment to achieve basic educational levels; and

WHEREAS, substantial numbers of students in the CSU depend on state aid for their basic subsistence, and would be forced to abandon their educational goals; therefore be it

RESOLVED, that the Academic Senate, CSUS, oppose Proposition 41 and; be it further

AS 84-47/Ex. (cont'd)

RESOLVED, that the Academic Senate, CSUS, urge all members of the University community to oppose Proposition 41.

AS 84-48/UARTP, Ex. ARTP - STUDENT EVALUATIONS

The Academic Senate approves amendment of campus ARTP policy as follows [see Attachment C]:

"A minimum of two (2) classes annually for each faculty unit employee shall have written student evaluations. Student evaluation shall be conducted in classes representative of the faculty unit employee's teaching assignment."

September 13, 1984, ad hoc committee draft on Paid Leaves with Academic Senate amendments of September 26, 1984, indicated.

PAID LEAVES

AD HOC COMMITTEE DRAFT

Traditionally, paid academic leaves are not a privilege, but a right. At many reputable institutions of higher learning, sabbatical leaves are granted automatically as a reward for past service and as an incentive for continually improved service by the faculty member to the institution, the students and his/her discipline.

By not adhering to this standard policy on sabbatical leaves, the California State University has long been doing a disservice to the quality of education offered to its students. Every effort should continue to be made by all concerned--from students to the Governor--to institute a policy which will no longer restrict sabbatical leaves through insufficient fiscal allocations, thereby placing the California State University in a disadvantageous educational position vis-a-vis its students.

The Professional Leave Committee shall recommend for a paid leave every applicant who meets legal requirements and the standards enumerated below. (Difference-in-pay applicants on an unranked list, sabbatical applicants on a ranked list.)

The Professional Leave Committee will be a University committee with four members from Arts and Sciences and one from each other School or unit. Members will be elected by and from Schools and will meet the criteria established in Article 27.5 of the Contract.

Assisting the Professional Leave Committee (PLC) in an advisory capacity will be School Review Teams (SRTs), one for each school or unit. Each School Review Team will have a minimum of three members, elected by the School. SRT members will be chaired (non-voting) by a PLC member from the same School.

The PLC will make recommendations on paid leaves to the Office of the Provost. The provost or other academic administrator with campus-wide responsibility should be the responsible administrator indicated in Article 27.7.

Sabbatical Leaves

1. A sabbatical leave shall be for purposes that provide a benefit to CSUS.
2. An eligible faculty members shall submit an application on the form provided.
3. (deadlines)

4. A copy of each application shall be sent to the faculty unit employee's Department. The Department shall prepare a statement on the impact on the operation of the Department if a leave is granted. The statement will be forwarded to the Dean who may (but is not obligated to) comment upon the impact on the operation of the Department and/or School if a leave is granted. The Dean will forward all statements both to the PLC and to the Provost. The Dean may provide to the PLC an assessment of the quality of each proposal.

Evaluation of Applications

5. Dimensions of Evaluation

A. Quality of proposed project. (Listed items weighted equally.)

1. The proposed project is clearly defined and articulated and conforms to the requirements of Contract Article 21.3.
2. The proposed project advances the faculty member's knowledge, skill or professional expertise (practice) in the chosen field of study.
3. The plan for study or advancement is sound and defensible.
4. The stated objectives of the proposal are realistically obtainable.

B. Contribution to the University.

The proposed project will provide a benefit to CSU in accord with Contract Article 27.1.

C. Length of service in years and fractions of years since last leave or appointment.

6. Methods of Evaluation

A. Applications will be sent to the appropriate School Review Teams. Each team member will be provided with a review rating form for each application. Each team member will individually (but in consultation with other members if desired) fill out a separate form for each applicant.

B. The review rating form will list the four quality criteria and the contribution to the University

criterion. For each quality criterion a score is to be assigned:

Strongly Disagree	(1)
Disagree	(2)
Neither Agree nor Disagree	(3)
Agree	(4)
Strongly Agree	(5)
Cannot Rate (if used, not part of computation)	

The contribution to the University criterion will be rated "yes" or "no."

- C. The quality criteria scores will be combined and averaged across SRT reviewers on a scale of 1-5 by the PLC.
- D. The contribution to the University responses will be combined and forwarded to the PLC.
- E. Review rating forms shall contain space for reviewer comments on the strengths and weaknesses of the proposal.
- F. The PLC will review the procedures and recommendations of all SRTs. The PLC will not recommend any leave which in its judgment does not meet minimal qualitative standards.
- G. The PLC will note the comments made by Departments and Deans.
- H. For each application deemed acceptable under #F, a length of service score will be computed on a scale of one to five (1-5), with six years of service always equaling 1 and the greatest length of service of any applicant that year equaling five. (That is, both quality of project and length of service will be measured on a scale of one to five. For illustration, see the attached graph.)
- I. Length of service and quality points will be combined with a weight of 75% assigned to length of service and 25% assigned to quality of proposal.
- J. The scores will allow the construction of a ranked list which will be the recommendation of the PLC to the Provost.
- K. The Provost (or designee) shall consider the recommendations of the PLC as well as the comments supplied by Departments and Deans as provided in Article 27.7 of the M.O.U.

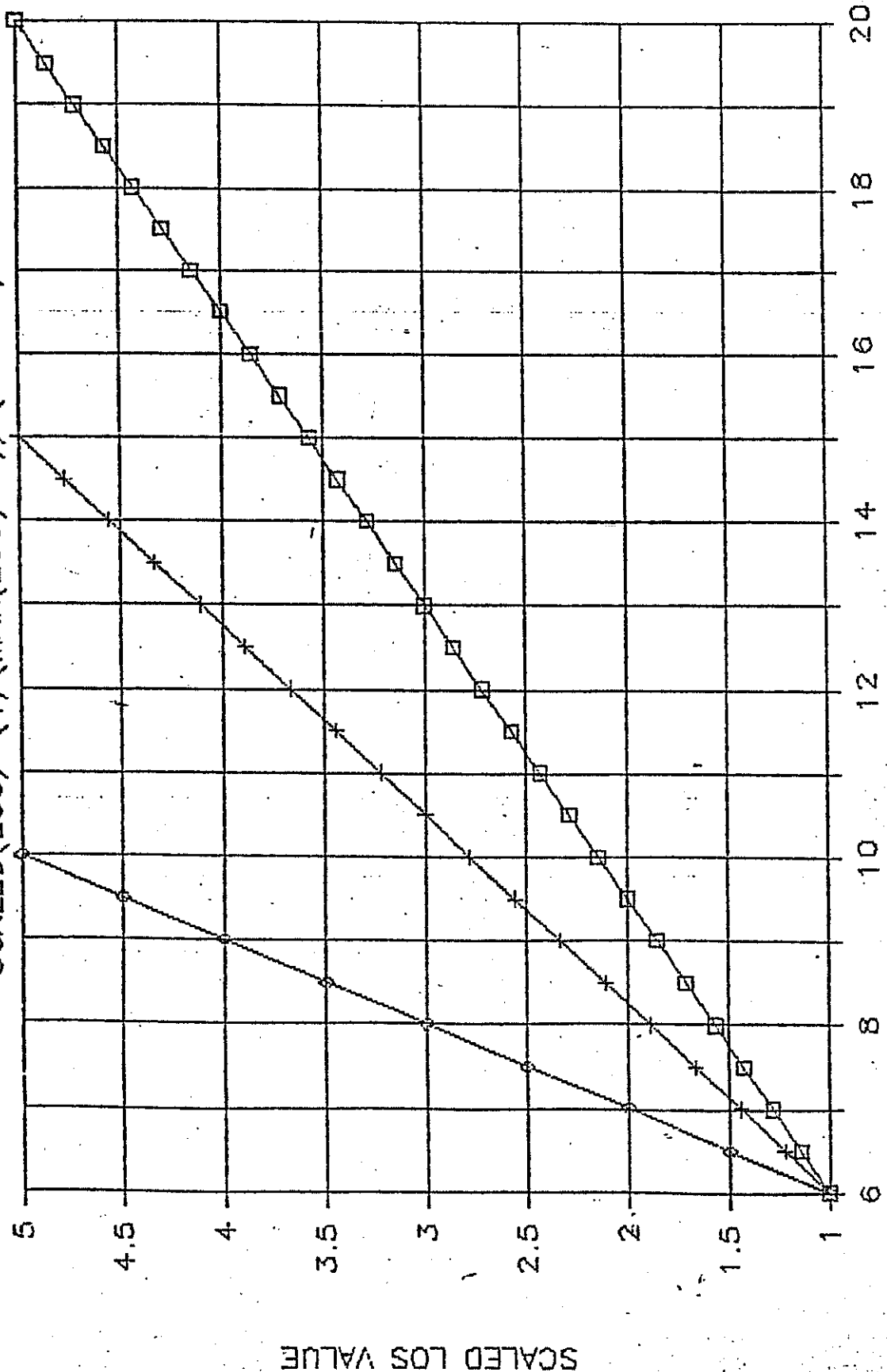
Difference in Pay (DIP) Applications

Difference in Pay leaves would also elicit Department and Dean comments on the effect upon curriculum and operation. DIP applications would also be sent to the SRTs. For each application to be recommended to the PLC, it would require a majority of the SRT to agree that both the quality criteria and the contribution criterion had been met. The SRT recommendations would determine PLC recommendation.

Faculty members eligible for Difference in Pay leaves shall submit applications to the PLC on the forms provided. Deans and departments will submit to the PLC assessments of the impact of proposed leaves on curriculum and programs. The PLC will forward to the Provost all Difference in Pay proposals which meet minimal quality standards. Deadlines for Difference in Pay applications shall be flexible; it shall be campus practice to grant Difference in Pay leaves whenever possible in the interests of faculty members, departments, and schools. Sabbatical leave applications that have been recommended by the PLC shall also be considered to have been recommended for Difference in Pay leaves if requested.

SCALING LENGTH OF SERVICE (LOS)

$$\text{SCALED}(\text{LOS}) = (4 / (\text{MAX}\{\text{LOS}\} - 6)) * (\text{LOS} - 6) + 1$$



SCALED LOS VALUE

MAX{LOS}=20
 MAX{LOS}=15
 MAX{LOS}=10

This proposal represents the Executive Committee's response to the Senate's direction to negotiate this issue with the Administration. It is the intent of the Executive Committee to offer this proposal as a substitute motion.

(A)
The Statement of Principles on Leaves of Absence, adopted by the American Association of University Professors in 1972, states:

Leaves of absence are among the most important means by which a faculty member's teaching effectiveness may be enhanced, his scholarly usefulness enlarged, and an institution's academic program strengthened and developed. A sound program of leaves is therefore of vital importance to a college or university, and it is the obligation of every faculty member to make use of available means, including leaves, to promote his professional competence. The major purpose is to provide opportunity for continued professional growth and new, or renewed, intellectual achievement through study, research, writing, and travel.

The Statement further states that leaves should "be provided with reasonable frequency and preferably be available at regular intervals because they are important to the continuing growth of the faculty member and the effectiveness of the institution." At many reputable institutions of higher learning, sabbatical leaves are granted automatically as an incentive for professional growth. Sabbatical and other paid leaves are among the most precious assets that the University and its faculty possess and should be used as instruments of policy. Through the leaves faculty development and renewal occurs, faculty advance their disciplinary knowledge, attain additional competence in related or new fields of inquiry, and produce impressive scholarly and creative works. Through the experiences gained by faculty on leaves the University benefits from revitalized people who bring new insights, vigor, and enthusiasm to their teaching assignments and other scholarly pursuits. The University promotes program development by assisting faculty through paid leaves to gain new awareness, knowledge and skills in advancing and new fields. By not adhering to this standard policy on sabbatical leaves, the California State University has long been doing a disservice to its faculty, its students, and the people of the State.

Because the California State University does not provide sabbatical leaves according to the ideal pattern, a limited number of leaves must be allocated to a larger number of eligible faculty. CSU policy is defined in Articles 27 and 28 of the Memorandum of Understanding. The following shall be the policy of CSU, Sacramento; it conforms to and elucidates Articles 27 and 28.

The President shall allocate professional leaves on the basis of recommendations of a Professional Leave Committee. The Professional Leave Committee will be a University Committee,

composed of nine elected members serving staggered three-year terms; to include four members elected by and from faculty members in Arts and Sciences, and one each elected by and from faculty members in Business and Public Administration, Education, Engineering and Computer Science, Health and Human Services, and the Library.* The Professional Leave Committee shall recognize the importance to individual faculty members and to the University of professional leaves, ~~and shall endeavor to ensure that leaves are granted for and used for serious professional purposes.~~ The Committee shall function according to the following process and criteria.

APPLICATION PROCESS FOR PROFESSIONAL LEAVES

1. An eligible faculty member who applies for a sabbatical leave must submit three copies of his/her proposal on the form provided, by the announced University deadline, to the Office of Faculty and Staff Affairs.
2. The Associate Provost for Faculty and Staff Affairs shall send a copy of the proposal to the Professional Leave Committee, to the faculty member's home department or unit, and to the appropriate School Dean or Librarian.
3. The Department or library unit shall prepare a statement regarding the possible effect on the curriculum and the operation of the department during the time of the leave should it be granted. This statement shall be forwarded to the School Dean.
4. After considering the departmental statement, the Dean or Librarian shall forward to the Professional Leave Committee an assessment of the implications to the department's program, other campus programs, and the budget, should the leave be granted, and may comment concerning the merit of the proposal as compared with the specified criteria. The Dean shall include the departmental statement with the material forwarded to the Professional Leave Committee.
5. After reviewing all leave proposals against the specified criteria (6.B below) and considering the deans' comments concerning the merits of the proposed projects, the Professional Leave Committee shall sort the proposed projects into no more than three categories as follows:

*At its first meeting, the 1984-85 PLC will determine by lot three members to serve three-year terms, three members to serve two-year terms, and three members to serve one-year terms.

- a) Those that are judged by the Professional Leave Committee to be not acceptable;
- b) Those that are judged by the Professional Leave Committee to be meritorious;
- c) Those that are judged by the Professional Leave Committee to be outstanding and exceptional.

Of the three categories, it is the intention of this policy that the third category, those projects judged to be outstanding and exceptional, be reserved for those projects which, by virtue of some feature or features of extraordinary value or promise, warrant that the proposals be approved for funding regardless of equity, defined as accrued service since the establishment of initial eligibility for sabbatical leave.

The Committee shall recommend to the President that all proposals for projects placed in the second category, those judged to be ~~acceptable~~ ^{meritorious}, be ranked in order of accrued service and forwarded to the President with a recommendation that they be funded. All proposals placed in the first category, those judged not acceptable, shall be forwarded to the President with a recommendation that they not be funded.

The Professional Leave Committee shall provide the President with a written statement of the reasons for recommending or not recommending funding of each proposal, including, when appropriate, a justification for recommending outstanding and exceptional projects for funding irrespective of accrued service. In conveying its recommendations to the President, the Professional Leave Committee shall include the departmental statements and the deans' comments.

EVALUATION OF APPLICATIONS

A. Dimensions of Evaluation

The Committee shall assess the appropriateness of the substance of each proposal, the benefits which would ensue from its being undertaken, and its practicability.

B. Criteria

1. Appropriateness. Appropriate sabbatical leave activities may include the following; this list implies no ranking of relative worth among the categories. The PLC will

evaluate each proposal on the basis of standards relevant to its character.

- a. A course of study leading to increased mastery of the applicant's own field, or the development of an additional area of specialization within his/her field, or the development of a new field of specialization;
 - b. A plan for professionally beneficial travel, which will enable the applicant further to develop his/her knowledge, skill, or expertise in a discipline or area of specialization within a discipline;
 - c. Professional development of a scope or nature not possible through normal workload assignment;
 - d. Pursuit of a scholarly, research, or creative project of a scope or nature not permitted through normal workload assignment;
 - e. Study or experience designed to improve teaching effectiveness;
 - f. Study or experience designed to improve professional practice.
2. Benefit. Sabbatical leave projects should demonstrate clear promise of producing results beneficial to students, to the development of the profession or a discipline within the profession, to the university, and/or to the faculty member as a teacher, scholar, or professional practitioner.
 3. Practicability. The PLC shall determine whether the proposed project is clearly defined and articulated, and conforms to the requirements of Contract Article 27.3, and the stated objectives of the proposal are realistically attainable.

DIFFERENCE IN PAY APPLICATIONS

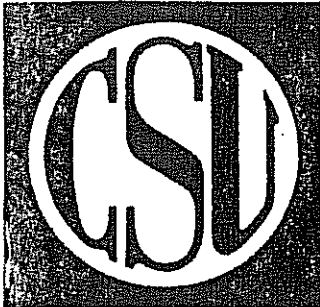
Faculty members eligible for Difference in Pay leaves shall submit applications to the PLC on the forms provided. Deans and departments will submit to the PLC assessments of the impact of proposed leaves on curriculum and programs. The PLC will forward to the Provost all Difference in Pay proposals which meet minimal quality standards. Deadlines for Difference in Pay applications shall be flexible; it shall be campus practice to grant

D R A F T
10/4/84

- 5 -

Difference in Pay leaves whenever possible in the interests of faculty members, departments, and schools. Sabbatical leave applications that have been recommended by the PLC shall also be considered to have been recommended for Difference in Pay leaves if requested.

1:158



THE CALIFORNIA STATE UNIVERSITY

NEWS RELEASE

RECEIVED
SEP 21 1984

OFFICE OF THE CHANCELLOR, 400 GOLDEN SHORE, LONG BEACH, CA. 90802-4275, PUBLIC AFFAIRS (213) 590-5731

Academic Senate CSU
Chancellor's Office

84-55 September 19, 1984

LONG BEACH -- Trustees of The California State University today voted overwhelming opposition to Proposition 36, the Jarvis taxation initiative on the November 6 general election ballot.

"Proposition 36, though largely billed as a property tax measure, has a strong potential to wreak havoc with delicate and complex fee structures on the 19 CSU campuses," Chair Wallace Albertson of Los Angeles said.

"Many provisions of Proposition 36 are ambiguous and their subsequent interpretation could lead to even further harmful restrictions for the CSU. But assuredly they limit the ability to set student fees which cover the actual cost of providing services."

CSU, viewed as a state agency under Proposition 36, would face issues in such areas as the university's Student Services Fee, parking fees and auxiliary organization fees.

If any of these fees were to produce amounts in excess of the direct costs of services provided, or benefits conferred, that excess amount could be viewed as a tax which would have to be returned with 13 percent interest to individuals who paid it.

"Never in the past, and never in the future, will The California State University intentionally overcharge for its services," Chancellor W. Ann Reynolds said. "Our budgets, however, are put

-MORE-

together months in advance and, of necessity, are based on our best estimates of the number of students we expect to enroll, as well as other users of CSU facilities.

"Our choices, under Proposition 36, would be to underestimate constantly the income produced by our various fees and to risk denying services to many individuals, or to continue relying on our best estimates and to court the continuous possibility of being penalized for doing our best."

Reynolds also pointed out that if Proposition 36 passes new legislation or court interpretations would be required in order to sell revenue bonds to finance parking and residence hall construction. For this reason, Standard and Poor's has put bonds of The California State University, as well as other California public entities, on its "credit watch" for possible downgrading."

#



CALIFORNIA STATE UNIVERSITY. SACRAMENTO

6000 J STREET, SACRAMENTO, CALIFORNIA 95819

M E M O R A N D U M

September 28, 1984

TO: Donald R. Gerth, President

California State University, Sacramento
6000 J Street
Sacramento, California 95819

OCT 01 1984

Academic Senate Received
413

FROM: William A. Dillon, Jr.
Presiding Member
University ARTP Committee

SUBJECT: Revision of Policy about Student Evaluations

Currently approved campus policy requires student evaluation of every class taught each year by probationary and tenured faculty. Upon recommendation of the University ARTP Committee last Fall, the President decided that requiring student evaluation of each class was not incompatible with the M.O.U. because the M.O.U. states a minimum without precluding the evaluation of all classes. The Committee made its recommendation in light of certain administrative and policy issues it wished to reserve until it could consider possible departures from the current policy while revising the entire University ARTP document.

Last Fall, the Committee discussed those issues thoroughly. It then adopted a statement reiterating the minimum in the M.O.U. and requiring departments to set forth in their RTP procedures their means of establishing the representativeness of the two courses being evaluated. That statement will appear in the draft of University ARTP policy being sent in several weeks to the faculty and appropriate administrators for comment before transmittal to the Senate for action.

At its meeting of 27 September, the Committee decided to recommend immediate amendment of campus policy to permit each primary unit to elect at once to confine student evaluation to a minimum of two courses each year. If a primary unit were to choose to make this change, the Committee recommends that the unit be required to amend its ARTP document to that effect and to submit its amendments to you via the Provost and the UARTP Committee's consent calendar.

Memo re: Revision of Policy
about Student Evaluations

- 2 -

September 28, 1984

If you decide to accept its recommendation in principle, the Committee recommends a statement of policy as follows:

"A minimum of two (2) classes annually for each faculty unit employee shall have written student evaluations. Student evaluation shall be conducted in classes representative of the faculty unit employee's teaching assignment."

During its discussion, the Committee noted considerable support among faculty for its recommendation. It also anticipated little likelihood of difficulties arising because different units are maintaining one of two policies about student evaluation. Finally, it saw no immediate need to require primary units to specify the way they will select courses representative of the faculty member's teaching.

The Committee hopes you will decide whether to accept its recommendation in time to permit primary units to use the amended policy during the current cycle.

WD:j

cc: Sandra Barkdull, Provost
✓ Peter Shattuck, Chair
Academic Senate

TABLE II
Comparison of Various High School Course Patterns

Subject	State Mandated (1987)	State Board of Education "Model"	CSU Required (1984)	UC Required (1986)	Uniform College Prep Proposal
English	3 years	4 years	4 years	4 years	4 years
Mathematics	2 years	3 years	2 years	3 years	3 years
Social Studies	3 years	3 years	-	1 year (U.S. Hist/Gov)	3 years
Science	2 years (inc biol & phys sci)	2 years	-	1 year (with lab)	2 years (with lab)
Foreign Lang	1 year	2 years	-	2 years	2 years
Visual & Perform. Arts	-	1 year	-	-	1 year
Physical Ed	2 years	-	-	-	-
Computer Lit	-	1/2 year	-	-	-
Electives	-	-	-	4 years* 16**	1 year + 16 ++

*From fields required above, other history, social science and fine arts.
 **Enumerated subjects total 15. One additional course required in any subject for total of 16.
 +Selected from any courses designated college preparation.
 ++Typical high school graduation requirements established by local boards total 20-22 year courses.