

A C A D E M I C S E N A T E
O F
C A L I F O R N I A S T A T E U N I V E R S I T Y
S A C R A M E N T O

Minutes

Issue #17

March 7, 1991

ROLL CALL

Present: Al-Kazily, Bach, Bauerly, Bourg, Brown, Carlson, Cook (Presiding), Cooper, Curry, De Haas, Decious, Elfenbaum, Gelus, Glovinsky, Gonzalez, Harriman, Hayashigatani, Holl, Huff, Jakob, Jensen, Kornweibel, Lonam, D. Martin, Mattos, McClure, Meier, Miller, Mrowka, Navari, Novosel, Pacholke, Palmer, Pyne, Quade, Serrano, Shannon, Steward, Summers, Sutherland, Tooker, Weissman, Wright

Absent: Amos, Barnes, Barrera, Brackmann, Cajucom, Hernandez, Johnson, L. Martin, Maxwell, Michael, Mitchell, Muller, Reinelt, Schuster, Shek, Tobey, Toder, Wheeler, White, Whitesel, Winters, Yousif

INFORMATION

Spring 1991 Academic Senate Meetings (Tentative Schedule)
Thursdays, 2:30-4:30 p.m.
Forest Suite, University Union (unless noted otherwise)

March 14 (ad hoc Committee on Resource Allocations)

March 21

April 4 CLS 1003 (if needed)

April 11

April 25

May 2

2:30-3:00, '91-92 Nominations

3:00-4:30, '90-91 Senate

May 9

May 16

2:30-3:00, '91-92 Elections

3:00-4:30, '90-91 Senate

ACTION ITEMS

AS 90-124B/Flr. MINUTES

Approval of Minutes of meeting of November 29 (#11), 1990.

Carried.

AS 90-130/AA, Ex. AFFIRMATIVE ACTION COMMITTEE, REVISE NAME AND CHARGE OF (Revises Senate Statute 3.08.02)

The Academic Senate 1) changes the Affirmative Action Committee name to Committee on Diversity and Equity (Affirmative Action) and 2) revises Senate statute 3.08.02 (charge to the Affirmative Action Committee) to read as follows:

Committee on Diversity and Equity (AA): Based on federal equal opportunity and affirmative action guidelines, develops, reviews, and recommends goals, policies, and procedures in accordance with University non-discrimination policies. Develops and implements policies in consultation with the University's Affirmative Action Office. Participates in establishing both short- and long-term goals for equity and diversity and evaluates progress toward achieving those goals. Heightens faculty's awareness of equity and diversity goals, policies, and procedures, and recommends training for department affirmative action representatives on search committees. Reviews and recommends programs to improve recruitment and retention of diverse faculty. Reviews department and school long-range plans for equity and diversity hiring and retention. Meets 2-3 hours per month with additional subcommittee meetings, liaison activities, and service on administrative search committees. Members should have strong commitment to promoting equity and diversity.

Carried.

*AS 90-134/AA, Ex. DIVERSITY GOALS, GUIDELINES FOR DEVELOPING FACULTY

The Academic Senate recommends the following "Guidelines for Developing Faculty Diversity Goals":

GUIDELINES FOR DEVELOPING FACULTY DIVERSITY GOALS

Preamble

AS 88-20B, dated April 14, 1988, requested that all academic units update their faculty diversity goals (affirmative action plans) in accordance with CSU Executive Order No. 340 and AS 88-20B.

Additionally, AS 88-20B established hiring process guidelines as support for achievement of faculty diversity goals. Moreover, President Gerth, in a memorandum dated May 1, 1989, specified that departmental diversity goals statements (affirmative action plans) generally should contain elements that serve as the basis for the guidelines elaborated below.

These guidelines underscore the fact that CSUS is committed to increasing the diversity of its faculty and to meeting the needs of a diverse student population. This commitment remains strong because it is recognized that a diverse faculty contributes to enriching the curriculum and to providing role models for students.

In accordance with these diversity goals, each department shall develop and/or update its statement of diversity goals using the guidelines provided below. The department's plan shall be submitted to the Affirmative Action Office. Plans shall be reviewed by the Affirmative Action Committee which shall forward its review to the President. Departmental diversity goals are subject to approval by the President. Diversity goals shall be updated and resubmitted every five years for review and approval, with a brief statement of any changes to the original plan provided annually.

1. **Statement of Philosophy**

This is the basis of the plan. It is important to include a statement of commitment to affirmative action. This should go beyond a statement of equal opportunity for employment. It should demonstrate awareness of the changing demographics in California, as well as in the USA, and how this impacts on the mission of the department, as well as that of this university. It should indicate the philosophy of the department toward diversity. Ideally, it should include recognition of the significant role diversity will have in shaping future directions in the departmental field of knowledge, expertise and practice.

Resources: University Affirmative Action Office; School Deans; Office of Institutional Research; Affirmative Action Committee; Campus Educational Equity Committee; Affirmative Action Representatives; Ethnic Studies; Women's Studies; the Committee on Persons with Disabilities; Office of Services to Students with Disabilities.

2. **Current Department Diversity Profile**

Include a narrative or graphic description of the actual number of individuals from each diverse group, the percentage of that number relative to the departmental population, and the desired proportional percentage of that underrepresented group in not only the national availability pools, but beyond to achieve a diverse faculty. Be sure to separate gender and disability from ethnicity. Describe the faculty population (departmental) by age and rank, and how this will impact the department in

the future. Indicate plans to hire across rank and age, to ensure age and rank heterogeneity.

The student population in California is rapidly changing in diversity. Provide a profile of the student population within the department. Describe anticipated changes in the student population, and activities to attract diverse student populations.

Resources: Affirmative Action Officer; Office of Institutional Research.

3. Use of Statistics--Description of what a unit should attain with timetables.

Describe the department's current utilization of diverse faculty in relation to national availability data. Include a work force analysis, and the minimum number of diverse faculty the department should have, based on national availability.

Describe departmental goals beyond parity with national availability by linking faculty diversity goals to current and projected student diversity and to changing demographics in the State of California.

Identify the outcomes that the department plans to attain. These should be stated in behavioral terms. List the specific activities in which the department will engage to accomplish these outcomes. Activities may include efforts to encourage diverse students to become university educators. Indicate timetables for achievement of outcomes.

4. Strategies of Recruitment

This section should describe mechanisms the department uses for notifying prospective applicants. For example, describe statements in advertisements that indicate a preference for individuals with diverse backgrounds, and efforts to advertise and recruit early in the academic year.

Describe the networking activities of faculty with organizations and institutions that attract a diverse student population. Describe participation in conferences, and contacts with professional associations. List the publications in which the positions have been advertised. Indicate the efforts the department has made to work with the Affirmative Action Officer to enhance recruitment strategies.

Resources: Affirmative Action Officer; Affirmative Action Representative; School Deans; Ethnic Studies; Women's Studies, Committee on Persons with Disabilities.

5. Description of Departmental Appointment Process

This section provides the department the opportunity to describe how they demonstrate sensitivity to the importance of diversity in the appointment process. Actions taken may include representation across disability, gender and ethnicity on selection committees. Include a copy of the criteria provided to hiring committees describing departmental goals for diversity. List interview questions regarding a candidate's experience, values, and beliefs regarding diversity. Provide a description of resources the department is willing to commit (or interested in committing) to encourage diverse faculty to select this university. Examples of these types of resources are release units for research, moving costs, program and curriculum development, and so forth.

6. Plan for Evaluation

Indicate the criteria and methodology your department will use to evaluate the effectiveness of your departmental affirmative action plans. You may refer to your department's previous Affirmative Action Plan and Diversity Goal document. You may also wish to discuss interim hiring opportunities not discussed in the previous plan.

Carried.

*AS 90-135/Ex. FACULTY PROFESSIONAL DEVELOPMENT PLAN-- PARTICIPATION OF ADMINISTRATORS

Whereas, The membership of the Faculty of CSUS, as defined in the Constitution of the Faculty of CSUS includes administrators holding appointments in academic departments or the Library; and

Whereas, Faculty serving as administrators are governed by the same policies and procedures for retention, tenure, and promotion as other full-time faculty in the unit (University ARTP Policy, Section 8.03.A); and

Whereas, Competent teaching performance and scholarly or creative achievements are criteria for retention, tenure and promotion (University ARTP Policy, Section, 5.05); and

Whereas, All faculty who teach, including those who are no longer in the promotion cycle, are expected to maintain teaching effectiveness and currency in the field ("Periodic Review of Tenured Faculty--Guidelines"); and

Whereas, University ARTP policy specifies that "to be considered for retention, tenure and/or promotion, faculty serving as administrators should teach at least one (1) course per year on this campus..."; and

Whereas, Faculty serving as administrators holding tenured full professor appointments in academic departments also often teach courses; and

Whereas, The intent of The Faculty Professional Development Plan recommended by the Academic Senate (AS 90-6) and approved by the President is "to provide faculty members with a broad range of activities which focus on increasing their effectiveness as teachers and scholars"; and

Whereas, In the 1990 Report of the WASC Visiting Team, the team recommends "Extending opportunities for scholarly and creative activities beyond the faculty so as to include administrators."; therefore, be it

Resolved: The Academic Senate recommends that The Faculty Professional Development Plan (AS 90-6) be amended as shown in the attachment to provide that administrators holding faculty appointments in academic departments or the Library be considered eligible to apply for awards from and/or participate in selected faculty professional development programs, subject to the following conditions:

1. The administrator has taught at least one course in the two-year period preceding the date of application for the program;
2. The program is not an assigned time program or funded by conversion of faculty positions; and,
3. The program is not restricted by legislation, systemwide policy or collective bargaining agreements to the Unit 3 bargaining unit; and, be it further

Resolved: Under the above conditions, administrators holding faculty appointments would be eligible to apply for

monetary awards for programs such as the Monetary Grant Award Program and the Mini-Grant Program and to participate in faculty professional development programs such as the Writing in the Disciplines Program and Peer Coaching Program, but would not be eligible for programs such as the Research Assigned Time Program or any of the programs subsumed under the state supported Research and Scholarly and Creative Activity Program; and, be it further

Resolved: Programs recommended by the Academic Senate for which faculty serving as administrators are eligible (as described above) shall not discriminate against faculty serving as administrators for serving in this role; and, be it further

Resolved: The Academic Senate encourages faculty serving as administrators to teach classes and to take advantage of opportunities to maintain teaching effectiveness and currency in the field.

..... Attachment
AS 90-135/Ex. Faculty Professional Development Plan--Participation of Administrators

[Note: Underlining indicates proposed addition to approved Plan (AS 90-6)]

Faculty Professional Development Plan

I. UNIVERSITY FACULTY PROFESSIONAL DEVELOPMENT PLAN ACTIVITIES

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 assigned 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. Administrators holding faculty appointments in academic departments or the Library are eligible for selected programs, provided the administrator has taught at least one course in the two-year

period preceding the date of application for the program. Administrators are not eligible for programs that involve assigned time, are funded by conversion of faculty positions, or are otherwise restricted by legislation, systemwide policy, or collective bargaining agreements.

Carried.

*AS 90-136/UARTP, FA, Ex. ENDOWED PROFESSORSHIPS, ADMINISTRATIVE GUIDELINES FOR CAMPUS IMPLEMENTATION OF CSUS POLICY ON

The Academic Senate endorses the establishment of endowed professorships as specified in the following "Guidelines for Campus Implementation of CSUS Policy on Endowed Professorships" with the recommendation that the category referred to as "Endowed Lectureship" be changed to "Endowed Junior Faculty Position."

ADMINISTRATIVE GUIDELINES FOR CAMPUS IMPLEMENTATION
OF CSUS POLICY ON ENDOWED PROFESSORSHIPS

CATEGORIES OF ENDOWMENTS

The minimum corpus stated will create the position in a particular academic area. Income from the endowment provides significant support for the position. Categories will be uniform throughout the campus.

ENDOWED CHAIR -- \$1,500,000 minimum

Chair holders are recruited from the ranks of distinguished scholars at CSUS and from other institutions in the United States and around the world.

An endowed chair fully funds the salary and other support for the position without the use of state funds.

ENDOWED UNIVERSITY PROFESSORSHIPS --\$500,000 minimum

An endowed university professorship enables CSUS to provide increased compensation support to outstanding senior faculty members already employed by the University, or to recruit outstanding faculty from other institutions.

An endowed professorship provides funds to augment a state-supported position.

ENDOWED LECTURESHIP -- \$250,000

An endowed lectureship enables CSUS to provide increased support to outstanding junior faculty members already employed by the University, or to recruit outstanding junior faculty from other institutions. By providing increased opportunity for professional growth, the endowment enables CSUS to reward and encourage career development in the best junior faculty members.

An endowed lectureship provides funds to augment a state-supported salary.

CSUS POLICY ON ENDOWED PROFESSORSHIPS

I. PURPOSE

Endowed university professorships enable CSUS to recruit and retain distinguished and accomplished scholars and teachers.

II. POLICY

- A. Appointment to an endowed professorship may be made from distinguished individuals, including CSUS current tenured professors and those outside the University. The holder of an appointment to an endowed professorship is expected to carry a teaching responsibility. The appointee shall contribute to the scholarly and creative activity of the department in which he or she resides and, through seminars and other contact with students, add to the enrichment of the academic life of the CSUS campus as a whole.
- B. A minimum corpus will be required to establish an endowed professorship in a particular academic area, as defined in "Categories of Endowments." Endowed professorships may be established to fully fund the position or to augment state supported positions.
- C. The subject area of the endowed professorship must be consistent with the mission of California State University, Sacramento and the academic plan of the school and campus. The gift instrument shall permit appropriate alternative distribution of the income by the dean if the subject area of the endowed professorship ceases to be consistent with the University's mission or the academic plan of the campus. Such alternative distribution shall be as closely related to the donor's original intent as is feasible.

III. PROCEDURES

A. Establishment of an Endowed Professorship

1. Preliminary discussion concerning the establishment of an endowed professorship shall include the appropriate department faculty and deans, Vice President for Academic Affairs, and the Vice President of University Affairs concerning the subject area and the resource needs of a proposed professorship.
2. Following preliminary discussion, and in consultation with primary unit faculty, the dean shall prepare a proposal for review by the Vice President for Academic Affairs for approval by the President.
3. The President, after receiving the recommendation of the dean and primary unit faculty, shall act upon the request. No commitment for establishing and naming an endowed professorship shall be made to a prospective donor prior to approval by the President.
4. All contacts and discussions with prospective donors shall be coordinated with the Office of University Affairs. The proposal shall be presented to the donor by the dean and others as may be appropriate.

B. Appointment to the Professorship

1. An endowed professorship may be filled by one individual for an indefinite period, with tenure granted at the time of appointment, or successively by a series of individuals appointed for prescribed periods.
2. Appointments to endowed professorships for an indefinite period shall be in accordance with established University policies and practices for regular tenured appointments.
3. Appointments to endowed professorships for prescribed periods, as may be determined by the deans and departments, shall be in accordance with practices and policies established by the appropriate academic unit and school.

C. Naming of the Endowed Professorship

Subject to approval by the President, an endowed professorship may be named in honor of the donor (or an honoree proposed by the donor) if the gift is sufficient to fully endow the professorship.

D. Annual Reporting

Each holder of an endowed professorship shall annually submit to the chair and dean a brief narrative of the past year's activities, including explanation of expenditures of the endowment income, along with a budget request for use of the endowment income for the following year.

E. Use of Endowment Income

1. The fund principle of an endowed professorship will remain inviolate and only earned income may be expended.
2. Income made available to holders of endowed professorships shall be used to support their teaching, research, and creative activities in accordance with University policies and procedures and consistent with a budget recommended annually by the professorship holder to the department chair and approved by the appropriate dean.
3. Endowment income support may also include, but is not limited to, the following:
 - Secretarial support;
 - Research assistants;
 - Computation and data collection;
 - Travel;
 - Research equipment and professional materials;
 - Conferences or seminars.
4. During periods when the professorship is unoccupied, the department may request approval from the dean to use income from the endowment for collateral purposes.
5. The occupant of the professorship shall be entitled to the normal support funds and services available to other faculty members within the department. Such support shall not be charged against endowed income of the professorship.

AS 91-01/Flr. MINUTES

The Minutes of the meetings of December 6 (#12) and December 13 (#13), 1990, are approved as published.

Carried.

AS 91-13/Flr. MINUTES

The Minutes of the meeting of February 21 (#15), 1991, are approved as published.

The Minutes of the meeting of February 14 (#14), 1991, are approved with the following corrections:

1. To AS 91-08, page 4 (double underline = addition):

*AS 91-08/Ex., Flr. C.A.R., REDUCTION OF MAXIMUM UNITS
TO 17

The Academic Senate endorses the following:

Beginning with the Fall Semester 1991, Computer Assisted Registration processing will limit students to a maximum of 17 units. **If you request more than 17 units, the computer will automatically delete course requests at random to 17 units or less before attempting to schedule you for any classes.** If you plan to enroll in more than 17 units, you will need to register for additional units during the add/drop period.

The Academic Senate requests that an evaluation of the effectiveness of this strategy in decreasing the number of students who receive incomplete schedules be submitted to the Senate.

Carried unanimously.

2. Add AS 91-10A to page 5 (double underline = addition):

AS 91-10A/, Flr. ACTIVE DUTY, POLICY ON PROVISIONS FOR
CSUS STUDENTS WHO ARE CALLED TO
(Relates to AS 90-10)

The Academic Senate requests that the Academic Policies Committee revisit the above issue (AS 90-10) and see if a broader motion would be useful for the university.

Carried.

Carried.

*AS 91-14/AP, Ex. FOREIGN LANGUAGE GRADUATION REQUIREMENT,
SUBSTITUTIONS FOR

The Academic Senate recommends adoption of the following
"Policy on Substitutions for the Foreign Language Graduation
Requirements":

Policy on Substitutions for the
Foreign Language Graduation Requirements

Basic Requirement

Students who have acquired brain injury, language disabilities due to a specific learning disability, are deaf, hard of hearing, or speech impaired may, on the recommendation of the director of Services to Students with Disabilities (or designee), satisfy the basic foreign language graduation requirement (or equivalently, the admission requirement for foreign languages) as follows:

- a. Complete the usual basic foreign language graduation requirement (two years high school or one year college of one foreign language, or equivalent) with the necessary support services (e.g., readers, interpreters, tutoring, and testing accommodations).
- b. Pass a Foreign Language Department test that demonstrates second semester competency in reading or writing.
- c. If students who have an acquired brain injury or a language disability due to a specific learning disability are unable to satisfy one of the above options then they may satisfy the basic foreign language graduation requirement by completing (with a grade of C- or higher) any one (1) course offered in English by the Department of Foreign Languages (list of specific courses attached).
- d. As an alternative to a foreign language, students who are deaf, hard of hearing, or speech impaired may satisfy the basic foreign language graduation requirement (but not the admission requirement for foreign languages) by completing (with a grade of C- or higher) an intermediate (second semester) course in American Sign Language (ASL).

Graduation Proficiency Requirement

Students who have acquired brain injury, language disabilities due to a specific learning disability, are deaf, hard of hearing, or speech impaired may, on the recommendation of the director of Services to Students with Disabilities (or

designee), satisfy the foreign language proficiency graduation requirement as follows:

- a. Complete the usual foreign language proficiency graduation requirement with the necessary support services (e.g., readers, interpreters, tutoring, and testing accommodations).
- b. Pass a Foreign Language Department test that demonstrates proficiency in reading and writing the language at the intermediate level.
- c. If students who have an acquired brain injury or a language disability due to a specific learning disability are unable to satisfy one of the above options then they may satisfy the foreign language proficiency graduation requirement by completing (with a grade of C- or higher) any two (2) courses offered in English by the Department of Foreign Languages (list of specific courses attached).
- d. As an alternative to a foreign language, students who are deaf, hard of hearing, or speech impaired may satisfy the foreign language proficiency graduation requirement by completing (with a grade of C- or higher) an advanced course (which requires the ability to communicate) in American Sign Language (ASL).

The University must provide (through Services to Students with Disabilities) the necessary support services (e.g., counseling, readers, interpreters, tutoring, and testing accommodations).

Carried.

Attachment
AS 91-14

DEPARTMENT OF FOREIGN LANGUAGES - CSUS

Courses, offered in English by the Department of Foreign Languages, which can be used by disabled students to meet foreign language requirements:

Chinese 120	Chinese Civilization (3)	GE-C1
Chinese 130	Languages/Cultures of the Pacific Rim	GE-C2*
Chinese 150	Survey of Chinese Literature (3)	GE-C2
French 120	French Civilization (3)	GE-C1

German 140	Woman--Center of Political, & Cultural Social Endeavors of the Middle Ages (3)	GE-C2
German 141	German Mythology and Legend (3)	GE-C2
German 142	German Folk Literature, Legend & Lore (3)	GE-C2
German 143	Arthurian Romance (3)	GE-C2
Italian 130	Italian Civilization (3)	GE-C2
Italian 180's	Seminar conducted in English (3)	GE-C2
Japanese 120	Japanese Civilization (3)	
Linguistics 130	Intro to Language and Linguistics (3)	
Russian 137	Russian Literature in translation: Pushkin to Solzhenitsyn	GE-C2 Adv. Study

*Proposed Fall 1990 for Fall 1991

199 Special Problem may also be a possible consideration, but are primarily independent study reserved for majors and minors in the specific language.

AS 91-15/Ex., Flr. NEW ACADEMIC DEPARTMENTS, CONSIDERATIONS FOR ESTABLISHING

The Academic Senate refers AS 91-15 [March 7, 1991, Academic Senate Agenda, page 4] back to the Executive Committee.

Carried.

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


Janice McPherson, Secretary

*President's approval requested.