

1989-90  
ACADEMIC SENATE  
California State University, Sacramento

AGENDA

Thursday, February 8, 1990  
2:30 - 4:30 p.m.  
Forest Suite, University Union

**INFORMATION**

1. A Moment of Silence will be observed in memory of:

CURTIS (PAUL) HEROLD  
Professor of English  
CSUS, 1958-1990

*Margaret (Peg) McKean  
Nuyette, PASAR  
1960-1982*

2. Academic Senate Meetings, Thursdays, 2:30-4:30 p.m.:  
February 22, Forest Suite, University Union  
March 8, Forest Suite, University Union  
March 22, Forest Suite, University Union
3. Executive Committee actions responding to President's request for consultation on recommendations in the Panel Report on Forums on Racism (Attachment A) [Responds to AS 89-145].
4. CSU Academic Senate Report--Erwin Kelly, CSUS Senior Statewide Senator.

**CONSENT CALENDAR**

AS 90-12/Ex. COMMITTEE APPOINTMENTS--SENATE

ad hoc Committee to Develop Proposal Incorporating GERT Recommendations Pertaining to Areas B, C and D (per AS 89-88):

3-5 former GERT members: ROBERT FOREMAN, SUSAN MCGOWAN,  
LINDA PALMER, DONALD TARANTO

ad hoc Committee to Develop Proposal for Revision of Areas C and D to Address Cultural Diversity Requirement (per AS 89-91):

MICHAEL LEWIS, At-large  
STEPHANIE TUCKER, General Education Committee  
OTIS SCOTT, Ethnic Studies  
FILOMINA STEADY, Women's Studies  
JANELLE REINELT, At-large

Faculty Group to consult with the President on the Multicultural Center Advisory Board and Interim Director Appointment:

JUANITA BARRENA  
DAVID MARTIN  
JOHN MAXWELL

Faculty Professional Development Committee:

ARTHUR JENSEN, School of Business Administration, 1992  
SHEILA MARSH, Library, 1992

Research and Creative Activity Committee:

MARJORIE GELUS, Tenured/Probationary Faculty Member, Arts and Sciences  
WILLIAM LOVITT, Tenured/Probationary Faculty Member, Arts and Sciences  
RORY COOPER, Tenured/Probationary Faculty Member, At-large  
JOHN CONEY, Tenured/Probationary Faculty Member, At-large

AS 90-13/Ex. COMMITTEE APPOINTMENTS--UNIVERSITYInterim Advisory Council on Integration of Student Services and Academic Affairs:

DANIEL DECIOUS, Arts and Sciences, 1992  
LINDA PALMER, Arts and Sciences, 1991  
PENDING, Arts and Sciences, 1990  
RENE MERINO, Education, 1991  
SUSAN HOLL, Engineering and Computer Science, 1992  
STEPHEN FIGLER, Health and Human Services, 1991  
PENDING, Library, 1990  
LEN WYCOSKY, At-large, Staff or SSP, USESS, 1990

— LARRY TAKEUCHI, SBA, 1992

Search Committee for Assistant Dean, Student Affairs:

JOAN AL-KAZILY, At-large, Instructional Faculty Member  
JUAN HERNANDEZ, At-large, Instructional Faculty Member  
DENNIS HUFF, At-large, Instructional Faculty Member

AS 90-3/UARTP, Ex. UNIVERSITY ARTP POLICY--AMEND SECTION 6.06.B.2

All substantive evaluations and final recommendations shall require the participation of all elected committee members.

Note: Nothing in this section shall be interpreted to preclude a primary unit which has constituted itself as a committee of the whole for purposes of recommending applicants for probationary appointment from electing no fewer than three of its members to a search an application screening committee. The committee of the whole may require its search screening committee to provide for its consideration a list of one or more applicants who whose written applications accompanied by supporting documents, if any, have been evaluated with reference to objective criteria. The committee of the whole may decide whether to recommend the probationary appointment of any applicant whom whose written application the search screening committee has referred to it for consideration. The committee of the whole may also create a ranked list of applicants the probationary appointment of whom it has decided to recommend.

To qualify to participate in the substantive deliberations and final recommendations of the committee of the whole about making a particular probationary appointment under this section, tenured faculty members shall:

1. review all available material about each applicant for a particular appointment forwarded to the committee of the whole by the search screening committee. This material shall consist of all written material submitted by the applicant and others for the consideration of the search screening committee.
2. attend the formally scheduled interview (including the presentations associated with it by the hiring unit in its statement of ARTP policy and procedure) of each applicant under consideration by the committee of the whole for a particular probationary appointment.
3. attend each and every meeting of the committee of the whole formally scheduled to discuss the merits of any applicant for the probationary appointment to be made.

This section shall not be read to require a committee of the whole to select alternates to its members. Nor shall it be read to forbid a committee of the whole to proceed in the absence of one or more of its members, provided that no committee of the whole shall proceed under this section with fewer members than the number it has elected to its search screening committee, and provided further that it shall not proceed without two-thirds of the members of its search screening committee in attendance and otherwise qualified to participate in its substantive deliberations and final recommendations.

A primary unit which chooses to proceed by committee of the whole as provided in this section shall specify its choice in its statement of ARTP policy and procedure and shall describe with particularity how it will execute that choice including how it will verify the qualification of tenured faculty to participate in the substantive deliberations and final recommendations of the committee of the whole.

Members of primary units responsible for arranging the interviews and other presentations of applicants for probationary appointments and the deliberations and decisions of the committee of the whole shall make every effort to schedule such interviews, presentations, deliberations and decisions at times when every member of the unit may attend.

A search screening committee operating as a delegate of a committee of the whole shall be subject to the provisions of this section.

#### CONSENT INFORMATION

##### AS 89-146/CC, GPPC, Ex. CENTERS AND INSTITUTES, REVIEW OF

The Executive Committee, on behalf of the Senate, approves the recommendation of the Curriculum and Graduate Policies and Programs Committees that Centers and Institutes which are not departmentally affiliated be reviewed by a special review team (or teams) according to the following schedule:

1989-90	Real Estate and Land Use Institute
1990-91	Center for Small Business Center for the Reasoning Arts
1991-92	Pacific Rim Commercial Exchange Program Women's Resource Center
1992-93	Insurance Education and Research Program Black Resource Center in the Sciences
1993-94	Center for Health and Human Services Center for California Studies

##### AS 89-147/CC, GPPC, FISA, Ex. PROGRAM CHANGES

The Executive Committee, on behalf of the Senate, recommends approval of the following program changes:

#### a. Chemistry Minor

Increases the number of units required for the minor from 19 units to 24 units and requires that an organic chemistry laboratory course (Chem 25 or the revised Chem 20 course with laboratory) be completed as part of the minor. [The proposed change will require between 2 and 5 wtu's, as well as extra funding for the use of chemicals--FISA, November 29, 1989.]

#### b. Economics Education Certificate

Creates a new Certificate of Academic Achievement in Economics Education. [4 additional wtu's which will be accommodated by the Department--FISA, November 28, 1989.]

#### c. Mechanical Engineering Technology Program

Reduces the total number of units for the B.S. degree (G.E., electives and major requirements) from 137 units to 132 units by deleting the requirement for 6 units of lower division "technical electives" and adding one unit to MET

164 (a required course). [No significant fiscal impact--  
FisA, December 7, 1989.]

**d. Business Administration B.S./M.S.**

Deletes MIS 5 from the pre-major and adds MIS 175 to the undergraduate business core curriculum. Establishes a computer competency and literacy requirement for all pre-major and master's degree students. It should be noted that one of the MIS courses (MIS 1B) included in the course option to demonstrate competency shall be cross-listed with CSC 6B and that the latter course may also be taken to satisfy the requirement. [No significant fiscal impact--  
FisA, November 27, 1989.]

**e. Business Administration Management Information Science**

Management Information Science Concentration. Restructures the MIS concentration including course additions, course deletions, and course modifications. It should be noted that MIS 30 and CSC 30 shall be cross-listed and that either course may be taken to meet the requirement. [Additional 1.4 faculty positions will be needed to staff the changes in the next two to four years--FisA, November 21, 1989.]

AS 90-11/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

Search Committee for Associate Dean of Undergraduate Studies and Educational Support Services:

OLIVIA CASTELLANO, At-large Instructional Faculty member  
LLOYD GAVIN, At-large Instructional Faculty member  
ANNE GRAVES, At-large Instructional Faculty member

Search Committee, Director, California Studies Center:

JEAN TORCOM, Center Advisory Board member  
SUSAN MCGOWAN, Center Advisory Board member  
JOHN MAXWELL, At-large

**REGULAR AGENDA**

AS 90-1/Flr. MINUTES

*approved*

Approval of Minutes of meetings of November 30 and December 7, 1989.

AS 90-2/FA, Ex.

SABBATICAL LEAVE REPORT [Responds to AS 88-132A]

*5. Carver*

The Academic Senate accepts the report of the ad hoc Committee on Sabbatical Leaves (Attachment B) and concurs with its conclusion that: "With respect to changing the award criteria on this campus, we find no compelling reason to do so. The present procedures and criteria were carefully worked out as

*90-9*

the result of lengthy discussion and negotiations between the Academic Senate and the President, and reflect a broad consensus among both parties. This is further attested to in the smooth and untroubled promulgation of these polices since their inception five years ago."

*Carried also  
Postponed  
2/22*

AS 90-4/AP, Ex.      RETENTION AND ADVISING, FACULTY INVOLVEMENT IN STUDENT

The Academic Senate adopts the report of the Academic Policies Committee (Attachment C-1) on the systemwide draft report titled "Faculty Involvement in Student Retention and Advising" distributed to campuses as Coded Memorandum AAES 89-91 (summary of draft report recommendations provided in Attachment C-2). The Academic Senate further acknowledges receipt of the Associate Vice President for Academic Affairs response to the Chancellor's Office on the subject draft report (Attachment C-3). The Academic Senate directs the Chair to forward the Academic Policies report to the Statewide Academic Senate as its position on the subject draft report and to inform the Statewide Academic Senate of its concurrence with the response of the Associate Vice President.

*Carried also  
Postponed  
2/22*

AS 90-5/AP, Ex.      ASSESSMENT, REPORT ON SYSTEMWIDE TASK FORCE ON [Responds to Coded Memorandum AAP 89-30]

The Academic Senate adopts the report of the Academic Policies Committee (Attachment D-1) on the Systemwide Task Force Report on Assessment, Chapter Three, titled "Guiding Principles for Assessing Student Outcomes in the CSU," (Attachment D-2). The Academic Senate further acknowledges receipt of the Academic Vice President's response to the Chancellor's Office on the subject document (Attachment D-3). The Academic Senate directs the Chair to forward the Academic Policies Committee report to the Statewide Academic Senate as its position on the document and to inform the Statewide Academic Senate of its concurrence with the response of the Academic Vice President.

*Carried*

AS 90-6/FPDC, Ex.      FACULTY PROFESSIONAL DEVELOPMENT PLAN

The Academic Senate recommends approval of the Faculty Professional Development Plan (Attachment E) for inclusion in the University Manual.

*Carried also*

AS 90-7/Ex.      FACULTY STATUS GRIEVANCE--PEER REVIEW OPTION

The Academic Senate endorses the University Policy on Faculty Status Grievances--Peer Review Option (Attachment F) enacted by the President upon agreement with the California Faculty Association. *Amended*

AS 90-8/FA, Ex. MERITORIOUS PERFORMANCE AND PROFESSIONAL PROMISE AWARD [Responds to AS 89-68]

*Carroll  
2/22*

WHEREAS, a survey of satisfaction with the current Meritorious Performance and Professional Promise Program (MPPP) indicated that 68.6%\* of the CSU, Sacramento faculty find it unacceptable; and

WHEREAS, faculty responding to the survey described the procedures for nominating and selecting award recipients as bearing little relationship to either "merit" or "promise," and

WHEREAS, faculty have identified many unmet needs that impact negatively upon the quality of education for students, and

WHEREAS, selection from among faculty proposals to meet these needs would better enable faculty of exceptional promise or merit to improve educational opportunities for students; now, therefore be it

RESOLVED: that the CSUS Academic Senate requests that the table bargaining teams of the California Faculty Association and the California State University System give serious consideration to adopting one ~~or more~~ of the following alternatives as (a) replacement(s) for, and as (an) improvement(s) upon the current MPPP Program in the course of collective bargaining at the upcoming renegotiation of the CFA-CSU Memorandum of Understanding:

A. Redirection of funds currently allocated to the MPPP under the terms of Article 31 of the M.O.U. to supplement one or more of the following:

1. increasing travel funds to enable faculty to attend conferences and maintain currency in their fields;
2. increasing departmental funds for student assistants;
3. increasing departmental funds for equipment and supplies;
4. increasing assigned time opportunities for special projects designed to improve instruction;

- 5. increasing assigned time opportunities for research;
- 6. increasing opportunities for sabbatical leaves; and
- 7. increasing availability of funds to improve library collections in selected areas; ~~and, be it further~~

or

~~RESOLVED: that~~

B. Redirection of the faculty compensation dollars currently allocated to the MPPP under the terms of Article 31 of the M.O.U. now in effect ~~be redirected back~~ into the general faculty compensation pool in Article 31 for redistribution to the entire CSU faculty.

\* 243 out of 341 respondents.

AS 90-9/FA, Ex. ~~RIGHTS AND RESPONSIBILITIES, STATEMENT OF FACULTY~~  
PROFESSIONAL ETHICS, CSUS POLICY STATEMENT ON

*Approved as amended.*  
 (4)

The Academic Senate in recognition of the importance of education as a public service and a public trust, ~~supports~~ adopts the tenets articulated in the "1987 American Association of University Professors Statement on Professional Ethic," (AAUP) and recommends that copies of this statement be distributed to the faculty as a ~~guideline in matters pertaining to professional department.~~ the CSUS Policy Statement on Professional Ethics.

1987 American Association of University Professors  
Statement on Professional Ethics

I. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.



- II. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
- III. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
- IV. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
- V. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Excerpted from AS-1779-88/FA, Statewide Academic Senate resolution endorsing the AAUP Statement.

*Carried 2/22*

AS 90-10/AA, Ex. RACISM ISSUES--AFFIRMATIVE ACTION COMMITTEE REPORT [Responds to AS 89-124]

The Academic Senate adopts the report (Attachment G) of the Affirmative Action Committee on its meeting with student representatives of the African Student Alliance (a.k.a. BSA) and forwards its recommendations to the President.

*Byrne/Hall*

*deferred*

*Substitute for*  
~~meritorious to AS 90-2/FA, Ex.~~ MERITORIOUS PERFORMANCE AND PROFESSIONAL PROMISE AWARD

Add to the end of the proposed resolution:

OR

*with demonstrated need*

*In place of A & B -*

For faculty members ~~deemed to be of exceptional promise or merit's~~ choice among the following alternatives:

1. A cash award;
2. An amount equal to the cash award in a foundation account, to be used for student assistants, travel, page fees, equipment and supplies, or supplementing the departmental budget for equipment and supplies;
3. Assigned time equivalent to one course, with the provision of a report on how the time was used;
4. One year's seniority for purposes of substantial leave eligibility.



# California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

ACADEMIC SENATE



## M E M O R A N D U M

DATE: December 19, 1989

TO: Donald R. Gerth  
President

FROM: Juanita Barrena, Chair  
Academic Senate (x6593)

SUBJECT: Panel Report Recommendations--President's December 11,  
1989, Request for Consultation

=====  
At a meeting on December 14, 1989, the Executive Committee considered your December 11 request for consultation on specific recommendations in the panel report on the forums on racism.

Although your memorandum did not include Recommendation 5.a for Senate response, the Executive Committee took the following action:

Recommendation 5.a ("...that the President expedite consultation with the Academic Senate, Associated Students (ASI), University Staff Assembly (USA), and other campus bodies, as appropriate, in order that the Center can become operational before the end of the 1989-90 academic year."): Although this recommendation was not included for Senate response in the December 11 memorandum, the Executive Committee, at the President's request, has established a faculty group to consult during the winter recess with the President on the Multicultural Center Advisory Board and the Interim Director Appointment (Juanita Barrena, David Martin, John Maxwell).

Recommendation 1.c ("We recommend to the President that the Academic Senate consider amending PM 89-14 to include the responsibility for implementing University educational equity programs, within the department, fostering the development of departmental educational equity programs, and coordinating department programs with school and University programs to the roles and responsibilities of Department Chairs."): This recommendation will be referred to the Faculty Affairs Committee for consideration with a March 1 deadline for reply (will be on Senate's April agenda).

Recommendation 1.g ("The Academic Senate pay particular attention to the report of the System-Wide Task Force titled Faculty Involvement in Student Retention and Advising (draft currently under review

by the Academic Policies Committee) and develop, as necessary, policies and programs to implement the recommendations in the report pertaining to faculty involvement in these activities."): The Academic Policies Committee has completed its review of this document. It is currently in the Executive Committee and will be brought to the Senate in the Spring semester.

Recommendation 2.d ("Initiate consultation on the development of an orientation course similar to the Freshman Year Experience for all new students."): The Executive Committee will establish an ad hoc committee in the Spring semester, to include instructional faculty and representatives from USESS or the Academic Achievement Center to consider general questions regarding orientation courses. The committee report might be received by the end of the Spring semester, course proposals, if any, would have to be initiated in the schools in the following year. Hence, the earliest implementation date would be 1992 (with new catalog).

Recommendation 2.e ("Explore, with the Academic Senate, the possibility of revising the process of appointing students to committees, to insure that students of color are represented in University Governance (This recommendation responds to student organizations' recommendation #9)."): The Executive Committee would like to form a subgroup of the Executive Committee (Juanita Barrera and John Maxwell) to work with Dean Wayne to develop a common model for both Senate and University committees.

Recommendation 4.b ("The Academic Senate review and endorse the Hiring Improvement Program currently before the Affirmative Action Committee. This program redefines the process of faculty recruitment and will facilitate the appointment of faculty of color."): The Executive Committee is in receipt of the Affirmative Action Committee's recommendations on the task force recommendations on this matter. The Senate will be prepared to deal with this topic at the beginning of the Spring semester.

Recommendation 7.a ("Implement fully the policy that requires each department/school have policies and procedures for dealing with student complaints and grievances."):

Recommendation 8 ("...recommend a presidentially impaneled group be designated to monitor the campus racial climate and its progress in meeting its commitment to diversity."): The Executive Committee would like to discuss the membership and charge of the University Commission on Human Relations with the President at the beginning of the Spring semester.

State of California

# Memorandum



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

To: Juanita Barrena, Chair  
Academic Senate

Date: June 1, 1989

Subject: Sabbatical Leave

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

From: Ad Hoc Committee on Sabbatical Leaves  
Murray S. Work, Chair  
David F. McGeary, Geology  
Stoakley W. Swanson, Management

JUNO 5 1989

Academic Senate Received  
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The Ad Hoc Committee on Sabbatical Leaves has contacted and talked with representatives from sabbatical leave committees (or their equivalents) and with staff of Faculty and Staff Affairs offices of all nineteen CSU campuses. We believe that the information we have obtained from these sources is sufficient to respond adequately to the several questions that constitute our charge:

1. How does [our minimum waiting time of 10 to 11 years between leaves] compare to sister campuses? (Professor Moon's memorandum to Chair Barrena, dated February 9, 1988)

Most campuses simply do not know what the minimum or average waiting time between leaves is among their awardees, since seniority is not one of their criteria for making the award. The decision making agencies do not have access to this sort of information about their applicants. The only point at which time-since-last-leave is assessed is at the very beginning of the application process to establish initial eligibility to apply. This task is typically done by clerical staff of Faculty and Staff Affairs.

However, many of the people we interviewed were able to give us informal, anecdotal information in this regard based upon their personal knowledge of the applicants. It was reported as not uncommon for awards to be made to applicants in their initial year of eligibility (six years since their previous award). Instances were cited of individuals who were able to obtain a string of successive leaves each at the point of initial eligibility. As will be noted below, this is possible on campuses where seniority plays no role in prioritizing awards: the same people tend to continue to write the most meritorious proposals, and hence continue to garner the awards.

2. How do sister campuses that award sabbaticals closer to seven years manage the funding? (Moon, op cit)

Each campus in the system is funded for sabbaticals in exactly the same way. They are provided with enough funds to award one sabbatical for every 12.7 eligible faculty on a given campus. This formulation has been worked out by the Chancellor's office in the course of their negotiations with the Department of Finance over

2. (continued)

the system budget. The cost of the awards are uniform and indivisible; no local funds may be used to augment the sabbatical leave budget, nor can these funds be diverted to any other purpose.

3. How are we funded for sabbaticals? (Moon, op cit)

As noted above, it is by a formula uniformly applied to all campuses. In short, differences between campuses in waiting time (as noted above) cannot be accounted for in terms of any sort of budgetary manipulations at the campus level. Rather, such differences are clearly the outcome of varying criteria for making the awards between the campuses. The greater the weight given seniority (in contrast to substantive criteria), the longer the minimum waiting time between leaves.

4. What efforts are being made to increase funding? (Moon, op cit)

Sabbatical leaves are funded as a line item in the state budget for CSU. For the last, current, and pending (1990-91) budget, CSU has and will submit a proposed sabbatical budget that would have the effect of reducing the ratio of awards to eligible faculty from the present historic high of 12.7 to 9.0. If realized, this would result in a dramatic increase in the number of awards and begin to work off the accumulating backlog of applicants. However, the Governor, acting on advice from the Department of Finance, has just as uniformly cut back on the CSU proposed sabbatical budget in the course of negotiations over the final form of the state budget. The only slight gain that has won from Finance in the course of these negotiations is that the 12.7 figure has been allowed to become stabilized, i.e., enough funds have been added to the previous year's sabbatical budget to counter the effect of the increased costs of the individual leave (due to salary and benefit increases). Without this proviso, the ratio would have continued its historical trend upwards from a value of approximately 7.5 in 1970.

Faculty are quite far removed from this budgetary process, and the Chancellor's office is pessimistic about any substantial improvement in funding until and unless the Gann limit is repealed or modified.

The only new and encouraging development with respect to sabbatical funding has occurred in the course of recent collective bargaining decisions between the faculty and CSU. CSU was prevailed upon to augment the state's line item budget for sabbaticals by an additional one million dollars for each year of the remaining contract (3). (See: Memorandum of Understanding, Supplementary Agreements, #2, p. 100, July 1, 1987 - June 30, 1991.) This year alone on our campus, these augmentation funds have resulted in five additional sabbatical awards over the thirty-eight generated by the old formula. It should be pointed out that these funds do not represent the addition of any new monies to the CSU budget. Rather, what has been shown is that CSU has the authority and can be prevailed upon to shift funds from within the existing budget to augment sabbatical funding.

5. Develop recommendations that will enhance funding for sabbatical leaves and shorten the period between leaves. (Chair Barrena memorandum to Fiscal Affairs Committee, dated March 9, 1988.)

1. Pressure could be put upon CSU to "try harder" in supporting its own requests for sabbatical funding before the Department of Finance. Such pressure could come from the Statewide Academic Senate and from concerted action by the campus Presidents.

2. Since it has now been demonstrated that CSU has been willing and able to augment sabbatical funding in the course of contract negotiations, the bargaining agent (CFA), faculty should do everything possible to strengthen CFA's hand: encourage our local CFA Chapter to see that sabbatical funding continues to be high on CFA's priorities for collective bargaining; since CFA's weight is directly proportional to its numbers, faculty should be informed of its role in enhancing our professional development in this way, and encouraged to join.

[The questions and issues raised in the other documents that constitute our charge, (Professor Work's memorandum to Chair Barrena, dated January 30, 1989, and the Fiscal Affairs Committee Report on Sabbatical Leaves, dated November 14, 1988) are subsumed by the above.]

### Conclusions

Such differences as exist between campuses with respect to the minimum waiting time between leaves is due primarily to the relative weighting of seniority as a criterion in prioritizing the awards. This time period can be reduced by either of two means: (1) increase funding for sabbaticals; (2) reduce the weight given seniority as a criterion.

With respect to increased funding, we have noted that the faculty, through its bargaining agent and the Faculty Senate, could be expected to have an effective role in pressing its concerns upon the agencies of the budgetary process.

With respect to changing the award criteria on this campus, we find no compelling reason to do so. The present procedures and criteria were carefully worked out as the result of lengthy discussion and negotiations between the Faculty Senate and the President, and reflect a broad consensus among both parties. This is further attested to in the smooth and untroubled promulgation of these policies since their inception five years ago.



# California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

## DEPARTMENT OF MATHEMATICS AND STATISTICS

### M E M O R A N D U M

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

NOV 29 1989

November 29, 1989

Academic Senate Received  
413

TO: Juanita Barrena, Chair  
Academic Senate

FROM: *Gary Shannon*  
Gary Shannon, Chair  
Academic Policies Committee

SUBJECT: Review of the Draft Report, "Faculty Involvement in Student Retention and Advising"

On November 14 and November 21, the Academic Policies Committee reviewed the Draft Report, "Faculty Involvement in Student Retention and Advising". There were many ideas and concerns expressed, and I have tried to give them in the statements that follow. There were a variety of views expressed, and at times people did not understand some of the ideas of the report - and this variety and lack of understanding is probably apparent in what follows. I apologize for the lack of cohesiveness.

The Academic Policies Committee gives a qualified endorsement to the recommendations of this report. The recommendations regarding the advising and retention of students are good, but the committee was extremely concerned about how these recommendations would be put into effect.

The report recommends that campuses must develop and maintain comprehensive and coordinated plans and policies on retention and academic advising. CSUS already has a good academic advising plan, and is developing a retention plan. The recommendations of the report regarding advising are stronger than the advising policy at CSUS in the following respects:

- (a) The report recommends that all students be assigned an advisor.
- (b) The report recommends more training of faculty.
- (c) The report recommends that expanded advising and retention efforts be included in RTP considerations, and recommends other incentives (the advising policy at CSUS only "suggests" that such efforts be included in RTP considerations).

The Academic Policies Committee endorses these stronger recommendations, with the following additions:



- (a) A student should be able to change his/her assigned advisor if the relationship between the student and assigned advisor is not positive.
- (c) Many members of the committee strongly believed that the only effective incentive for encouraging faculty to take part in expanded advising and retention efforts is to provide assigned time for the faculty members.

Furthermore, there was concern that trying to force the inclusion of expanded advising and retention efforts in RTP considerations would result in problems with some departments.

Some of the other proposed incentives were seen as being necessary, but not sufficient (for example, preferential scheduling, quality office space, and the availability of computers in offices). Many faculty already have computers in their offices, there is a lack of physical space at CSUS, and the idea of preferential scheduling might result in problems with some departments - so it is not clear that any of these would be effective incentives (although they should be provided for the faculty who take part in the expanded advising).

Furthermore, it is not clear that the expanded advising and retention efforts that are recommended in this report can be realistically accomplished. The report makes a number of statements about the role of faculty in expanded advising and retention efforts, some of which are the following:

- (a) "Perhaps the most important elements of an effective retention effort are those involving faculty: (1) quality instruction; (2) academic advising, and (3) faculty-student interactions outside the classroom."
- (b) "The university as a whole must assume responsibility to ensure that a caring, supportive campus climate is established and that all students receive adequate support in the achievement of their educational objectives."
- (c) "Interaction between faculty and students is the single, most important factor in retention" and that this interaction should go beyond the classroom and formal advising.
- (d) "academic advising includes more than merely course selection; it is the process through which faculty and students define, construct, evaluate and modify the educational experience", that academic advising should include career planning, and that student-advisor contacts should be "substantial and meaningful".

The Academic Policies Committee supports all of these statements, but does not know how these ideas can be put into effect. If faculty are to provide all students with "substantial and meaningful" advising that goes beyond advising in the major; and if faculty are going to interact with students outside the classroom, then how is this to be done with existing faculty workloads? It is not reasonable to assume that all faculty would make good or willing advisors. If we assume (optimistically) that there are 800 full time faculty on campus who are willing to be

part of the expanded advising and retention efforts, then each of these 800 faculty members would need to have "substantial and meaningful" relationships with at least 25-30 students. These faculty members would need to have training and time in order to provide this good advising and develop "substantial and meaningful" relationships. Note that at present, some faculty members receive 3 units of assigned time in order to work as mentors for 10 students. Does working as a mentor differ from providing "substantial and meaningful" relationships with students, doing more than class schedule advising, and having interactions with students outside of the classroom?

A summary of the recommendations and questions that were expressed by the Academic Policies Committee are the following:

- (a) The report should make clear the types of advising that faculty are expected to do - for example, does the advising include GE advising, advising regarding general university requirements, and career advising? If the advising is meant to include all of these, then how are faculty going to be trained, and how will the University address cases in which students are misadvised by a faculty member who is not sufficiently trained?
- (b) If a faculty member is to have "significant and meaningful" relationships with students, to do more than class schedule advising, and have interactions with students outside of the classroom, then this level of involvement with a group of students will require that the faculty member receive assigned time - otherwise how will the faculty member have time for relationships that are "significant and meaningful"? How much assigned time will the University provide for this type of expanded advising? Will every student have this type of expanded advising available to them?
- (c) Who will take the responsibility for advising "pre-majors" - for example, in Business and Engineering?
- (d) It was recommended that the faculty of CSUS be asked for the amount of advising, and the type of advising, that they can presently provide with their existing workloads.
- (e) One member recommended that perhaps a center for major advising could be developed along the lines of the Academic Advising Center. In this way, all students would be able to receive good major advising. However, it is not clear that this approach provides the opportunity for "significant and meaningful" relationships between faculty and students.
- (f) It was also recommended that if changes are to be made in our advising and retention efforts that include large numbers of well-trained faculty, then these changes should be carefully and gradually made. Furthermore, it was recommended that the focus at first should be on good major advising and then develop the other aspects of advising (such as GE, general university requirements, career advising).
- (g) Physical space must be made available for faculty-student interactions outside of the classroom.
- (h) Not all faculty should do advising.

FACULTY INVOLVEMENT IN STUDENT RETENTION  
AND ADVISING

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BACKGROUND

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Student retention at all levels is a statewide issue. During the past four years the state has engaged in extensive reviews of the Master Plan for Higher Education (1960). The report of the Commission for the Review of the Master Plan, "The Master Plan Renewed: Unity, Equity, Quality and Efficiency in California Postsecondary Education, (1987)" recommended that:

"The governing boards of the three public segments must be held accountable for the retention rates among students admitted to their institutions. The Board of Trustees of The California State University and the Regents of the University of California shall seek to achieve and maintain systemwide graduation rates that are at least equal to or above the national averages for similar institutions with comparable admission requirements. By 1995, the University of California and the California State University should improve their retention rates of special-action admittees to at least two-thirds of those of the regularly admitted student body." (Master Plan Renewed, Recommendation #11)."

Further review by the Joint Legislative Committee for the Review of the Master Plan resulted in the 1989 publication of "California Faces...California's Future - Education for Citizenship In a

Multicultural Democracy", which calls on the governing boards of the three public segments of postsecondary education to:

"determine and implement programs intended to facilitate greater retention of students through to graduation. Among those items the governing boards might consider are the development of faculty mentoring programs, increased contact between faculty and students, and better monitoring of the counseling and advising available to students." (p. 32)

The twenty California State University campuses enroll in excess of 350,000 students annually and confer over 44,000 undergraduate degrees each year. The CSU had conferred, by the close of the 1987-88 college year, 1,113,040 undergraduate degrees. While these are impressive statistics, only about 47% of newly admitted CSU freshmen have graduated or are still enrolled after ten years. While this rate is roughly comparable to similar U.S. institutions of higher education, there is continuing concern for those who do not complete the baccalaureate degree. Additionally, the continuation and graduation rates for underrepresented ethnic minority students fall well below the mean for all undergraduate students (Those Who Stay - Phase V).

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## INTRODUCTION

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To meet the challenge of improving student retention and to be responsive to California State Student Association and Board of Trustee priorities as well as the recommendations in the report of the Commission for the Review of the Master Plan, Chancellor Reynolds appointed the Task Force on Faculty Involvement in Retention and Advising in February, 1988.

In keeping with its charge, the focus of this report is on faculty contributions to student retention. While it was tempting to expand the scope of the report to include a broader view of retention, the Task force restricted its attention to those areas where faculty have the greatest investment and responsibility. Areas traditionally assigned to student services are not included.

To be successful, retention must be a campuswide effort. Greater retention is the result of a university climate that makes each student feel valued and genuinely cared for. Improving retention calls for the best efforts of everyone in the university community - from recruiters to custodians, receptionists to presidents. Every contact that a student or prospective student has with the university sends out messages about the institution and its attitude toward students.

Retention refers to the broad-based campus efforts to increase student persistence towards a degree. Retention includes activities and programs offered by student services, academic affairs, learning assistance centers, educational equity programs and special services provided by academic departments such as math and writing clinics.

Perhaps the most important elements of an effective retention effort are those involving faculty: (1) quality instruction; (2) academic advising, and (3) faculty-student interactions outside the classroom.

Research shows that the most important element of the collegiate experience to CSU students is instruction. Ranked not far behind is accurate academic advising. While classroom instruction provides the most systematic, on-going faculty-student contact, it is well-documented that informal, face-to-face contact with faculty beyond the classroom is the most effective means of promoting student persistence.

The role of the individual faculty member in conveying, by attitude, interest and behavior, the institution's support of underrepresented ethnic minority students cannot be overstated. The classroom instructor is the only representative of the university that all students must contact. New students' impressions of the campus will be, in large part, formed early in their college experience as they perceive it through the faculty with whom they interact, both formally and informally.

The organization of this report proceeds from the general to the particular, treating first the more global issue of retention followed by recommendations on faculty involvement and a programmatic focus on students at-risk. Academic advising, including student responsibilities in the advising function, is dealt with separately as a major subsection of faculty-based retention activities. Because of its overall importance to faculty involvement there is a section on incentives, followed by a discussion of evaluation. The recommendations that are included in the text of the report can be summarized as follows:

A. Campuses must develop and maintain comprehensive and coordinated plans and policies on retention and academic advising. Campus presidents have responsibility to ensure immediate attention to this challenge.

B. Faculty participation in student retention and expanded advising responsibilities must be formally recognized. The Statewide Senate should assume responsibility for advocating this policy.

C. Academic departments/schools are the primary vehicles to encourage, foster and support expanded faculty involvement in retention efforts. Vice Presidents for Academic Affairs and school deans should establish systems and procedures to facilitate departmental assumption of this responsibility.

D. Resource allocation should reflect the high priority to be given to retention. Vice Presidents for Academic Affairs, school deans, and systemwide and campus budget committees should assure that this element is accorded satisfactory consideration in fiscal planning.

E. Retention services should provide a special focus on at-risk students, with particular attention to underrepresented ethnic minority students. It is the responsibility of the campus retention coordinating committee to assure that this priority is carried out.

F. Every new student must be assigned an academic advisor. Academic affairs and student services administrators are responsible for assuring implementation of this objective.



G. The university as a whole must assume responsibility to ensure that a caring, supportive campus climate is established and that all students receive adequate support in the achievement of their educational objectives.

The recommendations are intended to provide a foundation and guidelines for campus and systemwide development of comprehensive retention plans, policies and practices.

## APPENDIX A

### Suggested Practices for Faculty To Assist In Student Retention

#### During Class

1. Screen carefully for prerequisites so that students enrolled have the recommended background.
2. Thoroughly review with the students the course syllabus, including objectives and expectations.
3. Assess student performance early in the term and provide feedback and intrusive intervention with students who perform poorly.
4. Refer students with deficiencies in preparation to appropriate services on campus early in the term.
5. Provide information to students about the application of the course.
6. Encourage student involvement in departmental and campus activities and organizations; read to the class any announcements of activities which are sent to you.
7. Include in course content, when appropriate, material and examples of various cultures.

#### Outside Class

1. Involve students, whenever possible and appropriate, in faculty research and teaching.
2. Conveniently schedule and regularly meet office hours.
3. Interact informally with students outside of class.
4. Whenever possible, attend functions where faculty and students can interact, especially those activities provided within the discipline.
5. Encourage and support, and perhaps act as advisor to, student organizations, especially those within the discipline.

#### Formal Campus Program/Activities

Examples of Program Participation faculty can form are:

<u>Program</u>	<u>Activity</u>
1. FACULTY MENTORING PROGRAM	MENTOR
2. SUMMER BRIDGE	INSTRUCTOR/TUTOR
3. INTENSIVE LEARNING EXPERIENCE PROG.	INSTRUCTOR/TUTOR
4. EDUCATIONAL OPPORTUNITY PROGRAM	TUTOR/INSTRUCTOR
5. LEARNING ASSISTANCE CENTER	TUTOR



# California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

OFFICE OF ACADEMIC AFFAIRS

December 21, 1989

Dr. Stephanie McGraw  
Dean of Outreach and Retention  
Chancellor's Office  
The California State University  
400 Golden Shore  
Long Beach, CA 90802

Dear Dr. McGraw:

I am writing in response to memorandum AAES 89-91 "Draft Report on the Systemwide Task Force on Faculty Involvement in Student Retention and Advising". California State University, Sacramento applauds the Board of Trustees, the Statewide Academic Senate and the California State Student Association in establishing student retention as a priority. We agree also that more faculty involvement is a vital element in improving student retention rates, and that the recommendations of the Task Force are essentially sound.

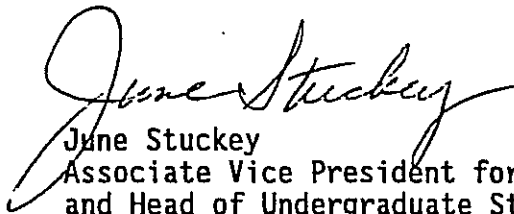
The questions we have about the report are not centered on the desirability of the recommendations, but with the details of implementation, including the associated costs. The campus is all too familiar with many new student services initiatives that have been added over the years without additional state funding. These services, as desirable and as needed as they may be, have diverted resources from more traditional student services to the point that the quality and timeliness of most services have eroded considerably. Significant improvements in retention of and advising services to students will require, in our judgment, additional funding not merely a shift of existing resources. The retention and graduation of students, particularly those who are less well prepared, and those who have been disadvantaged by social or economic circumstances require, as you know, considerable support and intervention by both faculty and student affairs personnel. Most faculty, no matter how well intentioned or student-oriented cannot prepare for and teach four courses a semester, keep current in the discipline, meet other campus and professional responsibilities, and carry successfully a caseload of twenty or thirty advisees. This is particularly true, if advising is defined as we believe it should be as more than just assisting students select their next semester's class schedule.

Our Academic Senate has the draft report under consideration but has taken no formal action. It intends to do so in early February. Its committee on Academic Policies has discussed the report in considerable detail. The Committee's correspondence to the Senate's Chair in this regard is attached for your information and review. The group gives the report a qualified endorsement and finds the recommendations good. The questions lay in matters of implementation, and concerns that expectations, particularly of faculty, set forth in the recommendations are not entirely realistic without reductions in other work assignments and/or additional support staff.

AAES 89-91  
December 21, 1989  
Page 2

These questions and concerns, however, do not imply a lack of interest on the part of our faculty in student retention and advising issues. Indeed the opposite is true. The Academic Senate recommended and the President approved this past Spring a new policy on academic advising. It specifies clearly that "all students are entitled to access to accurate, reliable, and consistent advising", and that the "responsibility for the development of academic advising programs and the delivery of advising services belong to the faculty". We are struggling with the same issues that we have identified in the draft report as we move to implement our own new policy.

Sincerely,



June Stuckey  
Associate Vice President for Academic Affairs  
and Head of Undergraduate Studies and Educational  
Support Services

ATTACHMENT

cc: President Donald R. Gerth  
Vice President Mary Burger  
Professor Juanita Barrena  
Professor Gary Shannon



# California State University, Sacramento

Attachment D-1  
Academic Senate Agenda  
February 8, 1990

SACRAMENTO, CALIFORNIA 95819-2694

DEPARTMENT OF MATHEMATICS AND STATISTICS

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

OCT 26 1989

M E M O R A N D U M

October 25, 1989

Academic Senate Received  
412

TO: Juanita Barrera, Chair  
Academic Senate

FROM: *Gary Shannon*  
Gary Shannon, Chair  
Academic Policies Committee

SUBJECT: Review of the draft report on Student Outcomes  
Assessment

On October 17 and October 24 the Academic Policies Committee reviewed the draft report on Student Outcomes Assessment, and has the following comments:

The Academic Policies Committee supports the need for good assessment of students and of programs at CSUS. The faculty of CSUS already assess students and programs in a variety of ways, and this process should be encouraged by providing faculty with more information about assessment and the resources to explore and possibly develop other methods. Although the Academic Policies Committee supports the need for good assessment, the committee is strongly opposed to any form of student outcomes assessment that is imposed on the faculty of CSUS by either the CSU system or by the California Legislature. The Academic Policies Committee is also strongly opposed to the idea of "incentive funding" or "performance based funding". In addition, the Academic Policies Committee believes that any assessment that is done must be defined and implemented at the level of the department or specific program. Furthermore, any assessment that is done in a department or program at CSUS cannot be compared with assessment that is done in a similar department or program at any other college or university. Such a comparison denies the difference in programs and the difference in student populations. The draft report on Student Outcomes Assessment addresses some of the above concerns with careful statements regarding the use of standardized tests, the use of the data obtained by assessment, and the need for assessment that is done at the departmental level. However, the report does not rule out the use of standardized tests, nor does it rule out the idea that results from one campus will be compared with results from another campus - and these possibilities

contradict the goal that assessment be defined and conducted in a manner appropriate to each individual department or program. Assessment should be done to inform and help students, and to help the department and the university improve its programs - but the results must be used at this level, and the methods must be defined by the department, or the program.

If the CSU system or the California Legislature is likely to impose an assessment policy/procedure on the faculty of CSUS then the Academic Policies Committee recommends the following:

- (1) The CSU system and the California Legislature should be informed of the many existing methods by which assessment of students and programs is already done at CSUS.
- (2) Academic departments and programs at CSUS should be asked to define (for themselves) their methods of assessment and to explore new methods. The CSU system and the California Legislature should be informed that this is being done, and that if resources were available then departments and programs might be able to develop new methods for assessment.
- (3) The WASC accreditation standards should form the framework for any assessment plans that are imposed on CSUS by the CSU system or by the California Legislature.
- (4) Any assessment procedures must be defined by the department, or program, and the results must be used at this level.
- (5) Any resources that are found for assessment plans should not be taken out of programs that are already underfunded.

## CHAPTER THREE

GUIDING PRINCIPLES FOR ASSESSING  
STUDENT OUTCOMES IN THE CSU

This Chapter describes the reasons for adoption of twelve principles that guided the Committee in responding to external agencies and proposing recommendations for CSU policy on outcomes assessment.

#### Assessment and Diversity: For What Purposes Should Assessment Be Done?

Many of the pressures for assessment arise from a concern that the baccalaureate degree has lost any common meaning. In attempting to address this concern, Universities run the risk of creating a different problem: they may damage that academic diversity that makes individual faculty and institutions unique and causes knowledge to advance. The balance between common standards and beneficial academic diversity is delicate and easily distorted.

There is indeed evidence to support the concern about lack of common meaning in the bachelor's degree and in all its components: general education, basic skills, the major. These criticisms, often carefully researched, have been brought to the attention of the academy by respected members of its ranks in responsible and constructive forms. The rigorous self-examination called for in such analyses as *Involvement in Learning* and *Integrity in the College Curriculum* cannot be ignored. It would be ironic, however, if the California State University were to respond to these legitimate demands by adopting the strategies of other states which have sought to remedy basic skills deficiencies by imposing large scale programs and examinations that standardized the content and sequence of instruction at the cost of that academic diversity that other nations have long envied and sought to emulate. For one thing, The California State University has already implemented reforms in writing, mathematics, and general education. For another, the arguments for academic diversity are valid.

The values and traditions represented in the community of America's 3,000 postsecondary institutions reflect the pluralism of American society. The faculties of these institutions are geographically dispersed, free from the centralizing influence of a national ministry, responsive to the manifold interests and needs of the communities in which they are located, stimulated by association

with colleagues in independent disciplinary societies, and governed by boards representative of a broad range of constituencies. These circumstances, and a widely shared belief in the value of academic freedom, have enabled American faculty to pursue and transmit knowledge as each individual sees fit.

Each faculty member brings to the classroom a unique collection of diverse knowledge, views, and interests. Courses of the same name may resemble each other only in some respects, depending on the instructor. Students completing a major in a specific field will possess some knowledge in common with other students completing that major; there will assuredly be much knowledge they do not have in common, however, owing to their experience with a different faculty. This intellectual and programmatic diversity is the particular strength of American higher education. And it is this diversity that faculty believe is threatened by centrally developed and administrated assessment programs.

Measurement of students' performance against specific criteria or norms tends to standardize and homogenize student learning. If institutions are rated, punished or rewarded on the basis of specific indicators of student learning, they will make whatever adjustments are necessary to meet the performance expectations measured by those indicators. This may be all to the good when the goal is to increase student competency in mathematics or writing, but it is enormously destructive of the innovation that occurs in academic disciplines when individual faculty strive to question or expand the frontiers of their disciplines and push their students to do likewise.

Assessment programs can be designed to provide evidence of students' progress toward meeting the educational goals of programs and institutions while preserving and nurturing academic diversity. The growing literature on assessment provides outstanding examples of programs incorporating thoughtful approaches and yielding information which can improve teaching and learning. Such approaches are consistent with the ethos of the academy, where the process of collecting evidence and reflecting on its meaning is a habit of mind and a principal strategy of academicians.

Because of its concern that inappropriate models be avoided but that the benefits of assessment be available to CSU campuses, the Advisory Committee adopted the following principles:

(1) •The only legitimate purpose of assessing student outcomes is to improve teaching, learning and academic advising at the individual, course, program, and/or institutional level. It is not the intent of outcomes assessment programs to produce data by which institutions are compared and ranked.

(2) •Unique assessment models, tied to a multiplicity of goals represented by the different institutions and incorporating the principles adopted by the Committee, are appropriate to the CSU.

#### Assessment and Complexity: What Should Be Assessed?

The most important outcomes of higher education are difficult to assess in reliable and affordable ways. Just as teaching at its most inspired is as much art as science, drawing upon and stimulating the creative as well as analytic resources of the mind, so can the university experience as a whole be infinitely more than the sum of its separate courses and requirements. Among the most compelling arguments for the value of higher education is its potential to inculcate disciplined curiosity, tolerance, ethical commitment and self-esteem qualities that do not lend themselves to affordable assessment.

Valid assessment using standardized instruments is possible in some areas. Basic skills in writing, computation and reasoning can be (and are) evaluated appropriately and economically using standardized tests.

In the major field, tests of students' knowledge fail to identify strengths and weaknesses in such important dimensions as reactivity, enthusiasm, adaptability, and perseverance, and are inadequate as indicators of how well institutions are preparing students to continue study or begin their careers. To obtain reasonably complete and valid measures of progress toward the goals of the major, a variety of outcomes have to be assessed through a variety of modes. Measures of student achievement in the absence of contextual information are of little use for improving teaching and learning.

Although concern about students' general intellectual development has motivated several states to require its assessment, there are no generally accepted methods to measure it effectively. Evidence suggests that programs or instruments designed to measure comprehensive knowledge or intellectual growth apart from a particular curriculum in fact produce results more indicative of students' natural abilities or socioeconomic backgrounds.

In view of the complex nature of the most important outcomes of higher education and of the strong influence of the variables that contribute to it, the Advisory Committee adopted the following principles:

• Meaningful outcomes assessment must be multivariate if it is to provide valid information for use in improving academic programs and modifying institutional practices and for evaluating their effectiveness. Standardized tests provide specific, but limited kinds of information. (3)

• Student characteristics and academic program variables that affect student learning need to be systematically considered as part of an assessment program. Where these variables can be monitored using systemwide databases, applicable data should be provided to the academic departments. (4)

• A full student outcomes assessment program will take into consideration such factors as: academic advising, counseling and career planning, laboratories, libraries, housing, financial aid services, extracurricular activities, health services, campus social life, and the quality and quantity of student contact with faculty. (5)

#### Responsibility for Assessment: Who Should Assess?

Student outcomes assessment programs are based on two major premises: 1) Changes that occur during students' formal education are attributable in some part to the institution(s) they attend, and in particular to the academic and support programs with which they are associated. 2) It is possible to obtain global measures of important outcomes--e.g., cognitive development, skills acquisition, attitudinal changes, values clarification-



-and to link them to institutional factors. Aggregate measures of what students actually know, believe, and do, provide information for analyzing the effects of programs and planning for changes to improve them.

To be useful, assessment programs require personal and institutional responsiveness to the information generated. If the evidence produced through an assessment program is perceived to be peripheral to the interests and efforts of the faculty, the students or the campus administration, it will not command their respect or attention. In some mandated assessment programs, employment of standardized tests selected and developed by persons outside the institution has led to changes that were unintended and contrary to the broader concerns underlying the programs' adoption. The motives of outside agencies were perceived as anti-intellectual. Stimulation of campus dialogue about institutional excellence and improvement and the means to attain it were not reported as outcomes of this approach.

To contribute significantly to the quality of educational programs in the CSU, outcomes assessment programs must be designed to measure those educational dimensions identified by the faculty, the students and the administration as most important. The university is a collection of rich cultures, each of which must be served by an outcomes assessment policy.

Persuaded by examples of both beneficial and injurious assessment plans, and mindful of the need to place any new tools for improving educational programs in the hands of those responsible for them, the Advisory Committee adopted the following principles:

- (6) • Programs to assess student outcomes should be campus-based, faculty-centered, and student-responsive.
- (7) • Faculty of the individual campuses have the primary responsibility for deciding how to assess student learning. This extends to the design or selection and administration of assessment methods, the interpretation of the results, and how the data will be used to improve programs.
- (8) • Consistent with the principle of institutional responsibility, the resources appropriated for assessment should support the development and operation of programs at the campus level. System and State efforts should

be directed to helping campuses devise assessment programs. For this reason, the CSU opposes creation of a centrally administered State assessment program.

- (9) • Data collected through institutional assessment programs should be governed by recognized codes of ethics treating research with human subjects.

#### The Priority of Assessment: At What Cost Should Assessment Be Done?

Higher education in America serves a multitude of social and personal purposes. Public universities in particular are seen as the vehicle for accomplishing an enormous range of services critical to the well being of the community, region, state and nation. These expectations translate into competing demands upon postsecondary institutions and upon their primary resource, the faculty.

CSU faculty are expected to perform a variety of tasks. Chief among these is their obligation to teach effectively. The tasks associated with effective teaching are multiplying as discoveries resulting from research on teaching and learning are applied in the classroom. Examples of these necessary but time-consuming activities to improve instruction include: added time for academic advising; one-to-one student contacts in recognition of the benefits of direct interaction in improving the achievement and persistence of students; and the integration of technologies into the discipline as a means of promoting student learning. Because there is evidence of program improvement when faculty spend time in evaluating programs with which they are associated, the CSU now requires faculty to devote time to this end. The use of assessment to promote learning and assist in evaluating program effectiveness is another, recent result of research on effective practices.

Each of these important instructional tasks requires time investments on the part of faculty who are conscientious about being effective teachers. It is unrealistic to expect faculty to assume these additional responsibilities--often as pioneers on behalf of their colleagues--without some relief from other obligations. In other words, engagement in outcomes assessment represents a cost in terms of faculty workload.

There are also opportunity costs at the institutional level. For example, time and resources spent on assessment might prevent

investigation of other variables associated with institutional excellence. Class size represents another dimension of the cost-benefit equation. Some of the most effective approaches to assessment (oral presentations, portfolios, field experiences, written essays) require small class size as a means of improving the quality and quantity of student interaction with faculty. The decision to pursue any of these priorities must be based upon a careful evaluation of the costs and the foregone opportunities to pursue other means of improving institutional effectiveness. To assure consideration of these factors, the Advisory Committee adopted the following principles:

- (10) • Student outcomes assessment, when appropriately carried out, is just one of several institutional practices that must exist in order to achieve educational excellence.
- (11) • While the evaluation of student learning is a regular faculty responsibility, implementation of comprehensive assessment programs is costly and cannot be accomplished without adding significantly to faculty workload. Adequate supplemental funding is essential to the development and operation of effective assessment programs. In the absence of such support, program implementation must be limited.
- (12) • Before substantial resources are requested for, or invested in, comprehensive assessment programs, it must be established that they provide effective means to improve the quality of educational programs. Because of their high cost and the need to evaluate their effectiveness, assessment programs should be implemented experimentally and incrementally within the CSU.

The "assessment movement," as it came into being in the mid-eighties, is the offspring of parents from very different cultures: one, native to the academy, concerned primarily with being the best possible alma mater; the other, from beyond the walls, worried that the baccalaureates the academy sends forth are inadequately prepared to meet the challenges they must surmount for the good of all. In search of accountability, the latter discovered the former and recognized immediately their common interest in quality.

Given their disparate histories, customs and languages, it is not surprising that the associates of each view the new alliance with suspicion. The relationship is tense. Mutual commitment to quality has kept them together; disputes over how to define and measure it often divide them. To achieve their respective goals, each must understand and respect the other's motives and work diligently to help the other comprehend the complexity and implications of actions taken or contemplated.

There are inherent antagonisms between the notion of simple indices of performance and the goals of higher education. To attain the one, the other must be sacrificed. That is not to say, however, that educational quality can not or should not be measured, or that its goals must be compromised in order to communicate them. The natural links between assessment and the values of the academy need to be reaffirmed in a more public context and internalized within the academy. The values of diversity and complexity need to be reasserted and effectively communicated beyond the academy.

After lengthy study and discussion about the benefits and risks of student outcomes assessment, the Committee concluded that: 1) student outcomes assessment programs, of the kind recommended in this report, have significant potential for improving teaching and learning; 2) the CSU cannot afford to ignore educational practices and strategies, including student outcomes assessment, that show great promise for the improvement of teaching and learning; and 3) where they have been demonstrated to be effective, it is the responsibility of CSU faculty and administrators to adopt them as appropriate to the classroom, the discipline, and the campus.

**CHAPTER FOUR**  
**RECOMMENDATIONS FOR A CALIFORNIA STATE UNIVERSITY**  
**ASSESSMENT POLICY**

The following recommendations seek to balance the need for competent assessment with the need to preserve diversity, complexity, and faculty responsibility for the quality of academic programs. The recommendations are organized around four major goals: improving teaching and learning, improving assessment, improving communication with students, and obtaining support for assessment. They recommend integrative assessment practices at the level of the individual student or faculty member, program or department, campus and system.

**Assessment for Improving Teaching and Learning**

**At the Level of the Individual Student or Faculty Member:**

1. Faculty should design evaluations of student performance in their courses to include elements that assess students' achievement in terms of departmental or programmatic goals.

Tests given in classes typically measure how well students have met specific course objectives. They are used, often in combination with evaluations of other dimensions of student performance, for purposes of assigning a final grade in a course. The results of tests and other assignments provide information essential for analyzing the effectiveness of instruction. If evaluations are devised to include them, results can also indicate how well students are acquiring the mastery of content, skills and attitudes expected of prospective graduates in the particular field of study. By carefully embedding measurements of specific programmatic outcomes in appropriate courses, faculty can evaluate student's progress toward attainment of the broader goals of the discipline or program without burdening students or themselves with additional assessment requirements.

**At the Level of the Department or Program:**

2. The faculty of each department or program should have ways of evaluating student attainment in the major that go beyond the evidence provided by course grades.

Although the CSU professes knowledge of the discipline to be important, current practices do not generally assess to what extent students acquire it. Students often complain of a bewildering mosaic of demands and of the lack of opportunity to discover the patterns which lend coherence and meaning to them. The relationship of courses to major programs and to general curricular goals and such learned abilities as effective written and oral communication and critical thinking remains unclear and unarticulated. One way of assessing such attainment is to require, in individual majors, a curricular component which calls upon students to integrate general and specialized learning and to demonstrate comprehensive understanding of the field of study appropriate to the degree level. This component could be designed to help students approach their academic experience from a unifying and creative perspective and to permit faculty to observe and monitor the effectiveness of departmental programs.

In assessing comprehensive knowledge of the discipline, faculty may wish to consider: oral presentations requiring synthesis and integration; senior projects requiring research, scholarship or creative activities appropriate to the discipline; portfolio development; integrative studies and field experiences; simulations and case studies requiring attention to the ethical, historical and philosophical foundations of the disciplines.

**At the Campus Level:**

3. The faculty of each CSU campus should have mechanisms to assess how well students are meeting the goals of the General Education program of the university.

The General Education program is central to the quality of all CSU undergraduate degree programs. Responsibility for realizing its educational goals, however, is divided among many different academic constituencies, including the California Community Colleges. For these reasons, there is a need for mechanisms to assess students' progress toward attaining General Education objectives as defined in Executive Order 338 and in the General Education Transfer Curriculum. Information obtained from these assessments should be

systematically utilized in periodic reviews of campus General Education programs and in evaluating the preparation of transfer students who have completed CSU General Education requirements in whole or in part at other institutions.

4. Faculty, students and academic administrators should work together to develop a campus plan for coordinating and supporting outcomes assessment activities which examine the interaction between academic programs, student services, and the campus environment.

In, *California Faces . . . California's Future*, the Joint Committee for Review of the Master Plan for Higher Education calls for "campus-based student outcomes assessment intended to understand both the cognitive and substantive development of students, as well as their opinions concerning their educational experience" and suggests that such programs include "a wide range of issues (quality of instruction, campus housing, effectiveness of student services)." Accreditation standards of the Western Association of Schools and Colleges now require each postsecondary institution to "measure the educational effectiveness of programs" as one means of demonstrating that it has developed procedures for "evaluating how well, and in what ways, it is accomplishing its purposes." Student outcomes assessment programs can meet these expectations if they are developed around the goals of each campus and with the participation of the constituencies whose contributions are to be evaluated.

At the System Level:

5. The CSU should seek to restrict the proliferation of standardized tests in favor of developing integrated assessments that meet programmatic needs and curricular goals.

One major consequence of educational reform in California has been the adoption of an increasing number of tests as prerequisites for students to complete and progress beyond specific educational levels. While each new testing requirement was conceived and implemented to address important concerns, the cumulative effect is to burden students with a series of isolated, often duplicative testing requirements, each of which harbors the potential for driving curricular development and instructional practices in divergent directions. The CSU should work toward the adoption of

integrative assessment programs which reduce the number of tests demanded of students while making the results of each useful for multiple purposes. Such an approach is particularly desirable in the assessment of entry-level skills for purposes of academic advisement and placement, and in determining the readiness of students to enter postbaccalaureate professional programs.

#### Research for Improving Assessment

At the Level of the Individual Student or Faculty Member:

6. Each CSU faculty member should review current student evaluation practices for possible improvement in light of evolving research on teaching and learning.

Teaching is the primary mission of The California State University, and assessment is integral to the teaching and learning process. Research on cognition, motivation and performance assessment is growing and becoming more sophisticated. This literature is important to the CSU in meeting its primary mission of providing quality instruction for an increasingly diverse student population. CSU faculty would benefit by having access to the findings of assessment research, thereby enhancing their understanding of the uses and limitations of various modes of instruction and evaluation. Better, not necessarily more, assessment should be the goal.

At the Level of the Department or Program:

7. Academic administrators in the departments and schools should encourage their faculty to seek financial resources to engage in the development of, and research on, assessment related to teaching and learning.

Progress toward the development and adoption of assessment approaches depends in part upon the availability of supplementary resources to fund professional and curricular development activities. Prior to the receipt of specific funding for this purpose, departments should consider utilizing resources that may be temporarily targeted toward the creation of assessment programs. Possible sources of support for assessment activities include Lottery and professional development funds, systemwide grant programs, state and federal grant programs, and assigned time.

**At the Campus Level:**

8. CSU campuses should encourage some faculty in each academic department to engage in assessment research related to teaching and learning.

Most departments do not have, among their faculty, experts in evaluation and assessment. One means for departments to acquire such resident expertise is to encourage faculty to pursue scholarly activities related to instruction. Engagement in student outcomes assessment is consistent with both the teaching and the research responsibilities of CSU faculty. It represents the application of the principles of scholarly inquiry to the teaching-learning process and to other environmental factors that directly or indirectly contribute to the effectiveness of educational programs. While the object of such research may represent a new direction for many faculty, the rationale and methodology for pursuing such study are grounded in and supportive of the values and traditions of the disciplines.

**At the System Level:**

9. The Office of the Chancellor should assist campuses in establishing assessment programs through dissemination of information about assessment methodology and research.

The process of building consensus on policies and practices for measuring program effectiveness includes providing access to information and expertise in its interpretation. The Office of the Chancellor should support campus efforts to acquire and exchange information about assessment through systemwide programs. The Institute for Teaching and Learning is the logical sponsor for a variety of assessment related activities including: systemwide and/or regional (tele)conferences, workshops, research projects. Other programs that may be appropriate include: Academic Program Improvement, the Lottery Revenue Program, and the Teacher-Scholar Summer Institute.

**Assessment for Improving  
Communication with Students**

**At the Level of the Individual Student or Faculty Member:**

10. Students should receive the results of tests or other assessments of their performance in a timely

fashion, with adequate information to permit accurate interpretation.

Students are entitled to know and understand the results of any measurement of their academic performance. The results of examinations and tests need to be interpreted to students to guide their future efforts. The pertinence of particular tests to the broader goals of courses or programs, and of performance on these measurements as an indicator of progress toward meeting the expectations of the program, must also be made clear.

The CSU has a very diverse student population. There is a need for faculty to recognize that the way they convey evaluative information to students can be conducive to learning or it can be very harmful to learning, depending on individual student characteristics. Faculty should discuss test results in class and advise individual students regarding their progress, with awareness of and sensitivity to the complex relationships between testing and personal variables, and the impact of this interaction on individual students.

**At the Level of the Department or Program:**

11. Each academic department should utilize information about how well students are meeting overarching program goals to a) advise students at key points in the major, and b) analyze and improve the effectiveness of academic programs.

The fragmentary character of students' educational experience is often mirrored by faculty's fragmentary understanding of students' educational development. Departments and programs should ensure that faculty evaluations of students' performance yield information to assess the extent to which students are making acceptable academic progress. The availability of such evidence will enable faculty to discharge, more effectively, their individual responsibilities as academic advisors and their collective responsibility for recommending students for degrees. This information will also be useful in understanding the effectiveness of program components and in evaluating changes introduced to improve them.

**At the Campus Level:**

12. The administration of each CSU campus should assist academic departments in a) collecting, analyzing and reporting

information about current and former students' characteristics, development and attainment of degree and program goals, and b) incorporating these outcome measures in academic program review.

Assessment of student learning in the major and General Education, and of other programs and services to support students' progress toward degree completion, can produce new information for analyzing and improving institutional performance. Its value is limited, however, if not accompanied by an understanding of student characteristics and opinions and how these relate to general institutional patterns, particularly over time. Campuses regularly collect demographic and institutional data that could help provide such a context, but often do not make it available in formats useful for evaluating the impact and quality of specific programs. Campus offices involved in gathering and utilizing relevant data, including alumni associations, should work with academic departments and student services to identify and provide important information currently not available for this purpose.

At the System Level:

13. The Office of the Chancellor should assist campuses in acquiring data useful in analyzing programs at the department level.

Survey information is essential to understanding the impact of educational institutions on the lives of students who attend them. The usefulness of such information is enormously increased when data are scientifically and systematically collected over time and with attention to demographic characteristics. Presently, surveys of current and former students are undertaken at various levels for various purposes and with varying degrees of sophistication. At the department level, opinion surveys are typically conducted in connection with self-studies for program review and accreditation. Campus alumni associations regularly seek information about former students for the specific purposes of the associations. Two systemwide surveys are periodically done to provide aggregate information about CSU students.

In the interest of greater efficiency and of making high quality data available to all campuses and departments, the Office of the Chancellor should work with the campuses to develop and administer surveys to produce data to meet the

needs identified in these recommendations. Custody of data so generated should be the responsibility of the unit of analysis; e.g., data pertaining to departments are returned to the respective departments, campus data to the respective campus. Use of the data by persons or offices external to the unit of analysis should be at the discretion of the unit. Where such use is approved, anonymity of the data should be safeguarded.

#### System Support for Assessment

14. The Office of the Chancellor should work with CSU campuses, the Academic Senate, and educational constituencies outside the CSU to acquire resources adequate to developing and implementing campus-based student outcomes assessment programs of the integrative nature proposed in these recommendations.

The successful acquisition of resources for assessment requires a prior consensus that assessment programs will serve important educational goals. The process of building consensus on policies and practices for measuring program effectiveness demands committed leadership, access to information and expertise in its interpretation, and the ability to release faculty temporarily from regular workload obligations to devote adequate time and effort to this purpose. Implementation of programs will require additional fiscal support for faculty development activities, planning and coordination, instrument design and administration, analysis and publication.

Successful operation of comprehensive institutional assessment programs is ultimately dependent upon reliable, predictable funding of the kind provided through an augmentation of the budget for instruction. A major purpose of the "Challenge Grants," as proposed in the CPEC study, Beyond Assessment: Enhancing the Learning and Development of California's Diverse Students, is to provide multiple-year funding to campuses for establishing student outcomes assessment programs. The Office of the Chancellor should seek legislative adoption of the recommendations of this CPEC study as one source of fiscal support for developing and implementing assessment programs on CSU campuses.

#### Adoption OF Assessment Policy Framework

15. The Board of Trustees of The California State University should:
  - a) adopt the Statement of Guiding Principles for CSU Policy on Student Outcomes Assessment as the framework for developing outcomes assessment programs in the CSU;
  - b) adopt the recommendations contained in this report;
  - c) establish a standing committee on Academic Program Quality in the CSU which would have, as one of its principal charges, the further development of assessment activities in the CSU;
  - d) recognize that the adoption of these recommendations will require additional resources.



# California State University, Sacramento

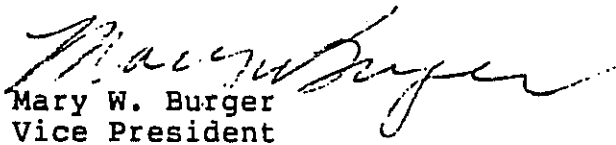
SACRAMENTO, CALIFORNIA 95819-2694

OFFICE OF ACADEMIC AFFAIRS

November 20, 1989

## M E M O R A N D U M

TO: Lee Kerschner  
Vice Chancellor, Academic Affairs

FROM:   
Mary W. Burger  
Vice President  
for Academic Affairs

SUBJECT: California State University, Sacramento Response to Draft  
Report on Student Outcomes Assessment (SOA)

As requested in your memorandum of September 7, I have sought and received responses from various members of the CSUS campus community on the Draft Report on Student Outcomes Assessment. The persons and groups consulted include the Academic Senate, through its Academic Policies Committee, the University Planning Council, the School Deans, Department Chairs, Program Directors in Undergraduate Studies and Educational Support Services and the Associated Students. Although not all of these consultations resulted in written comments, I believe we gained a good perception of the concerns of CSUS about the validity of SOA in the University and the likely impact on our campus of the Advisory Committee's recommendations. We are requesting no major changes in the document, except to urge clarity and strength in the language of the recommendations to ensure that if accepted as policy, they will inspire no misinterpretations or unintended uses of assessment data and results.

The CSUS Senate is still engaged in its consideration of the draft and (in addition to the comments already shared with me) will submit a response to the Statewide Senate at a later date.

Overall, we believe that the Draft Report addresses most of the concerns expressed on our campus, particularly regarding the issue of standardized tests and the use of assessment data. However, there was the feeling that the report's statements on these issues could be even stronger so as to completely rule out misuses in these areas.



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In recognition that some program(s) of student outcomes assessment must exist (because of WASC standards and other requirements and needs of our own), we urge retention and strengthening of the recommendations to emphasize these points:

- Assessments should be conducted largely at the department level, by faculty; never by the CSU system or as dictated by the California Legislature (1, 2, 13, 14).
- There should be no rankings or comparisons of assessment results within the University system or with other colleges and universities (6, 13).
- Assessment should be done to inform and help students and to help departments and support units improve their programs; the results should be used for these purposes and at these levels (5, 4, 10, 11).
- Resources for assessment tasks should accompany any additional such responsibilities assigned to faculty members. The most frequently suggested resource needs were assigned time, clerical assistance to faculty developing and implementing SOA programs and data (7, 14).
- It should be acknowledged that we are already assessing students and programs in a variety of ways. These current assessments should not be discontinued, but possibly integrated into any new assessment programs developed (6, 9,).
- The use of standardized tests in an assessment program or standardizing tests for use in such a program is objectionable to many of us, with some exceptions in basic skills diagnosis and a few professionally accredited programs where standardized procedures are already in place or required for credentials.
- Additionally objectionable is the use of assessment data for purposes other than improvements in the teaching and learning environment and process (1, 2, 3, 5, 6, etc.).

Implementing the recommendations of the Draft Report will require considerable investments of faculty (and student) time and, in some instances, changes in well established practices of independent teaching behaviors. Resources for faculty time and for training in assessment as well as sensitivity to the ethical use of assessment data and to the validity of some established teaching behaviors are essential to the success of any assessment program. Without these considerations, an SOA program on our campus would be resisted and therefore have little impact on our efforts not

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only to be accountable to our constituents, but to maintain and enhance a positive teaching and learning environment for our faculty and students.

The Draft Report received largely positive feedback at CSUS and, on behalf of our campus, I wish to commend the statewide advisory committee for its fine (and hard) work. We especially appreciate the recognition, in the document of the diversity and uniqueness of each campus and the clear intent of the committee to offer an academically and ethically sound report to the CSU and to ensure the involvement of students, faculty and each campus in the design and delivery of SOA programs in this state.

khn

cc: Donald R. Gerth  
President

Juanita Barrena  
Chair, Academic Senate

Academic Deans

Faculty Professional Development Plan

FACULTY PROFESSIONAL DEVELOPMENT PLAN

I. UNIVERSITY FACULTY PROFESSIONAL DEVELOPMENT PLAN ACTIVITIES

Faculty Professional Development Plan represents a comprehensive university-wide approach to faculty development. The intent of the plan is to provide faculty members with a broad range of activities which focus on increasing their effectiveness as teachers and scholars, as well as increasing their professional satisfaction. This intent is consonant with the following statement from the report of the California Secondary Education Commission (CPEC) on California Faculty Development (1986). "Faculty development refers to college and university activities designed to 'renew and maintain the vitality of their staff' (Centra, 1985) and 'help faculty members improve their competence as teachers and scholars.' (Elbe and Teachie, 1985)."

Two kinds of programs are offered: grant/award and support. The activities are described below. Contact persons and appropriate deadlines are published annually for the current academic year. Probationary and tenured faculty, and FERP faculty during the period of employment, are eligible for all programs except where noted. An individual faculty member may receive no more than 9 wtu's time than a total of 12 wtu's per year and no more than 9 wtu's in any one semester from any one or combination of these programs. Temporary faculty, whether full-time or part-time, are not eligible to apply for assigned time. However, they may apply for other awards in any program for which they are eligible.

A. GRANT/AWARD PROGRAMS

Projects addressing the CPEC goals have been funded under existing campus faculty development programs. In addition, specific categorical programs are available from the Chancellor's office, for example, to improve the faculty's abilities to use technology and to provide assigned time for women and priority faculty for scholarly activity.

Award programs are those that provide assigned time and/or monetary grants to individual or groups of faculty members. These programs require proposals and are evaluated on the basis of the overall quality of the proposed activity.

1. Affirmative Action Development

Faculty development program is the delegated responsibility of the Faculty Professional Development Committee (FPDC), a standing committee of the Academic Senate. The Sacramento campus has formalized planning for faculty development in 1987, through the establishment of a committee on faculty development. This committee researched the literature on faculty development, sought experts in the field to the campus, completed a survey of faculty interests, and then presented its plan for Senate approval. The standing committee was formed and the program for faculty development was implemented in the 1988-89 academic year.

This program encourages and assists underrepresented minority and women faculty in full-time positions at the instructor, assistant or associate professor rank (including library faculty) to prepare themselves to compete successfully for tenure and promotion. Full professors are not eligible. Grants are based on proposals submitted by eligible faculty members.

2. Grants for Instructional Development and Technology

A confirmation of their commitment to the program, the administration, in conjunction with the Academic Senate, established the Faculty Development Resource Center (FDRC). The center serves as a repository and disseminator of information about faculty professional development activities available on or throughout the campus. The staff consists of a director, who is a faculty member, and clerical support. Information about any of the FDRC program activities, including guidelines and deadlines, is available through the Faculty Development Resource Center (FDRC).

The intent of this program is to support projects utilizing applications of technology to improve, augment, or enhance the quality and/or the effectiveness of instruction. Proposals may originate from individual or groups of faculty.

Supporting funds are oriented to instructional development and technology. Projects must link computing or communications technology to instructional development. Typical applications involve interactive video, video disc, satellite communications, ITFS, and/or computer conferencing to instructional modes. Needs and missions of this program are determined at the Chancellor's Office and may change annually.

### 3. Mini-Grants

The Mini-grant program encompasses two categories of development; creative pedagogy and currency and career enhancement. The primary purposes of the program are to increase the teaching effectiveness and currency of individuals. Peer review of proposals is done at the School level.

Creative pedagogy involves activities designed to support teaching excellence and the development of new materials/methods/strategies related to the various academic functions of the university, including support areas. Other activities include those designed to support exploration and development of new ideas, skills, and techniques that emphasize the "seed" nature of experimental projects.

Currency and career enhancement activities are those that are designed to support individuals in the acquisition of new knowledge, capacities, skills, and/or greater expertise in discipline-based activities. Example activities are attendance at conferences and workshops, course work, on-site visitations, library searches, and faculty-on-loan programs, as well as many others.

### 4. Research Awards

The Research Awards program is a long standing facet of faculty professional development on the CSUS campus. It is administered by the Research and Creative Activity (RCA) Committee for the purpose of providing assigned time and funding for faculty engaged in specific research or creative projects in their professional disciplines.

This program is intended to encourage faculty to engage in research and creative projects and to be active participants in their professional disciplines. In addition to tenured and probationary faculty, temporary faculty members teaching an average of six or more weighted teaching units each semester may apply for monetary awards.

### 5. State Funded Research, Scholarship and Creative Activity

This is a CSU system-wide program, initiated during the 1988-89 Academic year, that is intended to provide direct support for faculty research, scholarship and creative activity. Awards are based on the evaluation of applications submitted by faculty members in response to an annual request for proposals.

Three categories of funding have been established based on CSU System guidelines: Scholarly and Creative Activities (SCA) Grants, Summer Fellowships, and Semester Leaves with Pay.

**a. SCA Grants** are awards of up to five thousand dollars which can be used for up to three weighted teaching units of assigned time and/or financial support for a semester-long project. These grants are intended to allow faculty to test promising ideas and obtain preliminary results prior to seeking external support for an activity. The grants should be perceived as "seed" money. All temporary, probationary and tenured CSUS faculty are eligible to apply; however, temporary faculty are only eligible to receive monetary SCA Grants.

**b. Summer Fellowships** provide summer stipends of one or two months to inaugurate, continue, or complete a project of creative scholarship or research. All full-time probationary and tenured CSUS faculty are eligible to apply for the Summer Fellowships.

**c. Semester Leaves with Pay** provide faculty members with leaves of one semester duration to develop or complete appropriate activities related to the academic disciplines of the recipients. All full-time probationary and tenured CSUS faculty are eligible to apply for the Semester Leave.

### B. SUPPORT PROGRAMS

Support programs are those that provide opportunities for enrichment through meetings, workshops, lectures, colloquia, etc. Support programs are typically noncompetitive and provide no monetary grants or assigned time.

#### 1. Department/Division Chairs Workshops

This program is sponsored by the Office of Faculty and Staff Affairs and is designed to acquaint and update both new and experienced chairs with University policies and procedures. Typically, the program consists of one all-day off-campus program, several two-hour on-campus workshops, and an annual two-day orientation for new chairs.

#### 2. Educational Equity/Faculty and Peer Mentoring Program

The Faculty/Peer Mentoring Program is an educational equity project supported with lottery funds. While its primary

purpose is to assist underrepresented minority students, it also assists faculty members in advising and working with students at risk, outside of the classroom. Full-time faculty who are selected as mentors receive three units of assigned time each semester and participate in several training workshops. The purpose of the training workshops is to prepare for and conduct educational support activities for underrepresented students.

**3. Mentors for New Faculty**

This program matches new full-time faculty members with senior full-time faculty as partners or mentors. The mentors are volunteers. The pairing of the new and senior faculty members generally occurs in the same school. The format of the mentoring is developed through mutual consultation.

**4. New Faculty Orientation**

This program is designed to introduce new faculty members to the University through a series of workshops that deal with various issues of interest to incoming faculty members. Examples of workshop topics are: interpretation of the Memorandum of Understanding (MOU); teaching students at risk; scholarly and creative activities on campus; and academic governance. All new full-time tenure track faculty members are expected to attend.

**5. Peer Coaching**

Peer Coaching is a project in which participating faculty expand their knowledge of teaching by the use of non-evaluative collegial coaching and other techniques. Participants from all disciplines, with varying levels of experience, are introduced to new approaches to teaching by examining the cognitive processes that underlie the planning and delivery of instruction.

The project consists of 16 three-hour seminars and a series of structured classroom observations conducted by paired participants scheduled over one academic year. The focus of the seminars is on the coaching process and on alternative techniques for teaching. The structured observation (coaching) is done in an atmosphere of trust, strictly without evaluation, and includes careful questioning as the primary method to extend the participant's thinking.

**6. Research Travel Grants**

The Hornet Foundation allocates funds to support faculty travel related to research and scholarly activity. The purpose is to assist and enhance the ability of departments and schools to support faculty traveling to professional meetings to present research papers. Applications for travel grants should be submitted by the faculty member to the Office of Research and Sponsored Projects at least two weeks prior to the meeting or conference. These funds only provide partial support for faculty travel and additional restrictions may apply.

**7. Summer Institute**

A Summer Institute, sponsored by the Chancellor's Office, provides training in and exposure to a variety of pedagogical and career enhancement areas ranging from computer instruction to grant writing. The areas and topics change from year to year. Travel and accommodations are funded by the Chancellor's Office. The program is competitive among applicants for the slots allocated by the Chancellor's Office to this campus.

**8. Travel Grants for System Sponsored Programs**

Funds are allocated to assist faculty travel to CSU System sponsored in-state conferences, workshops and policy development meetings. Faculty members who are members or officers of a state or system task force, commission or committee or who have been designated to represent the campus or the system in a conference or workshop may apply for reimbursement of in-state travel costs. Applications for reimbursement should be submitted at least two weeks prior to the trip. These funds only provide partial support for faculty travel and additional restrictions may apply.

**9. University Association of Research Scholars**

The University Association of Research Scholars (UARS) sponsors a meeting each semester where faculty and invited guests present their research and other creative work to colleagues, students and invited friends from the Sacramento community. At the end of each academic year, a booklet of proceedings is published which contains the abstracts of the presentations. These meetings are organized to foster the goal of the UARS, which is to encourage cross-fertilization of ideas and expertise, and to promote interdisciplinary endeavors among colleagues.

**10. University Visiting Scholars Program**

The University Visiting Scholars Program supports lectures, speakers and groups visiting the campus, hosted by individual faculty, student or faculty groups, centers, etc. In addition to the funds, from the Lottery and other sources, allocated directly to the schools and library for visiting scholars programs, an allocation is made to this program for public programs and other presentations.

**11. Writing In the Disciplines Project**

The Writing In the Disciplines Project involves faculty members as participants in workshops designed to improve student's writing skills. The project requires a semester-long commitment by the faculty participant. The project demonstrates, to faculty of all disciplines, how to integrate writing components into their courses and how to use writing as a way of developing students' understanding of course content. Faculty are given assistance in developing writing assignments other than term papers and essay exams, developing evaluation and commenting procedures for those assignments, and using collaborative activities to improve writing and learning.

**II. SCHOOL-BASED PROGRAMS**

ids, assigned time, and other support for research and olarly/creative activities are available to faculty members m their schools. Levels of funding and access to professional elopment programs will vary among the schools according to ool and departmental objectives, needs, and funding ability.

: School Deans, and the Dean and University Librarian have ablished or designated within their respective units, a fessional development committee to advise them on policy cedural matters regarding the implementation of Faculty fessional Development programs and activities within their ools or Units. For the specifics on school-based programs and ivities, including particular program descriptions, ublication procedures and other information, faculty should ctact the chair of the school or unit faculty professional elopment committee. Some of the programs available in all ools are:

**ulty Assigned Time/Release Time**

Schools or Departments and the Library, through their general d allocations, have used faculty positions to provide faculty igned time and Librarian release time for professional ivities as defined in their Faculty Professional Development

Plan. These activities include course development, curriculum revision, and research projects.

**Educational Equity Assigned Time**

Positions for instructional and curriculum development, and other faculty professional development activities, have been allocated to the schools for Educational Equity assigned time.

**School-based Travel Grants**

Limited School and Department funds are available to instructional faculty and academically-related faculty for travel to present papers at conferences, to attend professional meetings and for other travel for professional development purposes.

**Visiting Scholars Programs**

The School-level Visiting Scholars Programs support lectures, speakers and groups visiting the campus, hosted by individual faculty, student or faculty groups, centers, etc.

FACULTY STATUS GRIEVANCE - PEER REVIEW OPTION

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ESTABLISHING THE PANEL

Article 10.9 The President shall establish a panel consisting of all full-time tenured employees who have served on committees that made recommendations on matters of appointment, reappointment, promotion or tenure and who have attained the rank of full professor or equivalent. No employee may be eligible for this panel if he/she has been directly involved with or a party to matters related to a complaint submitted by the employee to peer review.

A numbered alpha list, by name and department, has been established of faculty who meet the criteria of 10.9 over the past 5 years. Faculty on full leaves and on the Faculty Early Retirement Program (FERP) shall be identified by FSA. These faculty would be excluded from the pool of eligible faculty to serve on the panel. Their names will be given to the complainant. This list will be updated annually.

SELECTING THE PEER PANEL

Article 10.10 The membership of the Peer Panel to review a specific faculty status matter shall be selected by lot from the panel established pursuant to provision 10.9 and consist of three (3) members and one (1) alternate.

The complainant and/or his/her representative and the Dean of FSA, or designee, shall meet to select by lot, using a table of random numbers, the panel members and alternate.

A flip of a coin will determine who decides the page number in the table of random numbers. The parties will then alternate to determine the column, the row, and whether to proceed up or down. The numbers will be matched to names on the panel list. Those faculty already serving on a panel, faculty from the same department as the complainant, and those identified to be a party or directly involved with matters related to the complaint are not eligible to serve on this panel.

Through the above process, a total of 12 names shall be placed on the list of potential panelists.

### CHALLENGES

Continuing the alternating process, each side may strike two (2) names for whatever reason.

The first four of the remaining names in the order drawn shall constitute the three (3) members and one (1) alternate. The alternate shall be expected to attend all meetings of the Peer Panel but shall not participate unless a panel member must drop out of the process. The alternate then becomes a Peer Panel member.

The Office of FSA shall notify the panel members and the alternate of their selection. If there are any self-challenges, the faculty member will be asked to send a written request to FSA with the reasons to be excused.

Certain reasons shall be considered acceptable for a self-challenge without further review. These shall include being related to the complainant or considering oneself a close friend or opponent of the complainant. Reasons for self-challenge other than the above shall be reviewed by a three (3) person committee consisting of one (1) Administrator, selected by the Dean of Faculty & Staff Affairs, one (1) faculty member selected by CFA and one (1) other person selected by the mutual agreement of the Administrator and the faculty member. The decision of this committee regarding self-challenges shall be final.

If a name is dropped from the Peer Panel due to a self-challenge, the next name on the list in the order drawn shall be selected for the Peer Panel and he/she shall be notified. If, as a result of self-challenges, the original 12 names drawn are exhausted, the peer panel selection process shall be repeated and 12 additional names drawn in order to complete the peer panel.

### PEER PANEL REVIEW

Article 10.11 The Peer Panel shall begin to review the faculty status matter within twenty-one (21) days of its selection by lot. The panel's review shall be limited to a consideration of the complainant's Personnel Action File; all written recommendations, rebuttals, and responses related



to the faculty status matter; any written statement by the affected employee as to why his/her original review was inappropriate; and the Employer's written response to any allegations made by the affected employee. Except for presentations of the complainant and the administrator, if the administrator chooses, the peer review will be made from the documents set forth in this section.

Article 10.12: The proceeding set forth in 10.11 above shall not be open to the public and shall not be a hearing.

The Dean of FSA and or designee and CFA representative shall meet with the four members of the Peer Panel to review their role as spelled out in Articles 10.11 through Article 10.14, copies of which shall be provided to them. The Peer Panel may select a member to act as Chair of the Peer Panel.

The Peer Panel shall write to the complainant to set forth the timeline for receipt of any written statement and to have the complainant indicate whether he/she wants to make a presentation to the Peer Panel.

Once the complainant's written statement is received, a copy shall be provided to the Appropriate Administrator with a similar timeline in which to respond to the statement. The complainant shall receive a copy of the appropriate Administrator's response at least 3 calendar days before the presentation to the panel is scheduled.

If the complainant wishes to make a presentation to the panel, the Appropriate Administrator will be notified and a time and place acceptable to all the parties shall be arranged. Each side can be accompanied by one representative for the presentation. Generally, the presentation should follow the format outlined as follows.

1. Presentation by complainant and/or representative.
2. Presentation by Appropriate Administrator and/or representative.
3. After both parties have made their presentations, questions may be asked by the Peer Panel and each side may respond.

WRITTEN REPORT

Article 10.13 No later than forty (40) days after its selection, the Peer Panel shall submit to the President and the complainant a written report of its findings and recommendations. All written materials considered by the Peer Panel shall be forwarded to the President. When the panel has complied with this section, it shall be discharged of its duties.

The Peer Panel's report shall be typed by Confidential staff in FSA. After signing and submitting the report of their findings and recommendations to the President, the Peer Panel shall be discharged via a letter from the Dean of FSA.

PRESIDENT'S DECISION

Article 10.14 The President shall consider the Peer Panel's recommendations and all forwarded materials and, no later than fourteen (14) days after receipt of the Peer Panel's report, notify the affected employee and the Peer Panel of his/her final decision, including the reasons therefor. Notification to the employee of the President's decision concludes the peer review procedure and such decision shall not be reviewable in any forum.

Phyllis L. Mills, President

For the California Faculty Association

Nov 15, 1989

Date

Walter A. R. Lee

For California State University, Sacramento

Nov 16, 1989

Date



# California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

## M E M O R A N D U M

DATE: November 29, 1989

TO: Juanita Barrena, Chair  
Academic Senate

FROM: Anne Graves, Co-Chair *Anne W. Graves*  
Affirmative Action Committee

Mary Summers, Co-Chair *Mary F. Summers*  
Affirmative Action Committee

SUBJECT: Black Student Alliance Concerns

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The Affirmative Action Committee is writing to you in regard to a presentation made by the Black Student Alliance (BSA) at the October 19 meeting. Attached is a copy of concerns raised by the students.

Our Committee recommends the following, based on written and verbal input from students:

- 1) Publicize the existing complaint process for students, faculty, staff and administrators who perceive differential treatment;
- 2) Ensure that programs on campus which serve diversity students are aware of and linked to the existing complaint process;
- 3) Develop a program to ensure early intervention to students, staff, faculty and administrators who have perceived experiences of differential treatment;
- 4) Increase sensitivity of students (i.e., ethnic studies GE requirement), staff, part-time and full-time faculty, and administrators to underrepresented ethnic minority students by conducting a needs assessment on campus and then providing adequate funding for program development;

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- 5) Assist students in understanding the role they can play, including their rights and responsibilities, in the workings of the university and the available assistance programs (e.g., academic achievement, center, mentor program, etc.). To this end the committee recommends the development of a student handbook to be issued to all students during orientation;
- 6) Increase the number of underrepresented ethnic minority staff, faculty, administrators, and students on campus by providing adequate funding for recruitment and retention programs;
- 7) Investigations of alleged racism should occur in all cases where BSA students named specific individuals with whom they had complaints.

AG/CD  
Attachment