

1992-93
ACADEMIC SENATE
California State University, Sacramento

AGENDA
Thursday, May 13, 1993
Forest Suite, University Union
3:00-4:30 p.m. following 1993-94 Academic Senate Elections

INFORMATION

Moment of Silence

Robert C. Bavela, Jr.
M.A., Educational Admin.
CSUS, 1988

1. Report on May 6-7 CSU Academic Senate Meeting
2. Report of ad hoc Committee on Senate Structure and Function (4/22/93 Agenda Attachment A)
Sylvia Navari, ad hoc Committee Chair
3. Review and comment on CSUS Strategic Plan themes being developed by the Council for University Planning ("Capital Campus," "Diversity," "Enrollment Planning"--4/22/93 Agenda Attachments B-D)
4. Mark Your Calendars: Spring Schedule of Regular Senate Meetings, Thursdays, May 20 and 27 (finals week, if needed)

CONSENT CALENDAR

AS 93-40/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

Hornet Foundation Board of Directors: P. MICHAEL SPARKS or FRED BALDINI or TROY ARMSTRONG, Senate Nominees for Appointment to Faculty At-large Position, 1993-1997

REGULAR AGENDA

AS 93-39/Flr. MINUTES

Approval of the Minutes of the meeting of May 6 (#12), 1993. *Carried*

Old Business

of Com. substitute distributed at mtg

AS 93-38/FA, Ex., Flr. **FACULTY PROFESSIONAL ETHICS, STATEMENT ON**

Whereas, The "Statement on Faculty Professional Ethics" adopted by the campus in 1991 (PM:FSA 91-15, **May 6 Academic Senate Agenda Attachment**) does not speak to the specific faculty responsibilities addressed in the following statement; and

Whereas, The department chairs requested in 1988 that the Senate clarify these responsibilities; and

Whereas, Recent program reviews have raised questions regarding specific faculty responsibilities; therefore be it

Resolved: That the University adopt the following statement on faculty responsibilities and add it--as a second addendum--to the existing Statement on Faculty Professional Ethics.

**STATEMENT ON FACULTY PROFESSIONAL ETHICS
ADDENDUM
Statement of Faculty Responsibilities**

I. Scope of this document

The purpose of this document is to define the duties and responsibilities of full-time tenured or tenure-track instructional faculty. No attempt is made to define unprofessional activities which are clearly delineated in the "Statement of Faculty Professional Ethics" (PM:FSA 91-15).

II. Primary areas of responsibility

A. A faculty member must meet all assigned classes as scheduled, unless prior arrangements have been made with the Department Chair. A faculty member must also share the advisement responsibilities of the department, and hold office hours as scheduled. The primary criteria used in scheduling classes, office hours and advising should be based on serving the needs of the students.

- B. It is expected that faculty will regularly attend department meetings, and will, over the course of a career, provide significant service to a number of department, school or university committees to which they have been elected or appointed.
- C. Faculty are expected to remain current in their fields, as evidenced by such endeavors as research, creative/scholarly activity, curriculum development, participation in the professional life of their disciplines, dissemination of the results of research and scholarly activities, and performance in creative endeavors.
- ~~D. Faculty membership presumes a position of leadership and service in the life of the society of which the University is a part. Discharge of these responsibilities may be evidenced by such activities as serving as a consultant for industry or government agencies, performing research supported by outside agencies, serving as an officer in professional groups, or other service that draws on the faculty's professional expertise.~~
- ED. Membership on the faculty is a full-time position. (Article 35 of the faculty bargaining agreement specifies regulations governing outside employment.) Meeting the responsibilities involved in being a faculty member requires that the major portion of the faculty member's time and energies will be devoted to University work.

New Business

AS 93-41/LIB, Ex. LIBRARY SUPPORT

The Academic Senate endorses the Library Committee's resolution, amended as follows:

- Whereas, The CSUS Library has experienced significant reduction of funds since 1990; and
- Whereas, The decisions regarding acquisitions and services which have followed from these reductions have been made by holding the needs of the adequate community as the highest priority; and

Whereas, There is a threshold of minimum service and a maximum stretching of human and financial resources beyond which the quality of Library service is seriously compromised; and

Whereas, Predictions of continued financial difficulties threaten the Library; and

Whereas, The Library Administration's decisions to further reduce the level of service, e.g., hours, availability of reference assistance, etc., are a choice of last resort but may soon have to be taken; therefore, be it

Resolved: That CSU, Sacramento make every effort to ~~preserve~~ provide a level of funding for the Library that ~~provides~~ adequately supports ~~to~~ the instructional and research needs of our academic community.

FIRST READING

AS 93-42/Ex. CSUS STRATEGIC PLAN--ACADEMIC PROGRAM THEME

The Academic Senate recommends that the "Academic Program Theme" (Attachment) be adopted as a section of the CSUS Strategic Plan.

DRAFT

DRAFT

ACADEMIC PROGRAMS

The mission of CSUS is to provide academic programs that prepare graduates "to live internally rewarding lives, to live lives of service to others as well as themselves, and to be able to come to terms with the personal, moral, and social problems that any society inevitably presents to each person" (Preamble to the General Education Program, 1990).

OPPORTUNITIES AND CHALLENGES

By the year 2000, not only will more high school graduates than ever before be eligible to attend the CSU, significantly more of them will be ethnically non-European: the University will look more like California. **CSUS' greatest strength is the potential for mirroring these demographics, providing new opportunities for upward mobility and community service to underrepresented citizens of the state it serves.** In periods of national economic and social uncertainty, the benefits of diversity in student body, faculty, and programs are especially apparent. Evolutionary advantage lies in that diversity and the flexibility and opportunity it offers. Rigidity in the face of change means eventual institutional failure.

Historically characterized by both growth and innovation, CSUS is challenged by at least temporary limits to growth. While fiscal constraints are real, innovation in institutional structure, curriculum, pedagogy, and instructional delivery becomes even more valuable.

By the year 2005, 65 percent of the current professoriate will

be retired. We are, as in other universities across the country, an ageing faculty, and hiring in the younger ranks has been severely curtailed by the fiscal crisis. Long term difficulty may also arise from first, rents in the social fabric of the university because of the early retirements of experienced scholars and teachers who carry the institutional memory; and second, generational (and thereby cultural) differences in academic experiences between the junior and remaining senior faculty, unmediated by any middle group. The abrupt transition to a younger generation whose complement may be significantly reduced due to chronic fiscal problems may drive the shape of the University itself, a situation to be recognized and avoided.

Finally, new communications technology is bringing profound cultural changes to college instruction. Pedagogical benefit must outweigh the economic cost of this technology. Meanwhile, arguments continue over the nature and desirability of technology's effects on the classroom and the curriculum. These arguments concern the heart and intent of teaching as a profession and necessarily will not be easily resolved.

INSTITUTIONAL STATUS

The University has many distinguished academic programs that provide educational experience required by society. Over the years, programs have come and gone reflecting changes in California's needs; some programs have thrived, some have seen enrollments dwindle, many have achieved distinction, and all have made valuable contributions to the students and region they serve. At the end of four decades of growth, CSUS has 44 academic departments, 73 undergraduate majors, 16 teaching

credential programs, and 59 Master's degree programs. ~~Slightly~~ over half of student enrollment is in the School of Arts and Sciences; the rest is distributed among the four professional schools. Approximately 80 percent of CSUS students are undergraduates.

Although CSUS' programs are organized around undergraduate education, the University also offers Master's degrees in several programs. Neither the old (1960) nor the new (1989) version of California's Master Plan for Higher Education distinguishes between BA and MA instructional levels in the CSU. Graduate instruction is more demanding in time and labor than undergraduate, as discussed at length in the 1989 report of the Advisory Committee to Study Graduate Education in the CSU (Graduate Education in the California State University: Meeting Public Needs Consistent with Educational Priorities), but the distinction is not supported.

The quality of University programs is maintained through periodic local program review, faculty participation in the scholarly and creative activities of their disciplines, and conformity to the standards of the Western Association of State Colleges (WASC) and relevant professional accreditation bodies. Additional mechanisms to assess program quality and faculty scholarship are under consideration.

VISION

The heart of a university is the relationship between teachers and students. CSUS has been and will continue to be known for academic programs that are current, substantive,

coherent, and challenging. While building upon a student's accumulated elementary and secondary education experience, university teaching takes students into new realms of knowledge, including love of it, and diverse ways of learning. By example and collaboration, teachers stimulate students to contribute to knowledge, integrated across disciplines and tied to experience outside the University. Strong collateral relationships among faculty and among students create the University's collegial environment where open discussion, cooperation, and mutual support sustain the pleasurable work of learning. Supporting its faculty's innovative teaching and professional growth, the University graduates broadly educated and specifically competent students who will contribute to the society that subsidized their education. The fit between occupational demand and supply can only be approximate, however, since education moves in one time dimension and economic forces in another: a university is not a factory.

STRATEGIC OPTIONS

The University has already decided to scale down or enhance programs according to established priorities. The option remaining is whether or not to invest significant resources in "centers of excellence" or to concentrate more broadly on maintaining or enhancing the quality of the newly ranked curriculum. The University must also decide to what extent programs will integrate multicultural, regional, international, and interdisciplinary perspectives in the curriculum. We must decide on the role of communications technology in instruction. We must further decide on the optimum way to realize these

substantive and pedagogical changes.

RECOMMENDATIONS

Short Term (1-3 years)

1. Redesign the program review process to :
 - a. encourage unambiguous and relevant criteria and their application in both self-studies and final reports;
 - b. include attention to broad student outcomes--retention, graduation, and employment;
 - c. evaluate University responsiveness to community needs; incorporate community experience and integrative thinking into coursework;
2. Distinguish between resource needs of undergraduate and graduate instruction.
3. Resume faculty hiring in all disciplines as soon as possible to counter the high level of retirement.
4. Encourage development and implementation of interdisciplinary courses and programs by:
 - a. streamlining approval of interdisciplinary courses and programs;
 - b. seeking outside funding for release time so faculty may develop interdisciplinary programs or collaborate in teaching;
 - c. developing ARTP procedures that account for the merits of interdisciplinary teaching and scholarship;
 - d. establishing a professional development program to support collaborative teaching;
 - e. facilitating faculty networks.
5. Publicize campus visits of faculty from other countries and

use such visitors to enrich and curriculum across disciplines.

6. Continue the International Programs Committee's work with departments to develop international perspectives in their curricula.

Long Term (4-7 years)

1. Restore support for faculty professional development programs that promote pedagogical innovation.
2. Develop means to support student involvement in scholarly activities beyond the classroom.
3. Expand study abroad programs for students and international exchange programs for faculty.
4. Establish a central clearinghouse, not to supercede existing services, at the University for communication with the community.
5. Expand instructional technology on campus; design and implement programs that will train faculty to use such technology to their benefit in the classroom and in research.

5/5/93

AJ/VW

Motions re AS 93-38 substitute:

Amendment from Executive Committee--addition of Section E:

Swanson: concern re lack of motion to reconsider?

Miller: where did B come from?

Mrowka: concern re vote taken on deletion of D at last meeting.

Pyne: like to move to restore deleted language

Barrena: dispose of E first--in or out?

McGowan: agree w/Stoakley; were persons adding E persons who
voted against it last time.

Barrena: Ex. Com. did not feel they were replacing what Senate
removed, since the Senate concern seemed to be about the
leadership part.

Mrowka: The whole thing was deleted--not just leadership.

Barrena: Ask boby, "Do you feel that this is the same motion that
the body defeated previously?"

Vote: Same Motion? Yes - 22; No - 9

Back to main motion without addition of E--unless someone moves
to reconsider.

Move/Second: Motion to Reconsider D deleted at last meeting.
Motion to close debate--carried.

I. Vote on motion to reconsider D: Y - 21; N - 14.

Question on floor: Should D. from last week's agenda be deleted?

Extend debate for 10". Carried. Hand count.

McGowan: Against D. Evidence by earning money from outside
sources as a consultant and doing research supported by
outside agencies are not community service.

Tobey/Jensen: ^A Substitute E. for D.

[E. Faculty membership presumes service in the life of the
society of which the University is a part. Discharge of these
responsibilities may be evidenced by such activities as serving as a
consultant for industry or government agencies, performing research
supported by outside agencies, serving as an officer in professional
groups, or other service that draws on the faculty's professional
expertise.]

[EF.]

Pyne/Martin: ¹ Amend E. by adding: "Such responsibilities of
service do not outweigh the responsibility to meet
classes."

Ostiguy: Would like same sentence added to D.

Cook: Separate issue. Finish w/amendment to E. first.

Noble: Item E takes care of concern, i.e., requires that "major portion of the faculty member's time and energies will be devoted to University work."

Kelly/Goldstene: Refer to Executive Committee with charge to include broader sense of community service (nothing here re working with Chamber of Commerce, working with Urban League, etc.).

Kando: Want something included that refers to community service, but we're dissatisfied with the wording of this.

Fitzgerald: Close Debate (2/3)--Carried.

On motion to Refer: Carried.

AS 93-38
substitute

Proposed amendments to AS 91-50 [Executive Committee proposed amendment **BRACKETED IN BOLD**]:

STATEMENT ON FACULTY RESPONSIBILITIES AND PROFESSIONAL ETHICS

~~It is the purpose of this document to affirm the tenets of ethical professional conduct for faculty at California State University, Sacramento and to provide guidance to faculty in following those tenets.~~

~~The academic community of faculty, students and staff at CSUS shares a dedication to and a responsibility for protecting the right to free inquiry and autonomy, stimulating intellectual growth, and protecting the well-being of all its members. At times, a faculty member may need to make a choice between fulfilling a responsibility to him/herself and fulfilling his/her responsibility to the academic community. The decision made in such a circumstance may cause the faculty member's professional ethics to be called into question.~~

~~This statement affirms three main tenets of professional conduct which provide the basis of assessment of an individual's professional ethics. First, a faculty member bases evaluations and judgments regarding students and colleagues on observable evidence and equitable applied standards. Thus, the faculty member avoids exploitation, harassment, or discriminatory treatment of members of the academic community. Second, a faculty member gives priority to the fulfillment of his/her obligation to the academic community over off-campus activities other than those associated with one's ordinary duties and responsibilities. Third, a faculty member honors his/her academic debt to the work of other scholars.~~

~~The responsibility for abiding by these tenets lies with the individual faculty member. It is the responsibility of the University to inform the faculty member if the perception has been created that a possible breach of ethics has occurred.~~

The faculty of CSUS recognize that education is a public service and a public trust. In this document we affirm our responsibilities to the public, to our students, and to our colleagues. The first section delineates our professional responsibilities; the second section specifies the aspects of these responsibilities that may call professional ethics into question. The "1987 American Association of University Professors Statement on Professional Ethics" was endorsed by the Academic Senate in February 1990 (AS 90-9) and is included as an addendum.

referred
subject to
to Com
Broaden
Community
Service
section

I. Primary areas of responsibility

- A. A faculty member must meet all assigned classes as scheduled, unless prior arrangements have been made with the Department Chair. A faculty member must also share the advisement responsibilities of the department, and hold office hours as scheduled. The primary criteria used in scheduling classes, office hours and advising should be based on serving the needs of the students.
- B. For each course, faculty will 1) provide a syllabus and adhere to it, 2) provide timely and relevant feedback to students on their performance, and 3) abide by existing campus policy, such as the campus calendar that provides for final examinations to be given during, not prior to, the sixteenth week of each semester.
- C. It is expected that faculty will regularly attend department meetings, and will, over the course of a career, provide significant service to a number of department, school or university committees to which they have been elected or appointed.
- D. Faculty are expected to remain current in their fields, as evidenced by such endeavors as research, creative/scholarly activity, curriculum development, participation in the professional life of their disciplines, dissemination of the results of research and scholarly activities, and performance in creative endeavors.
- [E. Faculty membership presumes service in the life of the society of which the University is a part. Discharge of these responsibilities may be evidenced by such activities as serving as a consultant for industry or government agencies, performing research supported by outside agencies, serving as an officer in professional groups, or other service that draws on the faculty's professional expertise.]
- [EF.]
- E. Membership on the faculty is a full-time position. (Article 35 of the faculty bargaining agreement specifies regulations governing outside employment.) Meeting the responsibilities involved in being a faculty member requires that the major portion of the faculty member's time and energies will be devoted to University work.

II. At times a faculty member may need to make a choice that could cause his/her professional ethics to be called into question. It is the responsibility of the University to inform a faculty member if the perception has been created that a possible breach of ethics has occurred.

Listed below are some examples of situations in which the choice made by a faculty member could make him/her vulnerable to the accusation that he/she has committed a breach of professional ethics.

1. Making decisions regarding other members of the academic community with whom there is an intimate relationship or when there is unresolved conflict regarding scholarly, pedagogical or other matters between the faculty member and the other individual. Such decisions may include but are not limited to:
 - Evaluating or influencing the evaluation of performance;
 - Assigning or influencing the assignment of work, including faculty teaching loads, schedules, staff responsibilities, and student assignments;
 - Awarding compensating time off to faculty and staff, including "assigned time";
 - Distributing professional development funds, including travel money.
- ~~2. Persistently failing to honor obligations of the teaching profession, such as meeting classes, being accessible to students during office hours, providing a course syllabus for students and adhering to it, providing students with timely and relevant feedback, or violating existing campus policy such as giving a final examination during the last week of instruction.~~
- ~~3. Undertaking off-campus commitments other than those associated with one's ordinary duties and responsibilities when these commitments conflict with one's obligations to meet classes, hold office hours, and fulfill responsibilities to department and campus committees and projects.~~
42. Establishing a significant financial or contractual obligation with another member of the academic community when the possibility exists that one member may have influence over the other's evaluation.

53. Choosing whom to credit for significant contributions to one's research/scholarly activity.
64. Revealing confidential, sensitive or negative information regarding any member of the academic community.

A member of the faculty who is found, after an investigation, to be in violation of the tenets of professional ethics is subject to an oral or written reprimand, and/or the appropriate disciplinary action as described in the Agreement Between the Board of Trustees of the California State University and the California Faculty Association, Unit 3--Faculty.

Addendum: "1987 American Association of University Professors Statement on Professional Ethics"

Institutional Status

1. Proposed insertion after the first paragraph:

While planning and administrative organization and reorganization of programs have been ongoing, they have reached an unprecedented level of intensity in the past three years, during which many School and University documents concerning priorities have been generated. One of their primary aims has been to enable the university to adjust program size, scope and support on the basis of collegially defined priorities, rather than in response to student demand or across-the-board decreases or increases in funding. The effort has taken on increased urgency in the face of the State's fiscal crisis. We are forced to reevaluate our curriculum as a whole, in terms of such criteria as quality, size, scope, centrality to our mission, and responsiveness to regional needs. Competing needs—such as student access and program quality, or the protection of our painstakingly assembled faculty resources or our most valuable programs—must be carefully balanced against one another. These decisions will require a high degree of cooperation, patience, mutual respect, and concern for the well-being of the University.

2. Objections to current wording on program quality:

- The paragraph merely names types of assessment, rather than offering an idea of what constitutes quality.
 - It assumes that current modes of assessment are effective, that they “maintain” quality.
 - It assumes that high program quality is a given and a constant.
- Suggested alternative:

Program quality is a function of faculty interest, enthusiasm and pedagogical skill, as well as faculty scholarly activity and currency in both disciplinary knowledge and pedagogy. It requires adequate resources—for hiring, program development, and faculty professional development. It thrives on a campus culture that encourages and rewards collegial discussion and debate. Finally, it requires effective and constructive review that measures performance against standards of the disciplines and the academy. Although the University's programs are subject to a great deal of review (local program reviews, performance review of faculty, review by the Western Association of State Colleges and by relevant professional accreditation bodies), current efforts to define, monitor and improve program quality are uneven. Some of the review processes could benefit from refinement, revision and consolidation.

Recommendations

• Add to Short Term Recommendation #1:

- d. incorporate more rigorous assessment of the quality of programs and faculty against standards of the discipline and the academy;
- e. focus attention on faculty scholarly and creative activity that is commensurate with its importance to program quality.

• Add after Short Term Recommendation #1:

2. Revise evaluation of teaching effectiveness in performance review of faculty to include recognition of the role of scholarship and creative activities and service in support of effective teaching.

STATEMENT MADE IN SUPPORT OF
INDIGENOUS INTERNATIONAL ACADEMIC STUDENT EXCHANGES,
AND INDIGENOUS INTELLECT AND ITS ACADEMIC RECOGNITION.

Made by Mr Greg Phillips to the CSUS Academic Senate
Thursday, May 13, 1993.

In this United Nations declared International Year for the World's Indigenous Peoples, it is crucial that we begin, in a real way, to recognise Indigenous intellect. Consequently, it is also of utmost importance that the people who hold such intellect - that is; Indigenous Peoples themselves - are included into our pedagogy, curriculum and everyday thought.

Part of recognising this Indigenous intellect then, is realizing that in our cultures, we did not have to worry about writing letters or numbers on pieces of paper for our survival. Scientism and other academic modes as known by Western culture are extremely limiting to the way of life that we know. But that does not mean we didn't and don't know about what Western culture categorizes as 'physics', 'religion', 'medicine', 'environmentalism', or 'economy'. It simply means that we experience those phenomena in different ways; with different methodology and interaction.

So international higher education for Indigenous Peoples needs to continue. Exchanges are one way to facilitate cross-cultural sharing and analysis. It is in this realm of roots and culture that exchanges are fostering simple respect for each others experiences, and respect for each others human qualities - something which we all could use more doses of.

Our people got the rights to citizenship in our own land in 1967, only 26 years ago. Aboriginal Auatralians have the dubious honour of having the highest infant mortality rate in the world, the highest imprisonment rate in the world, and the worst diet in the world. Central to our struggle for human rights is our struggle for formal recognition of Land Rights and sovereignty. While Native American treaties and the trust responsibility have never been honoured in their entirities by the USA, Aboriginal Australians have never even had treaties.

But our land gives us strength. If we do not honour all Peoples' experience and intellect as legitimate, then we ultimately hurt ourselves.

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