

PLEASE BRING YOUR 2/8/90 AGENDA

1989-90
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, February 22, 1990
2:30 - 4:30 p.m.
Forest Suite, University Union

INFORMATION

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

ANNA M. STEFFEN
Professor Emeritus,
Nursing
CSUS, 1957-1971

2. Academic Senate Meetings, Thursdays, 2:30-4:30 p.m.:

March 8, Forest Suite, University Union, Regular Agenda
March 15, Forest Suite, Special Agenda (GE)
March 22, Forest Suite, University Union, Regular Agenda
March 29, Forest Suite, University Union, Special Agenda (GE)

CONSENT CALENDAR

AS 90-15/Ex. COMMITTEE APPOINTMENTS--SENATE

Fiscal Affairs Committee: TIM HALLINAN, Senator, 1990

AS 90-16/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

Interim Advisory Council on Integration of Student Services
and Academic Affairs:

SUE BEELICK, Library
PENDING, Arts and Sciences

AS 90-17/Ex. COUNSELING ADMINISTRATION AND POLICIES STUDIES
(CAPS) DEPARTMENT--DIVISION OF

The Academic Senate recommends approval of the division of the Department of Counseling Administration and Policies Studies (CAPS) into two independent academic departments (Attachment A) to be named as follows: The Department of Counselor Education and the Department of Educational Administration and Policy Studies.

CONSENT INFORMATION

AS 90-18/RCAC, Ex. RESEARCH AND SCHOLARLY ACTIVITY (STATE FUNDED PROGRAMS)--1990-91 GUIDELINES

The Executive Committee, on behalf of the Academic Senate approves the revised 1990-91 Guidelines (Attachment B) for State Funded Research and Scholarly Activity Programs.

REGULAR AGENDA

Old Business

Items carried forward from February 8, 1990. All items begin on page 6 of the 2/8/90 agenda.

- Carried* AS 90-4/AP, Ex. RETENTION AND ADVISING, FACULTY INVOLVEMENT IN STUDENT
- AS 90-5/AP, Ex. ASSESSMENT, REPORT ON SYTEMWIDE TASK FORCE ON [Responds to Coded Memorandum AAP 89-30]
- AS 90-7/Ex. FACULTY STATUS GRIEVANCE--PEER REVIEW OPTION
- AS 90-8/FA, Ex. MERITORIOUS PERFORMANCE AND PROFESSIONAL PROMISE AWARD [Responds to AS 89-68]
- AS 90-10/AA, Ex. RACISM ISSUES--AFFIRMATIVE ACTION COMMITTEE REPORT [Responds to AS 89-124]

Items carried forward from November 30, 1989.

- Carried* AS 89-92A/Ex. Flr. G.E. PROGRAMS--VARIATIONS [postponed from November 16] *(i.e., double counting and/or exceptions)*

The Academic Senate endorses, in principle, the GERT recommendation that, in majors granted variations from the standard G.E. Program (e.g., engineering majors), courses taken in lieu of courses approved for the standard program must meet the G.E. Program objectives and area criteria, and directs the G.E. Committee to initiate the review of current variations. *The review process shall include consultations with the departments/programs that have been granted the variations, and the dean and school level New Business faculty comite, if any, of the school in which the departments/programs are housed.*

AS 90-14/Flr. MINUTES

Approval of Minutes of meeting of February 8, 1990.

Carried

Hall/Board Carried

Carried

Carried

AS 90-19/Ex.

MULTICULTURAL CENTER, ADVISORY BOARD

The Academic Senate endorses the establishment of a Multicultural Center as described below:

The Multicultural Center, currently in its formative stage, shall be designed to serve as a catalyst in the University's efforts to develop attitudes among faculty staff and students of tolerance, acceptance, respect and appreciation of diverse cultures and races. Understanding and appreciating others will help to decrease discrimination based on race, religion, sexual preferences, or disability. The Center will also produce an environment that makes underrepresented students feel welcome and supported while receiving their education.

Under the direction of an Interim Center Director and Planning Coordinator with liaison support from Academic Affairs, Student Activities and an Advisory Board, the Center's overall goals shall be to:

*... to the Dean of Students...
Jorison/McClure
Carried*

- serve as a communications and information "clearinghouse" on multicultural programs and activities.
- provide a supportive academic and social environment for underrepresented students, particularly minorities.
- serve as a place where students, staff and faculty can meet and learn to understand and appreciate diversity and the scholarship that enhances these goals.

The Academic Senate further endorses the creation of a Multicultural Center Advisory Board with the following membership:

*+ Jorison/McClure
Carried*

- Dean of Students (or designee)
- USESS Head (or designee)
- Faculty Representatives (4) (2-year terms, staggered)
 - 3 appointed by the Academic Senate
 - 1 Campus Educational Equity Committee member (selected by the Committee)
- Student Activities Staff (1)--Selected by the Dean of Students (1-year term)
- Staff Representatives (2)
- Student Representatives (5)
 - 2 appointed by ASI, one must be a graduate student
 - 3 initially appointed by the Dean of Students and thereafter by the Advisory Board from those nominated by student organizations on campus.
- Community Representatives (3) (2-year terms subject to reappointment)

The AS recommends that the AS Bd assume as its first task the definition of its charge & its relationship to the director & center activities.

*McGowan/Jorison
amendment
Carried*

The Academic Senate further recommends that the following faculty be appointed to the three at-large faculty seats:

ANTHONY PLATT, At-large
SAM RIOS, At-large
FRED FURAKAWA, At-large

3/8/90
AS 90-20/RCAC, Ex. RESEARCH AND SCHOLARLY ACTIVITY (STATE-FUNDED PROGRAMS)--ALLOCATION OF FUNDS

Carried
The Academic Senate recommends that funds available for the State Funded Research and Scholarly and Creative Activity Programs be allocated as follows for the 1990-91 cycle.

- ~~zero to no more than two semester leaves depending on the quality of the proposals~~
- remaining funds to be split 60/40% between the Summer Fellowships and Scholarly and Creative Activity Grants, respectively. Summer Fellowships may be for one or two months. Faculty may apply for assigned time in the SCA Grants Programs
- In the event that there are residual funds in any of above categories, these funds shall be applied to other program categories to support proposals of merit

Carried
AS 90-21/AA, Ex. AFFIRMATIVE ACTION HIRING--AD HOC COMMITTEE REPORT ON THE HIRING IMPROVEMENT PROGRAM (HIPS) TASK FORCE REPORT

The Academic Senate receives the ad hoc Committee report (Attachment C-1) on the Hiring Improvement Program Task Force Report (Attachment C-2)

Carried
AS 90-22/UARTP, Ex. AFFIRMATIVE ACTION HIRING POLICY--UNIVERSITY ARTP POLICY REFERENCE TO [Amend Section 6.09] [Based on the ad hoc Committee Report on the HIPS Report]

The Academic Senate recommends amendment of University ARTP Policy section 6.09 to provide reference to the University Affirmative Action Hiring Policy (PM 88-11) for additional details on requirements pertaining to vacancy announcements as follows:

6.09 Vacancy Announcements

- A. ~~"Vacancy announcements of probationary faculty unit positions shall be widely disseminated. Employees~~

~~shall be informed of the location where all vacancy announcements for tenure track positions from all campuses may be examined." (M.O.U. 12.15)~~

~~B. Every attempt shall be made to solicit applications from qualified minorities and women. The announcement approved by the Vice President for Academic Affairs shall be distributed to a standard listing of institutions of higher education, government agencies, and professional associations. This listing, upon request, may be augmented at any time. In addition, departments or equivalent units should utilize other recruiting channels, as appropriate, such as professional journals, newspapers, and relevant community organizations and agencies.~~

A. Units are advised to refer to Presidential Memorandum 88-11, "University Process for Affirmative Action Hiring," when designing vacancy announcements with a view to complying with this section.

A copy of the memorandum is annexed to this document as Appendix I.

~~C. B. ...~~

~~D. C. ...~~

~~E. D. ...~~

AS 90-23/AA, Ex. AFFIRMATIVE ACTION HIRING POLICY, AMENDMENTS TO
[Based on the ad hoc Committee Report on the HIPS Report]

The Academic Senate recommends amendment of the University Affirmative Action Hiring Policy (PM 88-11) as shown in Attachment C-3.

AS 90-24/AA, Ex. AFFIRMATIVE ACTION HIRING, UNIVERSITY RECRUITMENT EFFORTS
[Based on the ad hoc Committee Report on the HIPS Report]

Whereas, Anticipated faculty retirements and enrollment growth at CSUS will create a need for increased faculty recruitment activity in a large number of academic departments, and

Whereas, CSUS is committed to the recruitment and retention of a quality faculty whose membership reflects the

Carried

Carried

diversity and gender ratio of the population served, and

Whereas, The tenure-track faculty in a department have primary responsibility for determining curricular needs and for defining and evaluating the qualifications of applicants for new faculty positions in their departments, and, thus, for realizing the University goal of recruiting and retaining an excellent and diverse faculty, and

Whereas, The pool of qualified applicants is relatively small and CSUS must compete in its recruitment efforts with other institutions with similar faculty recruitment needs and goals, and

Whereas, Success in recruitment of University faculty is dependent on an active effort that employs both discipline specific and common resources and strategies, therefore be it

Resolved, The Academic Senate recommends that the following steps be taken at the University level to facilitate and enhance departmental recruitment efforts:

1. The Academic Senate recommends that a comprehensive University recruitment plan, based on school and departmental plans be developed each Spring. The University plan should identify all the searches that will occur in the following year and the strategies for increasing faculty diversity.
2. The Academic Senate recommends that a comprehensive list of individuals, institutions, agencies, organizations, and journals whose enrollment/membership/readership includes a significant number of potential diversity candidates be developed and updated annually by a central University office.
3. The Academic Senate recommends that a central University office distribute vacancy announcements to appropriate places and individuals identified on the list described above, and coordinate the placement of advertisements in appropriate journals.
4. The Academic Senate recommends that a library of recruitment resources (e.g., CIC Directory of Minority Ph.D. Candidates and Recipients,

GRE/CGS Directory of Graduate Programs) be developed and maintained by a central University office for ready access and use by departments in developing discipline specific lists of individuals, institutions, agencies, organizations and journals for the placement of advertisements and personal contact.

5. The Academic Senate recommends that an existing central University office assist school/department recruitment teams in the identification of institutions, meetings, or other events that may yield diversity candidates and assist in planning and preparing for the visit.
6. The Academic Senate recommends that a vitae bank of diversity candidates be developed and maintained by a central University office (by subscriptions to computer bank listings and compiling information from other sources).
7. The Academic Senate recommends that an existing University office develop generic material (brochures, pamphlets, etc.) containing information about the campus, the community, the CSU system, and other information that may be useful in recruitment.
8. The Academic Senate recommends that the University identify and maintain contact with individuals at target institutions and professional organizations who can assist in identifying diversity candidates.
9. The Academic Senate recommends that the University promote and support cooperative efforts among CSU campuses to achieve the goal of recruiting and retaining an excellent and diverse faculty within the CSU.



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

OFFICE OF ACADEMIC AFFAIRS


January 8, 1990

M E M O R A N D U M

TO: Donald R. Gerth
President

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

JAN 11 1990

FROM: 
Mary W. Burger
Vice President
for Academic Affairs

Academic Senate Received
413

Attached is a copy of Dean Gregorich's recommendation to divide CAPS into two departments: Counselor Education and Leadership in Educational Administration and Policy Studies. The recommendation is based on extensive review and deliberations by the faculty which culminated in a vote, November 15, 1989, in which 68 percent of the faculty in the School of Education favored the split.

The rationale for the division (I understand that Counselor Education had been a separate department until 1981) is detailed in the Dean's November 6 memorandum to the school faculty. No additional resources will be needed to achieve the split. I have attached in addition to Steve's recommendation, other materials supplied by him in support of his request. This includes procedures for electing a department chair in both the new and revised departments.

I believe the recommended action to be a sound and positive one. Since it involves the re-creation of an academic unit, I am forwarding a copy of this memorandum and the recommendation to Senate Chair Barrena for the Senate's comments and response to the proposed division.

khn

Attachment

cc: Senate Chair Barrena
Dean Gregorich
Assistant Vice President Koester



California State University, Sacramento

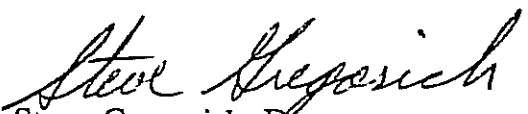
SACRAMENTO, CALIFORNIA 95819-2694

SCHOOL OF EDUCATION
OFFICE OF THE DEAN

MEMORANDUM

December 20, 1989

TO: Mary Burger, Vice President

FROM: 
Steve Gregorich, Dean
School of Education

DEC 1989
RECEIVED
OFFICE OF THE DEAN
SCHOOL OF EDUCATION

SUBJECT: Recommendation to Split CAPS Department

Apparently I failed to send to you a written recommendation to split the Counseling, Administration and Policy Studies (CAPS) Department into two departments. Please excuse my error. This memorandum should correct it.

Attached you will find a document I sent to all faculty in the School of Education on November 6, 1989. It gives details on the historical background, the process used to arrive at a recommendation, resource implications, the major reasons supporting the split, and balloting procedures.

The ballot indicated 68% of the faculty in the School of Education favored the split. I recommend that you act in favor of the faculty recommendation which I strongly support.

SG:pcc
Attachment

MEMORANDUM

November 6, 1989

TO: Faculty, School of Education

FROM: Steve Gregorich, Dean
School of Education

SUBJECT: Ballot on CAPS Department Split

We have completed all promised process steps leading to a faculty vote on the request from the CAPS Department to split into two departments. This memo will give each faculty member the historical background, summarize what occurred at the Open Hearing on the proposed split, and describe the balloting procedures.

I. Historical Background

- A. In a 1981 reorganization, the present department configurations were set.
- B. One of the emphases in the reorganization was equal department size.
- C. Counseling and Administration formed one department primarily to be somewhat equal in size to the others.
- D. Since that time, the departments have grown very unequal in size once again due to faculty changing department affiliation and enrollment growth in some programs.
- E. During a recent program review, the reviewers recommended the School consider Counseling's request to be an independent department after the Counseling Program Area demonstrated it had solved some organizational problems.
- F. Having dealt intensively with the matter for several months, I came to the conclusion that approving the split would be a good thing for the School in general. I recommended approval of the split at the School of Education meeting in September.
- G. Several persons in the School requested a ballot on the split be delayed until questions could be raised and answered.
- H. I realized that I had been thinking so much about the Counseling Area Group and Educational Administration Area Group situations last semester and all summer that I was probably not as sensitive as I should have been to the faculty's need for information and deliberation before they were asked to decide. I cancelled my plans for an immediate ballot and planned a longer, involved process with the Advisory Council.

- I. The decision-making process was planned to include:
 1. Open solicitation of questions from any staff or faculty.
 2. A study on department resources.
 3. Preparation of presentations to respond to questions.
 4. An open forum for faculty and staff to hear presentations and discuss the issues.
 5. There would be a two-week waiting period following the open forum to allow for thoughtful consideration.
- J. The open forum was held on Thursday, October 19, 1989.

II. Summary of the Open Forum. There were four basic issues treated in the open forum:

- A. Resources: I presented a summary of a study on department staffing, administration, and resources which indicated that:
 1. To attain equity in resources among our present departments, Teacher Education should add .5 new staff, CAPS should add .1 new staff, and SRS should utilize 1.5 less units for program administration.
 2. Should there be a department split, the same changes in staff and administration would apply--we would use no more staff/chair positions for the split department than we are using now.
 3. Other resources, such as money for duplication, travel, etc., are divided according to enrollment and faculty so that the number of departments is not a factor in the amount of resources available to any one faculty member or program.
- B. Effects on RTP: I reported that inequality in department size could create an inequitable situation in the SEC deliberations on RTP. Department sizes are grossly unequal now and that we should alter our RTP policy whether we split the CAPS Department or not. Finally, I indicated that, to my knowledge, there had not occurred an incident in the SEC which resulted in inequitable treatment of RTP candidates due to department size.
- C. Reason for the Split: Shel Weissman, Coordinator of the Counseling Programs, gave 7 reasons for the request by Counseling to be an independent department:
 1. They are the second largest Counseling Program in the state.
 2. All the other Counseling Programs in the CSU have their own department.
 3. They were an independent department before the 1981 reorganization.
 4. There is almost no programmatic overlap between Counseling and Administration.
 5. The two programs were never joined together for academic reasons in the first place.
 6. The proposal to split is a friendly one.

7. Why not allow Counseling to have its own department?

D. **Academic Role of Counseling in the School of Education:** The last issue raised involved the appropriateness of the Counseling Program's academic directions with the directions of the School of Education. Some faculty felt the Counseling Programs had moved away from the mainstream issues and professional emphasis appropriate to Schools of Education. Several examples were cited. The Counseling faculty indicated they were aware of some of the concerns, were increasing the size of the Counselor Education Program, and limiting enrollment in the Marriage and Family courses, and looking toward more professional involvement with mainstream School of Education programs.

III. **Balloting Directions.** All tenured faculty, tenure-track faculty, and part-time faculty teaching nine units or more are eligible to vote on this issue. Ballots on the request by the Counseling Program faculty to form an independent department are available in your department office. Place your ballot in the ballot box in the Dean's Office, ED-206, by Wednesday, November 15.

SG:pcc

1990-91 State-Funded Research, Scholarship and Creative Activity
Program:
Call for Proposals

Research and Creative Activity Committee
California State University, Sacramento

Program Announcement

Program Objective: This program is intended to ensure that faculty remain current in their disciplines, pursue new ways to enrich student learning and contribute to knowledge that will strengthen California socially, culturally and economically. In addition, the program recognizes the need to encourage and support non-tenured faculty, particularly those in disciplines with few outside resources to support research, creative and scholarly activity. Finally, the program is intended to complement and promote the affirmative action and educational equity goals of the CSU system. There are three categories of support for research, scholarship and creative activity:

The Scholarly/Creative Activities Grants allow faculty to test promising ideas and obtain preliminary results prior to seeking external support for an activity. These grants should be perceived as "seed" money and may be used to buy computer time, to pay for undergraduate and graduate students to function as research assistants, and to purchase secretarial assistance for typing manuscripts and proposals, or to purchase assigned time. The maximum value of the grants in this program is \$5,000. Each assigned time unit costs \$1,134.

The Semester Leave Grants allow for leaves of one semester duration to develop or complete an appropriate activity related to the academic discipline of the recipient. The award provides only full-time pay; no equipment, administration, or other support funds are provided. You may also apply for a Scholarly/Creative Activity Grant to meet project expenses. In addition, Title 5 requires that faculty receiving a semester leave are obligated to serve for two semesters after completion of the leave.

The Summer Fellowship Grants provide summer stipends of one or two months to inaugurate, continue, or complete a project of creative scholarship or research. You may also apply for a Scholarly/Creative Activity Grant to meet project expenses. The fellowships are subject to the following qualifications:

1. The beginning date of the fellowship will be no earlier than the official close of the spring semester and within the 1990-91 fiscal year. The closing date must be prior to the official opening date of the Fall, 1991 semester.
2. The length of the fellowship may be only one or two months. No other time periods are allowable.
3. Stipends for the term of the fellowship will be provided to faculty at the beginning of the term of the fellowship.
4. Faculty awarded a summer fellowship under this program may accept no additional employment funded by the CSU or CSU auxiliaries during the specified term of the summer fellowship.
5. The summer fellowship stipend will be equivalent to the faculty member's monthly salary in effect at the close of the 1990-91 academic year.

Guidelines

Eligibility: Full-time probationary and tenured CSUS faculty are eligible to apply for all three grants. Temporary faculty are eligible to apply for the Scholarly/Creative Activities Grants. The programs are viewed as being particularly beneficial to newer faculty, and they are strongly encouraged to take advantage of the opportunity.

Appropriate Scholarly Activities: The awards must be used for the development or completion of a significant effort in the applicant's discipline. Appropriate scholarly activities include:

- critical investigation, experimentation, or analysis leading to the discovery or creation of new facts, theories or interpretations;
- significant revisions and/or new applications of already existing theories, or the synthesis of multiple theories or interpretations;
- the practical applications of such new or revised conclusions, or contributions to the linkage of theory and practice in a discipline;
- creation of new works of art; e.g., visual, musical, literary, performance, or project.

The effort must lead to a product which can be publicly reported and shared with others.

Evaluation Criteria: The proposals received will be evaluated using the following criteria:

1. Strength of the Proposed Project (70%)
 - a. The project proposed is significant to the proposer's academic discipline
 - b. The proposal addresses, as directly as possible, the objectives of the program, including:
 - enriching student learning
 - maintaining scholar's currency in the discipline
 - contributing to knowledge that will strengthen California socially, culturally and economically
 - recognizing the need to encourage and support non-tenured faculty, particularly those in disciplines with few outside resources to support research, creative and scholarly activity;
 - complementing and promoting the affirmative action and educational equity goals of the CSU system.
 - c. The approach/methodology is sound, defensible and feasible with the resources budgeted and time available.
2. Potential for Developing the Proposed Effort (20%)
 - a. the structural relationship of the proposed activity to the larger project;
 - b. the description of preparatory work already completed;
 - c. the expected sources of support to complete other phases of the project.
3. Plan for Disseminating Results (10%)

The specified plans for sharing the resulting scholarly product in a context of public reporting to peers are appropriate and feasible.

Final Report: The applicant agrees to submit a final report describing the work accomplished to the Research and Creative Activity Committee by September 3, 1991.

Calendar for Scholarly/Creative Activities Grants and Semester Leave Grants:

Deadline for submitting proposals _____ Noon, March 14, 1990
Committee recommendation forwarded _____ April 25, 1990
Awards announced _____ May 2, 1990
Final Reports due to RCA _____ Sept. 3, 1991

Note: (Summer Fellowship Grants competition will be run in the Fall.)

Project Administration: Application instructions are provided below. The proposals will be reviewed and ranked by the RCA Committee and its appointed review panels. The numerical results for each proposal will be tabulated and median score determined. Using this median score, the proposals will be ranked in order. The committee's final recommendation will be based only on the ranked results. Copies of reviewer comments will be available on request from the Office of Research (T-AA) after the selection process has been completed.

Application Format

Complete the application using the enclosed two cover pages and following the format described below. The written language of the proposals should conform to the "Guidelines for Nonsexist Language in APA Journals" found in the *Publication Manual of the American Psychological Association* or other style manuals. Copies of the APA manual are available in the University Library. Sign and date your proposal, secure the signature of your Department Chair and Dean, then make **EIGHT** copies of it. Give the Chair and Dean one copy each and submit the **ORIGINAL** and **THE OTHER SIX** copies in a manila envelope to the Director of Research, Office of Research and Sponsored Projects, T-AA, by **NOON**, March 14, 1990.

Format for Writing the Proposal

I Project Description

This narrative should be a detailed statement of the work to be undertaken, not to exceed five double-spaced pages, and should include statements on the following:

- A. Proposed Activity: begin with a statement of the proposed activity, followed by a short synopsis of the relevant background and a discussion of the importance of the full project to the academic field of interest.
- B. Specific Goal of the Work
- C. Describe how you expect this activity or its results to affect the status of student learning at this institution, maintain your currency in your discipline, or

contribute to knowledge that will strengthen California socially, culturally and economically.

D. Methodology or Approach: concisely and specifically describe the methodology or approach that will be used.

E. Feasibility: is the project realistically attainable with the support requested?

(Summer Fellowship Grants only: the Summer Fellowship Grant funds only your time, and does not include expenses incurred. What support services [such as clerical assistance, equipment, computer time, travel, etc.] will be necessary, and how will they be funded?)

II Potential for Developing the Project (not to exceed one page)

The program is designed to provide seed money to fund a portion of an extended project. Please explain or include:

- A. the structural relationship of the proposed activity to the larger project.
- B. a description of preparatory work already completed, such as the development of a comprehensive bibliography of relevant material or the acquisition of abilities essential for completing the project.
- C. the expected sources of support to complete other phases of the project.

III Plan for Disseminating Results (not to exceed one-half page)

Describe how you expect to share the results with peers.

IV For S/CA Grants only: please fill in the attached budget page.

V Special Considerations:

If application for funding or assigned time has been made to other programs for this project, provide the specifics of such application and how this proposal differs from or complements the other application(s).

In addition, grant recipients proposing to use humans or other animals as subjects must verify that the proposed research conforms to University guidelines for the protection of human and animal subjects. It will be necessary to provide a copy of the clearance from the Committee for the Protection of Human Subjects or Animal Care and Use Committee for the proposed research before funds or time for the grant will be released.



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

ACADEMIC SENATE



M E M O R A N D U M

October 24, 1989

TO: Executive Committee

FROM: ad hoc Committee to Review HIPS/HOGS Reports
(Juanita Barrena, Juan Hernandez, Les Kong,
Susan McGowan, Harriet Neal, Birdell West,
Malcolm White)

SUBJECT: HIPS Report

=====

The ad hoc Committee established by the Executive Committee to review the HIP and HOG reports has completed its review of the Hiring Improvement Program Task Force (HIP) Report. In the Committee's judgment, the HIP report, unlike the HOG report, does not constitute a stand-alone policy document. Rather, the document should be viewed as a position paper that raises issues that the Senate may wish to address in the form of recommendations for revision of existing policies that govern affirmative action hiring (i.e., UARTP policy and PM 88-11) and recommendations to the President on procedural matters related to the University's recruitment effort. Hence, the Committee's main strategy in reviewing the report was to compare its content with the content of existing policies to identify policy issues/recommendations in the report that are not addressed in existing policies and to identify provisions in existing policies that might be revised in light of the report. The Committee also sought to identify issues/recommendations pertaining to the University's recruitment effort which, although not considered policy issues, might be recommended to the President as procedures and activities that would facilitate the implementation of policy, and, hopefully, improve the efficiency and effectiveness of the University's recruitment efforts. The Committee's recommendations are grouped under three headings:

- 1) Revision of UARTP policy, 2) revision of PM 88-11, and
- 3) general recommendations.

Revision of UARTP Policy

The ad hoc Committee recommends that the Executive Committee refer to the University ARTP Committee a request to revise Section 6.09.B of University ARTP policy to provide reference to PM 88-11 for additional details on requirements pertaining to vacancy announcements.

Revision of PM 88-11

The ad hoc Committee recommends that the Executive Committee refer to the Affirmative Action Committee a request to consider recommending amendments to PM 88-11 to include four of the five HIP report recommendations that are not already included or inferred in the PM (see Part B of the report--Attachment A--of the ad hoc Committee to Review HIPS/HOGS reports subcommittee on the HIPS Report). Note: one of the recommendations (listed as item B.4. in the subcommittee report) is addressed, in part, under the heading of General Recommendations. The ad hoc Committee recommends language and placement for the amendments as shown in Attachment B.

General Recommendations

The ad hoc Committee recommends that the Executive Committee refer to the Affirmative Action Committee a request to review and further develop the following set of general recommendations to the President pertaining to the University's recruitment effort:

1. The Academic Senate recommends that an existing University office be identified to be assigned responsibility for developing, in consultation with the Affirmative Action Committee, a comprehensive University recruitment plan, compilation of pertinent information, coordination of University recruitment efforts, and assisting departments with their recruitment efforts.
2. Specifically, the Academic Senate recommends that the office identified develop, in consultation with the Affirmative Action Committee and School Deans, appropriate lists of institutions, agencies, organizations, and journals whose enrollment/membership/readership includes a significant number of diversity candidates.
3. The Academic Senate further recommends that the office identified distribute vacancy announcements to the places identified on the list described above, and coordinate the placement of advertisements in appropriate journals.
4. The Academic Senate recommends that the office identified assist departments in developing a discipline-specific list

of appropriate institutions, agencies, organizations and journals for the dissemination of vacancy announcements, placement of advertisements, and personal contact.

5. The Academic Senate recommends that the office identified develop and maintain contact with individuals (perhaps by retainer) at target institutions throughout the country who can assist the University in identifying diversity candidates.
6. The Academic Senate recommends that the office identified assist in the formation of recruitment teams, identification of institutions, meetings, or other events to be attended by the teams, and assist in making arrangements and developing an itinerary for team visits.
7. The Academic Senate recommends that the office identified develop a vitae bank of diversity candidates, by discipline, which shall be updated annually, and made available to departments engaged in recruitment.

Attachments

cc: Don Gerth
Mary Burger
David Wagner
Stephanie Lieberman
Members, ad hoc Committee
William Dillon
Anne Graves
Mary Summers

HIRING IMPROVEMENT PROGRAM TASK FORCE REPORT

Introduction

A number of factors are often voiced as impediments to the university achieving its affirmative action goals.

Faculty Resistance. This resistance often manifests itself in both covert and overt means, sometimes blatant, sometimes highly sophisticated and creative. Needless to say, every effort must be made to educate the campus and to gain campus support for affirmative action goals.

Diminishing Numbers of Doctoral Candidates and Stiffer Competition. The campus must recognize that the competition for minority candidates has intensified due to diminishing numbers of minority doctoral candidates. Thus, recruitment strategies must extend beyond doctoral candidates to include minorities who are at other institutions with other levels of experience. The campus must be prepared to devise means by which to make this campus more attractive to minority candidates in light of other options that they might have at any given time.

Resources. In general, resources allocated for recruitment purposes are viewed as inadequate. Moreover, the need to apply for affirmative action recruitment resources separately is viewed as fragmenting the ability of a unit to get an overall picture of its fiscal support and to plan an overall recruitment strategy for any given recruitment cycle.

Late Searches and Offers. The timing and conclusion of searches frequently is a barrier in appointing minority candidates. Faced with a number of options, those who are actively seeking faculty positions have often made their employment decisions prior to the conclusion of our searches.

The Affirmative Action Process. The affirmative action process, designed to promote affirmative action appointments, in some measure, is viewed by the faculty as an impediment to the implementation of innovative strategies. More specifically, it is often viewed as so rigid in its procedural application as to leave little room to take approaches that have proven successful in other institutions. Given these issues, it is apparent that a variety of strategies must be employed if significant progress is to be realized.

Perhaps the most significant immediate step that can be taken as we attempt to improve the university's affirmative action profile is the full implementation of Presidential Memo 88-11, "University Process for Affirmative Action".

I. Guiding Principles

- A. Faculty searches should begin as early in the academic year as possible. To the extent possible, during the Spring semester departments should be informed of position allocations for the following academic year; search committees should be established, and committee orientations conducted.
- B. Search outcome expectations should be clearly articulated and established prior to the beginning of the search process.
- C. The university should establish affirmative action language to be included in all position announcements that directly speaks to its affirmative action goals (i.e., "Preference will be given to candidates who enhance the racial, gender, and other diversity goals of the university.")
- D. To allow for continuing "targeted recruitment" the university should adopt a deadline strategy such as, "Position open until filled. Reviews of applications will begin on _____."
- E. The university should adopt an open recruitment philosophy for hiring diversity candidates. This will be promoted in an all university-wide national ad.

II. Pre-Recruitment Activities

- A. Establish Specific Goals and Priorities
 - 1. Determine and discuss with the hiring department its current affirmative action profile.
 - 2. Establish a results-oriented affirmative action plan for a specified time period (two years, five years, etc.)
 - 3. On the basis of the profile and plan, establish a set of affirmative action priorities for the individual and/or overall departmental search for the current year.
 - 4. Clearly articulate the course of action to be taken if the search does not result in goal attainment or if priorities are not addressed by recommended appointments.

B. Development of Advertisement/Recruitment Plans

1. Prepare position announcement that includes university statement of affirmative action interests/preference. (See I.C. above.)
2. Since it is often expressed that a major problem is the identification of minorities in the applicant pools, the announcement should include a request for materials that will enhance ability to determine the race, gender, etc. of the candidate. (i.e., a statement in response to certain questions that might include, "How will their appointment contribute to the department's achievement of its affirmative action or cultural diversity goals?")
3. The recruitment plans implemented by a School or its departments might encompass a variety of activities, including but not limited to the following:
 - a. advertisement in general, discipline-specific, and minority-oriented journals.
 - b. conference recruitment: general, special caucuses, minority oriented professional organizations, etc.
 - c. special recruitment teams, search committees, ethnic representatives
 - d. specialized activities such as personal letters to doctoral candidates, recent doctorate recipients.
 - e. informal recruitment activities such as personal contact with individuals currently at other institutions.
4. In addition to the suggestions listed above, a number of resource documents are available that provide a variety of approaches used by other institutions that might be used here.

III. Concurrent Activities

- A. Develop screening and supplemental criteria, including affirmative action criteria, and assign points for affirmative action characteristics if a point system is used.

- B. Establish definition of "good candidate" including characteristics such as race, gender, etc. Irrelevant criteria should be ruled out as a part of this process.

IV. Screening Candidates: Several approaches are possible.

- A. Individual candidates can be screened against the "good candidate" criteria rather than on a comparative basis, allowing early invitations to be extended to minority candidates to come to campus and possible early offers.
- B. In a more traditional approach, the criteria outlined in III above can be used in the establishment of pools.

V. Assessment of the Applicant Pool

- A. The pool should be assessed against the departmental profile and the established priorities.
- B. To the extent that the composition of the pool does not reflect the affirmative action priorities, one of several options should be exercised at this point: 1) approve pool, 2) extend to search, 3) postpone search.
- C. If the overall pool is approved, the candidates selected for campus interviews are identified. This "campus visit pool" should again be assessed against the departmental profile and the established priorities. To the extent that the composition of the "campus visit pool" does not reflect the affirmative action priorities, choices should again be exercised: 1) approve, 2) augment pool, 3) postpone search.
- D. The campus might also adopt a policy of interviewing all minority candidates in applicant pools who reasonably meet the criteria set forth in job announcements, and others whose potential can be enhanced through the variety of faculty professional development opportunities currently available on the campus or through the system.

VI. The Campus Visit

- A. The campus visit should be organized so as to give candidates a "good feel" of the campus and community in terms of their interests and concerns. Thus, in addition to the formal interview process, meetings might be scheduled with relevant campus and community people of similar interests and/or ethnic groups.

- B. It is important to keep in mind that we are trying to sell CSUS and Sacramento as much as we are trying to make an assessment of the candidate.

VII. The Affirmative Action Process

- A. Every attempt should be made to enhance the faculty's perception of affirmative action as a facilitative, rather than restrictive process. In that vein, increased emphasis might be placed on:
1. assistance in the identification of potential minority candidates within the recruiting disciplines,
 2. flexibility within the affirmative action process in terms of what can be done (legally) in appointing affirmative action candidates rather than on what cannot be done.
 3. the development of a library of resource materials of effective strategies in recruiting and retaining minority faculty members.

The issues raised and suggestions made in this report are not viewed as exhaustive. Rather, they are submitted to stimulate further discussion of our affirmative action goals, policies and practices.



Underlined portions, other than titles, indicate recommended additions to PM 88-11.

UNIVERSITY PROCESS FOR
AFFIRMATIVE ACTION HIRING

1. Statements in the Position Advertisement

Characteristics such as experience in developing programs for students from underrepresented groups, teaching in a multicultural setting, working with students who have learning or other disabilities, enhance the University's educational equity program. Departments shall consider which of such qualifications will support their own programs and state these on the "Request to Advertise for Full-Time Faculty" ~~that preference will be given to candidates with these qualifications.~~ The Affirmative Action Office shall maintain and distribute to search committees examples of acceptable affirmative action language which may be used in position announcements.

Departments should consider that listing openings as "Assistant/Associate Professor" level positions provides flexibility in making an offer to the most desirable qualified candidate in order to meet the department's affirmative action goals.

2. Strategies of Recruitment

Faculty searches should begin as early in the academic year as possible. To the extent possible, during the Spring semester, departments will be informed of position allocations for the following academic year, search committees will be established, and committee orientations conducted.

Before preparing a "Request to Advertise," departments should contact the Affirmative Action Office for information regarding location of underrepresented candidates with the qualifications suited to the department's programmatic needs.

Departments must develop a recruitment plan to be submitted to their Dean with the "Request to Advertise." Search outcome expectations will be clearly articulated and established prior to the beginning of the search process. These will be determined from the recruitment and/or cultural diversity plan of individual units.

- A. The recruitment plan must include a tentative timetable for the recruitment process.

- B. Recruitment Strategies for Hiring New Faculty (attached) is a guide for developing the recruitment plan. Strategies to be used must be specified in the plan.
- C. Characteristics of candidates which are related to the department's affirmative action goals, and which would lead to additional consideration should be listed in the advertisement.
- D. Advertisements must appear in professional journals and newsletters likely to be consulted by minority candidates. The Affirmative Action Office can give assistance with the selection of appropriate periodicals. Departments may have to bear the expense of advertising, but should consult the Affirmative Action Office and the Dean about the availability of special funds for recruitment.

3. Determining Adequacy of Candidate Pool

At the close of the announced period for submission of applications, departments should request a summary of the pool of candidates from the Affirmative Action Office.

This summary will indicate the number of candidates who voluntarily return the request for identification of membership. From the pool of applicants, those who may be members of underrepresented groups may be identified. At this point, the department's pool will be examined by the Dean and/or the Affirmative Action Officer.

If the pool is found to be inadequate, a decision will have to be made as to whether the closing date should be extended, the process aborted or the hiring of a tenure-track position postponed.

4. Paper-Screening of Applicants

It is legitimate to give credit to candidates for characteristics related to the department's affirmative action goals. Criteria and weights must be consistent with the advertisement(s) announcing the position. If search committees are unsure about the legitimacy of their ranking procedure, they should consult with the Affirmative Action Officer.

5. Interviewing of Candidates

Before arranging interviews, the files of candidates selected for interviews must be submitted to the Dean, along

with the "Affirmative Action Process Summary" completed through Section IV B.

If the candidates selected do not apparently include a candidate from an underrepresented group and if the affirmative action goals of the department call for an affirmative action candidate, the department's search committee must meet with the Dean before proceeding with any interviews.

When conducting interviews, if appropriate or if a telephone interview, information regarding campus services to disabled individuals should be provided. Search committees should obtain information appropriate to any possible candidate prior to conducting the interview by contacting the Affirmative Action Office or the Office of Disabled Student Services. Departments should pursue with the candidates their interest in meeting with relevant campus and community people of similar interests and/or ethnic groups.

6. Negotiations with Candidates

It is important to remember that only the President has the power to extend an offer to a candidate; search committees must not make promises or commitments of any kind.

When candidates inquire about special benefits (such as for student assistants, release time, computer support, moving expenses, benefits, etc.), such considerations must be discussed with the Dean prior to proceeding with that candidate.

If an offer cannot be made by the last day of the Spring semester, a waiver must be obtained from the Dean and the Affirmative Action Officer in order to continue the hiring process. A lectureship position might be discussed with the Dean.

ATTACHMENT

Recruitment Strategies for Hiring New Faculty

- I. Minimum recruitment efforts necessary for establishing a pool of applicants:
 - A. Advertise the vacancy in a university-wide recruitment effort.
 - B. Advertise the vacancy in professional journals.

- C. Mail vacancy announcements to institutions known to have doctoral programs in the subject area. Include historically Black universities, with personal notes attached if the faculty knows someone at the University.
 - D. Contact (via letter, telephone, or in person at meetings) the minority and women's caucuses or professional associations in the field.
 - E. Inform any active school or department alumnae association.
 - F. Attend professional meetings and "network" the vacancy. Be careful to avoid the appearance of an "offer" to a prospective applicant.
- II. Effective affirmative action searches should include the following action:
- A. Conduct A through F above.
 - B. Contact doctoral programs in the field, requesting ethnic and gender data on their students, and establishing networks with those institutions with prospective underrepresented faculty applicants.
 - C. Consult with campus minority and women faculty on recruitment strategies--follow suggestions.
 - D. Expand advertising efforts.
 - E. Take steps to obtain additional information, as may be necessary when insufficient documentation is provided, to ensure consideration of diversity candidates.
 - ~~E.~~ F. Notify the Affirmative Action Office when a minority or female applicant rejects an offer. Try to find out the real reasons for rejection.
 - ~~F.~~ G. When you get an "out-of-cycle" application, acknowledge it and keep it on file for the future. Send vacancy announcements out to past applicants.
 - ~~G.~~ H. "Grow" your own. Encourage promising underrepresented students to think about teaching as a career. Help them get into doctoral programs. Hire them as part-time faculty.