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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 #13

April 9, 1992

**ROLL CALL**

Present: Barrena, Bauerly, Bourg, Burger, Cajucom, Carlson, Cecil, Chopyak, Colberg, Cook, De Haas, Decious, Ernst, Farrand, Fitzgerald, Furukawa, Gelus, Giles, Goldsworthy, Gregorich, Gunston-Parks, Holl, Huff, Jacobs, Jakob, Jensen, Kornweibel, Lee, Lonam, D. Martin, L. Martin, McClure, Merritt, Miller, Mitchell, Mogull, S. Moore, Moorehead, Mrowka, Navari, Nelson, Ostiguy, Palmer, Pugh, Pyne, Scott, Seid, Serrano, Shannon, Wheeler, Wiggins, Wilcox

Absent: Barnes, Cloughley, Goldstene, Gonzalez, Hernandez, Kelly, Meier, Michael, J. Moore, Morrow, Novosel, Quade, Schuster, Seglund, Tooker, White, Whitesel, Yousif, Zucker

**INFORMATION**

1. Tentative Schedule--Spring 1992 Academic Senate Meetings, Thursdays, 2:30-4:30 p.m., Forest Suite, University Union:  
April 23  
May 7 (1992-93 Nominations, 2:30-3:00), 14 and 21 (1992-93 Elections, 2:30-3:00)
2. CSU Faculty Trustee Dr. Bernard Goldstein addressed the Senate.
3. Vice President Burger and members of the Council of University Planning gave a presentation on development of a CSUS strategic plan.

**ACTION ITEMS**

AS 92-40/Ex.    COMMITTEE APPOINTMENTS--SENATE

Faculty Professional Development Committee:  
SAM LOLLAR, H&HS, 1993 (repl. H. Kutchins)

Carried unanimously.

\*AS 92-41/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

Director of the Academic Achievement Center/Educational Opportunity, ad hoc Committee on Selection for the:

STEPHANIE TUCKER, At-large  
DORAISWAMY RAMACHANDRAN, At-large  
PENDING, CODE/AA Representative

Carried unanimously.

\*AS 92-24/Ex. STRATEGIC PLANNING FOR CSUS

1. The CSUS Academic Senate endorses in principle the concept of a strategic plan for the University. However, the CSUS Academic Senate rejects the specific descriptions of themes, planning assumptions, objectives, and other specifics of the Council for University Planning's (CUP) 12/18/91 draft of the strategic plan, but accepts in principle the six strategic themes, as follows: capital campus, public life, diversity, academic program quality, faculty scholarship, and enrollment management#.
2. The CSUS Academic Senate requests that any strategic plan for CSUS be grounded in, and reflective of, those policies and procedures currently in place. It would be inappropriate for any plan, whose recommendations have not proceeded through the established processes, to be used:
  - to discontinue academic programs, or
  - to narrow the scope of the university's efforts, or reduce the number of programs it offers, or
  - to bypass a resource allocation process that is based upon extant University policy, such as the instructional program priorities document, or in general
  - to determine program priorities, or
  - as a vehicle for proposing policies on faculty professional matters.
3. The CSUS Academic Senate reaffirms its position that the identity of CSUS be that of a comprehensive regional university, but recognizes that priorities and areas of emphasis within this identity may be determined in the development of a strategic plan.
4. The CSUS Academic Senate expects to participate in the development of a CSUS Strategic Plan. This participation

requires that those themes and recommendations concerning curriculum, and academic and professional matters be developed by the Academic Senate, since CSU system policy provides that the campus academic senate is the body with responsibility for development of policies in these areas for recommendation to the President. Senate recommendations in these areas shall be developed in consultation with the Council for University Planning, since the Council has responsibility for integrating all aspects of the plan into a coherent whole.

- 5. The CSUS Academic Senate requests that a coordinating committee, consisting of two members appointed by the Academic Senate Executive Committee and two members appointed by the CUP, be established to 1) identify specific content areas of a strategic plan for which the Academic Senate has primary policy responsibility, and 2) recommend a process and timelines for development of and consultation on these content areas.
- 6. The Senate also reserves the right to comment on any additional aspects of a strategic plan, and requests that the Council for University Planning work cooperatively with the Senate in developing those aspects of the plan for which the Senate has shared responsibility.

#This theme might be renamed.

Carried.

\*AS 92-18/FPDC, Ex., Flr. EDITORSHIP OF JOURNALS, POLICY ON

The Academic Senate recommends adoption of a CSUS "University Policy on Support for Faculty Who Publish and Edit Academic Journals and Newsletters," as shown in Attachment A.

Carried.

\*AS 92-19/FPDC, Ex., Flr. FACULTY PROFESSIONAL DEVELOPMENT PLAN--PROGRAM DESCRIPTIONS [Supersedes AS 90-6; Amends University Manual]

The Academic Senate recommends approval of the Faculty Professional Development Plan, as shown in Attachment B, for inclusion in the University Manual.

Carried.

\*AS 92-20/CC, GPPC, Ex., Flr. PROGRAM REVIEWS, CENTERS AND  
INSTITUTES--CENTER FOR THE  
REASONING ARTS

The Academic Senate recognizes and commends the past achievements of the Center for the Reasoning Arts (2/27/92 **Academic Senate Agenda Attachment D**); however, in recognition of the fact that the Center for the Reasoning Arts is now defunct, the Academic Senate recommends disestablishment of the Center [Should faculty indicate an interest in reestablishing the Center, a proposal for reestablishment may be submitted in accordance with the campus Policy on Centers and Institutes (PM 87-04)].

In addition, the Senate recognizes the value of the critical thinking newsletter, formerly produced under the aegis of the Center for the Reasoning Arts, and recommends that support for the newsletter be solicited in accordance with the policy governing editorship of journals and other funding mechanisms.

Carried.

\*AS 92-21/CC, GPPC, Ex. PROGRAM REVIEWS, CENTERS AND INSTITUTES--  
-CENTER FOR SMALL BUSINESS

The Academic Senate accepts the review team's report (2/27/92 **Academic Senate Agenda Attachment E**), applauds the Center's efforts and commends the Center for its achievements as reported in the program review. The Senate recommends that 1) the Center be asked to consider and address the recommendations contained in the review prior to the next review, and 2) the Center be continued until the next review.

Carried.

AS 92-31A/Flr. G.E.--AREA D-2, MAJOR SOCIAL ISSUES OF THE  
CONTEMPORARY ERA

The Academic Senate refers AS 92-31 back to the General Education Committee for consideration of inclusion of "class" in topic VI. of the approved topics for Category D-2 .

[AS 92-31/GE, Ex. G.E.--AREA D-2, MAJOR SOCIAL ISSUES OF THE CONTEMPORARY ERA (Amends AS 91-42, "Policies Pertaining to the General Education Program and Course/Proficiency Requirements for Graduation with the Baccalaureate Degree"):

The Academic Senate recommends that the G.E. program criteria statement for "D-2. Major Social Issues of the Contemporary Era" (page 19, "Policies Pertaining to the General Education Program and Course/Proficiency Requirements for Graduation with the Baccalaureate Degree") be amended, as follows [underscore = addition; strikeover = deletion]:

Topics around which courses are to be developed and presented are: crime; energy; environment;

*See  
AS 92-42  
4/23/92 Minutes*

biomedical issues; poverty; warfare; race; national economic policy; and ~~ethnic, age, and sex discrimination~~ discrimination on the basis of race, ethnicity, age, gender, religion, sexual orientation, or physical challenges and disabilities. The selected topics will be reviewed every two years by the General Education Committee to determine their continued relevance to national concerns and priorities. Topics will be added or deleted (as appropriate) to maintain a list that reflects the major issues being debated in American society.

## APPROVED TOPICS FOR CATEGORY D-2

- I. Crime
- II. Energy
- III. Environment
- IV. Poverty
- V. Warfare
- VI. ~~Racial, ethnic, age, and sex discrimination~~ Discrimination on the basis of race, ethnicity, age, gender, religion, sexual orientation, or physical challenges and disabilities
- VII. National economic policy
- VIII. Biomedical and health issues
- IX. Education
- X. Population growth

Carried.

The hour of adjournment having been reached, the following items were postponed to the April 23, 1992, Senate meeting:

- AS 92-32/G.E., Ex. G.E.--AREA B-3, LABORATORY COMPONENT WITH B-1 AND B-2 [Amends AS 91-42, "Policies Pertaining to the General Education Program and Course/Proficiency Requirements for Graduation with the Baccalaureate Degree"] (FIRST READING)
- AS 92-39/Flr. MINUTES
- AS 92-42/GE, Ex. GENERAL EDUCATION PROGRAM
- AS 92-43/RCAC, Ex. MISCONDUCT IN RESEARCH, POLICY ON
- AS 92-44/Ex. FACULTY PROFESSIONAL ETHICS, STATEMENT OF [Amends AS 91-50]
- AS 92-45/Ex. FACULTY EARLY RETIREMENT PROGRAM PARTICIPANTS
- AS 92-46/Ex. OUTSTANDING TEACHING, RECOGNITION OF (Response to AS 88-115B)

The meeting was adjourned at 4:25 p.m.

  
Janice McPherson, Secretary

\*President's approval requested.

Re: AS 92-18

Attachment A  
Academic Senate Minutes  
April 9, 1992

UNIVERSITY POLICY ON SUPPORT FOR FACULTY  
WHO PUBLISH AND EDIT ACADEMIC JOURNALS AND NEWSLETTERS

I. Preamble

The policy on Faculty Professional Development recommended by the Academic Senate (AS 88-41B) and approved by the President in May 1988 states that "The faculty is the most important resource of the University [and that] to invest in and enrich rather than to deplete that resource, the University must foster opportunities for faculty members to increase their effectiveness as teachers and scholars and their professional satisfaction." The California State University, Sacramento furthers this goal when the academic department, school, library, and university give their full, demonstrable support and encouragement to faculty members who publish and edit academic journals and newsletters by providing wherever possible funding from state resources to support CSUS faculty who publish and edit academic journals and newsletters.

II. Policy

The California State University, Sacramento shall provide encouragement and support for faculty members who publish and edit academic journals and newsletters because such activities are critical to the vitality of the university, its faculty, and its students. The publication and editing of academic journals and newsletters 1) enhances the prestige and academic status of the university and the schools and academic departments within the university, 2) contributes to the quality of teaching and the richness of the academic environment in which our students--both undergraduate and graduate students--operate, 3) facilitates the continued growth and professional satisfaction of faculty members and enhances individual academic careers, and 4) strengthens the CSUS's capacity to recruit and retain talented and promising undergraduate and graduate students.

This policy does not apply to departmental or school newsletters and bulletins.

III. Procedural Guidelines

- A. The Department of the faculty member requesting support shall provide a letter of support which indicates the importance and value to the department of the academic journal or newsletter and the willingness of the department to provide demonstrable support for the faculty member's editorship of the academic journal or newsletter.
- B. The Dean of the School of the faculty member requesting support shall provide a letter of support which indicates the importance and value to the School of the academic journal or newsletter and the willingness of the School to provide demonstrable support for the faculty member's editorship of the academic journal or newsletter.
- C. Support provided shall be for a single limited term as editor of the academic journal or newsletter. To request support for an additional editorial term, the faculty member must initiate an entirely new application and proceed through the entire process.
- D. Application for Support

Tenured or probationary faculty members seeking CSUS support for the publication and editing of existing or proposed start-up academic journals or newsletters should prepare and submit to the Vice President for Academic Affairs an application for support which includes the following:

1. Statement of need of support
  - a. The scope of the editor's responsibility (e.g., book review section, entire journal, layout, ads, production, etc.)
  - b. Length of editorship
  - c. Monetary and other assistance the journal, a sponsoring organization or society, or other entity will provide
  - d. Support requested
    - 1) faculty release time--normally 6 units or less per semester
    - 2) student assistance
    - 3) staff assistance
    - 4) travel
    - 5) consumable resources, including telephone, copy services, paper, postage

2. Description of the academic journal or newsletter (or proposed academic journal or newsletter) which should include the following information:
    - a. The purpose of the academic journal or newsletter
    - b. The status of the academic journal or newsletter in the discipline it serves (or the expected status in the case of a proposal to aid in starting an academic journal or newsletter)
    - c. The academic journal or newsletter review process (e.g., peer reviewed, blind peer reviewed process, etc.)
    - d. The circulation of the academic journal or newsletter (or expected circulation in the case of a new or proposed academic journal or newsletter)
    - e. The sponsoring organization or society, including information on its membership composition, affiliations, size, and purpose
    - f. The length of time the academic journal or newsletter has been published
    - g. The readership of the academic journal or newsletter--international, national, regional, local
    - h. The extent of library holdings(i.e., complimentary copies to be provided to the library as part of the editorship)
    - i. The role the editor and referees play in the acceptance and publication process
    - j. Special requirements for publication (e.g., membership or alumnus status)
    - k. Names and institutional affiliations of the previous editors of the academic journal or newsletter
    - l. Frequency of publication and page size of average issue (or yearly academic journal or newsletter page count)
  3. Letters of support for the faculty member's proposed editorship by scholars in the faculty member's discipline which address the significance of the academic journal or newsletter in the field.
  4. Statement regarding extent of support for the faculty member's proposed editorship and publication of the academic journal or newsletter by
    - a. The faculty member's department
    - b. The faculty member's school
- E. The application for support shall then be reviewed by the Editorship Review Committee, which shall be constituted as follows:
- 3 instructional faculty members appointed by the Faculty Professional Development Committee;
  - 1 instructional faculty member appointed by the Research and Creative Activity Committee;
  - 1 instructional faculty member appointed by the Executive Committee of the Academic Senate;
  - 1 administrator appointed by the Vice President for Academic Affairs, who shall convene the committee and provide administrative support for the committee; this member will be ex officio and non-voting.
- The terms of membership on the Editorship Review Committee will be for three years, with staggered appointments. The instructional faculty need not be members of the committees appointing them. In addition, there will be no more than one member of the Editorship Review Committee from the same academic department and a committee member may not vote on an application from her/his own department. The chair of the Editorship Review Committee shall be elected by the voting members of the committee at the first meeting of the committee during an academic year and shall serve in that capacity for the academic year.
- F. Responsibilities of the Editorship Review Committee
- The responsibilities of the Editorship Review Committee shall include the following:
1. Reviewing the proposed application(s) with the recognition that they are not to be viewed as competing with each other, but as independent proposals coming from diverse disciplines. The Committee shall assess the extent to which support of the proposals will further the university's goal of investing in and enriching the effectiveness of faculty as teachers and scholars, of enhancing faculty professional satisfaction, and of enriching the academic environment of students.

2. Evaluating proposed applications through a process which includes
    - a. using the information in III.D above,
    - b. actively seeking advice from the appropriate faculty in the proposed editor's department or discipline
  3. Making a written recommendation to the Vice President for Academic Affairs concerning the nature, extent, and source of support to be provided to the proposed faculty application(s).
- G. At the conclusion of each year of the faculty member's university-supported editorship, the faculty editor shall present to the following (department or school, Vice President for Academic Affairs, Academic Senate, and FPD Committee) an end-of-the-year summary of the academic journal editor's activities during that period of the editorship.

IV. Role of the Vice President for Academic Affairs

The Vice President for Academic Affairs shall make the decision on whether or not the individual shall receive support and identify the source of funding. Normally the source of support shall come from the department or school of the faculty member.

V. Exiting Academic Journal Editorships

Academic journal editorships in place on campus at the time of adoption of this policy shall be continued through their current term or academic year. All renewals of editorships must be reviewed under this policy either at the end of the editorship's specified term or on an academic yearly basis for one-year and open-ended editorships. If the editorship is open-ended, applications for renewal of support should be presented to the Vice President for Academic Affairs by one month preceding the end of each academic year.



California State University, Sacramento

**FACULTY PROFESSIONAL  
DEVELOPMENT PLAN**

April 9, 1992

The 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 Postsecondary 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 McKeachie, 1985)."

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 (e.g., programs to improve the faculty's abilities to use new technology and to provide assigned time for women and minority faculty for scholarly activity).

The promotion, enhancement, coordination and oversight of faculty professional development policy and programs and the affirmative advocacy of faculty professional development activities on this campus is the charge of the Faculty Professional Development Committee, a standing committee of the Academic Senate. The Sacramento campus began its formalized planning for faculty development in 1987, with the establishment of a committee on faculty development. That committee researched the literature on faculty development, brought experts in the field to 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.

As a confirmation of their commitment to the program, the administration, in conjunction with the Academic Senate, established the Faculty Development Resource Center (FDRC). The FDRC serves as a repository and disseminator of information about faculty professional development activities available on or through the campus. The staff consists of a director, who is a faculty member, and clerical support. Information about any of the FDP program activities, including guidelines and deadlines, is available through the Faculty Development Resource Center (FDRC), #4-6, x5905.

**I. GOALS AND OBJECTIVES**

Consonant with the 1986 CPEC (California Postsecondary Education Commission) Report on California Faculty Development, the Report of the Ad Hoc Coordinating Committee for Faculty Professional Development (May 1989), and the Faculty Professional Development Implementation Plan 1988/89 (October 13, 1988), the Faculty Professional Development Committee presents the following overview of available opportunities for maintaining, renewing and enhancing the vitality and professional satisfaction of the faculty.

- A. GOAL: To Enhance the Competence and Effectiveness of Faculty as Scholars
1. Objective: To Support Research and Scholarly and Creative Projects

Programs:

- a. Grant Writing Awards
- b. Mini-Grants to support new projects
- c. RCA (Campus-sponsored Research and Creative Activity Award Programs)
- d. Research Travel Grants
- e. Sabbatical Leaves and Differences in Pay Leaves
- f. SCA (System-wide Scholarly and Creative Activity) Grants
- g. Semester Leaves with Pay
- h. Summer Institute Fellowships
- i. Travel Grants for System Sponsored Programs
- j. University Association of Research Scholars

2. Objective: To Assist Underrepresented Faculty Scholars

Programs:

- a. Affirmative Action Programs (e.g., travel support grants and assigned time grants)

- B. GOAL: To Enhance the Competence and Effectiveness of Faculty as Teachers

1. Objective: To Improve, Augment, and Enhance the Quality of Instruction

Programs:

- a. Educational Equity Program
- b. Faculty Development Center
- c. Mini-Grants for Creative Pedagogy
- d. Mini-Grants for Currency in One's Discipline
- e. Multicultural Programs (e.g., Beyond the Canon)
- f. Multicultural Workshops
- g. Peer Coaching Program
- h. Sabbatical Leaves and Difference in Pay Leaves
- i. Semester Leave with Pay
- j. Writing Across the Disciplines Program

- C. GOAL: To Enhance Faculty Careers

1. Objective: General Career Enhancement

Programs:

- a. Department/Division Chairs' Workshop
- b. Faculty Development Resource Center Workshops
- c. Faculty Professional Development Conferences (e.g., Lilly Conference West)
- d. Mini-Grants to support Career Enhancement
- e. Sabbatical Leaves and Difference in Pay Leaves
- f. Travel Grants for System Sponsored Programs
- g. University Visiting Scholars Program

2. Objective: To Improve Faculty Ability to Use New Technology

Programs:

- a. CECC Computing Workshop Support Grants
- b. FDRRC Workshops (e.g., Information Technologies for Research and Teaching)
- c. Mini-Grants to integrate the use of new technology

3. Objective: To Orient New Faculty

Programs:

- a. New Faculty Mentors Programs
- b. New Faculty Orientation

D. GOAL: To enhance the competence and effectiveness of faculty addressing a culturally diverse society

1. Objective: To Aid in Preparing, Developing, and Increasing the Multicultural Content of the CSUS Curriculum

Programs:

- a. Multicultural Programs (e.g., Beyond the Canon)

2. Objective: To Assist Faculty in Developing a Better Cultural Understanding of the Diverse Heritages of the Academic Community and Applying This Understanding to Instruction

Programs:

- a. Beyond the Canon
- b. Visiting Scholars

II. PROGRAM DESCRIPTIONS

A. 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 Faculty Early Retirement Program (FERP) faculty during the period of employment, are eligible for all programs, except those so 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.

1. GRANT/AWARD PROGRAMS

a. Affirmative Action Development

This program encourages and assists faculty members from underrepresented groups (e.g., people of color, women, and people with disabilities) 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 made based on proposals submitted by eligible faculty members for travel and assigned time.

b. Mini-Grants

The Mini-grant program encompasses two categories of development; creative pedagogy and currency/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/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, faculty-on-loan programs, and peer coaching, as well as many others.

c. Research Awards, Campus Supported (RCA)

The Campus Supported 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 teaching an average of six or more weighted teaching units each semester may apply for monetary awards.

d. Research, Scholarship and Creative Activity, System-wide (SCA)

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. It is administered by the Research and Creative Activity (RCA) Committee.

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.

- 1) 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 can be perceived as "seed" money, but are not required to be used in this manner. All temporary, probationary and tenured CSUS faculty are eligible to apply; however, temporary faculty are only eligible to receive monetary SCA grants.
- 2) Summer Fellowships provide summer stipends of one or two months to initiate, 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.
- 3) 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.

**e. Sabbatical Leaves and Difference in Pay Leaves\***

A faculty member is eligible for a sabbatical or difference in pay leave if he/she has served full-time for six (6) years at this campus in the preceding seven (7) year period prior to the leave and at least six (6) years after any previous sabbatical leave or difference in pay leave. Leaves are based on the evaluation of applications submitted by faculty members.

- 1) Sabbatical leaves are generally for one semester at full salary or two semesters at one-half salary, with full benefits accruing with either type.
- 2) The difference in pay leave salary is for the difference between the faculty employee's salary and the minimum salary of the instructor rank.

**2. 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.

**a. Beyond the Canon: New Strategies for Pedagogy and Curriculum**

This is a faculty development project, addressing the categories of creative pedagogy, currency, career enhancement and curriculum development, for faculty who teach in the General Education Program in the humanities and social sciences. "Change Agents" who have already infused their courses with diverse perspectives of race, class, and gender are assisting "target faculty" in revising a general education

course and also in developing new pedagogical strategies for a diverse student population.

**b. Department/Division Chairs' Workshops\***

The 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.

**c. Faculty Professional Development Conferences**

These programs provide partial support for faculty travel and training in a variety of faculty pedagogical and career enhancement areas. Funding varies from year to year. Such programs have included Lilly Conference West, CSU Summer Institute, the Professional Organizational Development Network Conference, and the California Educational Computing Consortium Conference.

**d. Mentors for New Faculty**

This program matches new full-time faculty members with senior full-time faculty members 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.

**e. 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 at risk students; scholarly and creative activities on campus; and academic governance. All new full-time, tenure-track faculty members are expected to attend.

**f. 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 seminars and structured classroom observations conducted by paired participants scheduled over one academic year.

**g. 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 Graduate Studies as soon as possible and in no event less than two weeks prior to the meeting or conference. These funds only provide partial support for faculty travel, and additional restrictions may apply.

**h. Summer Institute**

A Summer Institute, sponsored by the Chancellor's Office, provides training 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.

**i. 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 designed 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.

**j. University Association of Research Scholars**

The University Association of Research Scholars (UARS) sponsors a meeting each semester where members of the University community and invited guests present their research, scholarly and creative work to colleagues, students and invited friends in 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 provide interdisciplinary endeavors among colleagues.

**k. University Visiting Scholars Program**

The University Visiting Scholars Program supports lectures, speakers, public programs, and groups visiting the campus, hosted by individual faculty, student or faculty groups, centers, etc.

**l. Writing in the Disciplines Project**

The Writing in the Disciplines Project involves faculty members as participants in workshops designed to improve students' writing skills. The project requires a semester-long commitment by faculty participants. 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 terms papers and essay exams, developing evaluation and commenting procedures for those assignments, and using collaborative activities to improve writing and learning.

**B. SCHOOL-BASED PROGRAMS\***

Funds, assigned time, and other support for research and scholarly/creative activities are available to faculty members from their schools. Levels of funding and access to professional development programs will vary among the schools according to school and departmental objectives, needs and funding ability.

The School Deans, and the Dean and University Librarian, have established or designated, within their respective units, a professional development committee to advise them on policy and procedural matters regarding the implementation of faculty professional development programs and activities within their schools or units. For the specifics on school-based programs and activities, including particular program descriptions, applications procedures and other information, faculty may contact the chair of the school of unit faculty professional development committee. Some of the programs available in all schools are:

**Faculty Assigned Time/Release Time**

The schools or departments and the library, through their general fund allocations, have used faculty positions to provide faculty assigned time and librarian release time for professional activities as defined in their Faculty Professional Development Plan. These activities have included 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, or other travel for professional development purposes.

**Visiting Scholars Program**

The school-level visiting scholars programs support lectures, speakers, and groups visiting the campus, hosted by individual faculty, student or faculty groups, centers, etc.

\*Program represents faculty professional development activities, but does not fall under the oversight of the Academic Senate's Faculty Professional Development Committee.