

# YOU'LL NEED TO BRING: OCTOBER 21 AGENDA

1993-94

## ACADEMIC SENATE

California State University, Sacramento

### AGENDA

Thursday, November 4, 1993

☞ ☞ ☞ ☞ **Mendocino Hall 1003**

2:30-4:30 p.m.

## INFORMATION

Please mark your calendars: Tentative Schedule--Fall 1993 Academic Senate Meetings, Thursdays, 2:30-4:30 p.m., Forest Suite (unless otherwise indicated in bold), University Union:

November 11 and 18

December 2, 9, 16

## REGULAR AGENDA

### AS 93-84/Flr. MINUTES

*Passed* Approval of the Minutes of the meeting of October 21 (#7), 1993.

### *Passed* AS 93-85/Ex. UNIVERSITY ACADEMIC PLAN

The Academic Senate endorses the two-dimensional structure of the proposed University Academic Plan (as outlined on page 2 of the University Academic Plan for 1993-94 dated October 25, 1993 [*copy attached*]), wherein "centrality to mission" and "size and scope--enrollment relative to the balance and mix of programs," are used as the framework for decisions concerning the instructional program at CSU, Sacramento. This endorsement of the structure is not an endorsement of the application of the criteria used to implement the structure or in identifying which programs are essential (central) to the mission of CSUS. Neither is this endorsement of the structure a statement about the specific priorities assigned to programs or the decision criteria used to determine size/scope of programs consistent with the balance and mix of programs specified in the Instructional Program Priorities.

**AS 93-79/Ex. UNIVERSITY ARTP POLICY--AMENDMENTS (IMPLEMENTATION)**

The Academic Senate recommends that when changes to existing RTP documents occur either at the primary or secondary level, those changes will become effective only after the unit documents have been approved by the President and will affect only those unit faculty hired after the effective date of unit document approval (i.e., changes to RTP criteria will not be applied to any unit faculty member already in the RTP cycle at the time the changes occurred unless the faculty member chooses to be reviewed under the new criteria).

*For the complete, sequential proposed revision of University ARTP Policy Section 5.05, see AS 93-77 (October 21, 1993, Academic Senate Agenda pages 2-8). The Executive Committee has divided the issues into AS 93-77A through AS 93-77E to facilitate discussion and action on AS 93-77.*

**AS 93-77A/Ex. <sup>FIE</sup> UNIVERSITY ARTP POLICY--AMEND SECTION 5.05**

The Academic Senate approves subsection 5.05.F.5, a description of the criteria and procedures for the granting of exceptions to the "relative weight rule" described in subsection 5.05.F.2.c:

✓ *"value" replaces "weight"*

5. Each primary unit and a faculty unit employee subject to its evaluation for purposes of retention, tenure or promotion may agree in writing to modify the relative weight generally assigned to scholarly or creative achievements in the primary unit's ARTP document.

a. An agreement to modify may be made for one or more of the following reasons:

- 1) the faculty unit employee lacks the financial and other resources necessary to support the kind of scholarly or creative achievements generally required by the unit.
- 2) the faculty unit employee has a teaching assignment requiring extraordinary time and effort to prepare for class, to restructure courses, to create new courses or to become or remain current in the field or fields represented or to be represented in the teaching assignment.
- 3) the faculty unit employee has chosen to make demonstrable contributions in service to the University or to the community that have been determined by prior agreement between the primary unit and the faculty unit employee to be sufficiently important to the University, or to the community or to both and to be in sufficient excess of the demonstrable contributions which the

- primary unit generally expects faculty unit employees to make in the normal course of service to either or both to justify the requested modification.
- b. In the event that the primary unit and the faculty unit employee make an agreement under this section that they conclude will operate to preclude so much of the performance in the area of scholarly or creative achievements as to leave less than enough to satisfy the presentation requirement of Section 5.05.F.4 above, the primary unit and the faculty unit employee may agree further to excuse the faculty unit employee entirely from the requirement of presentation.
- ✓ c. An agreement under this section to diminish the relative weight of scholarly or creative achievements, including one to excuse from the requirement of presentation, shall not be made or construed to excuse entirely a faculty unit employee from some performance in the area of scholarly or creative activity.
- ✓ d. An agreement between a primary unit and a faculty unit employee subject to its evaluation to modify in favor of service the relative weight of scholarly or creative achievements in periodic evaluations or performance reviews for the purpose of retention, tenure or promotion shall have a term not to exceed three (3) years. Such an agreement may be renewed.
- ✓ e. A primary unit and a faculty unit employee agreeing to modify the relative weight of scholarly and creative achievements in favor of service as provided in this section shall reduce their agreement to writing and shall immediately place the written text of their agreement, including a statement of the modified relative weight of scholarly and creative achievements which will govern in that case and a statement of their reasons for making the agreement, in the faculty unit employee's personnel action file. This written agreement shall invariably become a part of the Working Personnel Action File of the faculty unit employee at the time of each periodic evaluation or performance review for the purpose of retention, tenure or promotion.
- ✓ f. The appropriate administrator at the secondary level may decide that an agreement reached in a particular case amounts to an abuse of the discretion conferred upon the primary unit by University ARTP policy in general and this section in particular. If the appropriate administrator finds an abuse of discretion, that administrator shall embody the finding and the reasons for it in a written decision to direct the primary unit to evaluate the faculty unit employee otherwise subject to the agreement in question using the relative weights specified in the primary unit's ARTP document and generally applicable to faculty unit employees seeking retention, tenure or promotion in

that primary unit. The appropriate administrator at the secondary level shall exercise the discretion permitted by this subsection as soon after learning of the existence and content of the agreement in question as may be practical.

g. The primary unit and the faculty unit employee may appeal to the President of the University or the President's designee the finding of the appropriate administrator at the secondary level that an abuse of the discretion permitted by this section has occurred. The President or the President's designee shall decide the appeal after notice and written or oral hearing or both.

h. Secondary committees and appropriate administrators acting at all levels of review shall make their evaluations and their recommendations or decisions in a way that substantially reflects the modified relative weights specified in any written agreement between the primary unit and a faculty unit employee permitted by this section.

AS 93-77B/UARTP, Ex. <sup>FIR</sup> UNIVERSITY ARTP POLICY--AMEND SECTION 5.05

The Academic Senate approves subsection 5.05.F.2.c, specification of the relative <sup>value</sup> weight of the category "Scholarly and Creative Activity":

2. To prepare to evaluate scholarly or creative activity each primary unit shall specify in its ARTP document:

c. the relative <sup>value</sup> weight of scholarly or creative activity in each comprehensive evaluation of performance. However, in no case shall scholarly or creative activity be regarded as more important than teaching performance or less important than service.

AS 93-77C/Ex. <sup>FIR</sup> UNIVERSITY ARTP POLICY--AMEND SECTION 5.05

The Academic Senate approves subsection 5.05.F.4, specifying presentation as a condition of retention, tenure and promotion:

4. Except as provided in Section 5.05.F.5 below, presentation to an appropriate critical public of the product of scholarly or creative activity of faculty unit employees seeking retention, tenure or promotion shall be a condition precedent to retention, tenure or promotion.

~~\* and except in the case of full-time tenure-track faculty in their first year of service at CSU.~~

*Carried  
4-26  
10/10  
a=1*

*Dillon,  
"detete"  
"retention"  
Carried*

*Jolley*

AS 93-77D/UARTP, Ex. <sup>FIR.</sup> UNIVERSITY ARTP POLICY--AMEND SECTION 5.05

The Academic Senate approves subsection 5.05.F.3, wherein secondary units may not act without a majority vote of the probationary and permanent faculty relative to a) and b) below:

3. Each secondary unit may, in the exercise of the discretion otherwise given by the University ARTP document and acting in this case by majority vote of its probationary and permanent faculty unit employees in an election called for the purpose, specify in its ARTP document:
  - a. the means by which faculty unit employees seeking retention, tenure and promotion may demonstrate an acceptable level of scholarly or creative activity to the secondary level peer evaluation committee and the appropriate administrator.
  - b. the relative weight of scholarly or creative activity in each comprehensive evaluation of performance. However, in no case shall scholarly or creative activity be regarded as more important than teaching performance or less important than service.

AS 93-77E/UARTP, Ex. UNIVERSITY ARTP POLICY--AMEND SECTION 5.05

The Academic Senate approves subsection 5.05.F.1, the definition of "Scholarly and Creative Activities," wherein the Faculty approved definition of scholarship will be substituted for the existing list of examples of Scholarly and Creative Activities:

1. Definition of Scholarly or Creative Activity:

Scholarship is an effort both to practice one's discipline and to share the work with one's peers. Practicing the discipline may be understood as creating, expanding, revising, refining, interpreting, synthesizing, evaluating or applying knowledge--or creating works of art in disciplines that encompass both art and the study of art. Such work can and should be manifested in all areas of a professor's activities--teaching, service, consultation--but not all worthwhile and necessary professional activities are scholarly. In practice, scholarship can take many forms, such as attendance at local, national and international conferences, creative achievement in the arts, presenting papers, seeking peer feedback on projects, reading current books and professional journals, participation in colloquia, reviewing, collaborative and independent research projects, and writing for publication. What marks it as scholarly is the degree to which it results in substantive interaction with one's peers in the practice of the discipline. Some level of scholarly activity is essential for maintaining the currency that is indispensable to effective teaching.

AS 93-77/UARTP, Ex. 12 UNIVERSITY ARTP POLICY--AMEND SECTION 5.05

[Remaining text (subsections 5.05.A and B, 5.05.F.2.a and b, 5.05.F.4.a through f) as shown on pages 2-8 October 21, 1993, Academic Senate Agenda, with amendments, if any, adopted in AS 93-77A through AS 93-77E.]

AS 93-78/Ex. 1 UNIVERSITY ARTP POLICY AMENDMENTS--REFERENDUM

The Academic Senate refers the proposed amendments to Section 5.05 of the University ARTP policy adopted in AS 93-77 (UNIVERSITY ARTP POLICY--AMEND SECTION 5.05) to the faculty in a referendum.

y=32  
n=1  
Carried

93-77A Clarity of Expectations

AS 93-77/UARTP, Ex. 12 UNIVERSITY ARTP POLICY--AMEND SECTION 5.05

The Academic Senate approves subsection 5.05.F.1, the definition of "Scholarship and Creative Activities", wherein the Faculty approved definition of scholarship will be substituted for the existing list of examples of Scholarship and Creative Activities:

I. Definition of Scholarship or Creative Activity:  
Scholarship is an effort both to practice one's discipline and to share the work with one's peers. Practicing the discipline may be understood as creating, expanding, revising, refining, interpreting, synthesizing, evaluating or applying knowledge--or creating works of art in disciplines that encompass both art and the study of art. Such work can and should be manifested in all areas of a professor's activities--teaching, service, consultation--but not all worthwhile and necessary professional activities are scholarship. In practice, scholarship can take many forms, such as attendance at local, national and international conferences, creative achievement in the arts, presenting papers, seeking peer feedback on projects, teaching current books and professional journals, participation in colloquia, reviewing, collaborative and independent research projects, and writing for publication. What marks it as scholarship is the degree to which it results in substantive interaction with one's peers in the practice of the discipline. Some level of scholarly activity is essential for maintaining the currency that is indispensable to effective teaching.

### PRIORITY PLACEMENT OF PROGRAMS<sup>1</sup>

Each academic program is assessed on two dimensions. The first dimension describes the priority of the program in relationship to the criteria in PM 91-12. Each program is described as either:

- I. A program central to the mission of the University;
- II. A program central to the mission of the University, but with identifiable concerns in program need, program cost/efficiency, or program quality; or,
- III. A program appropriate for CSUS, but having less priority to the University or to its School, and/or with significant identifiable shortcomings.

The second dimension relates to the size of the program defined in terms of numbers of students (as a relative proportion of the University's overall headcount enrollment). Each program is also described as either:

- A. Program where student enrollment should be increased relative to the overall number of students in the University;
- B. Program where the student enrollment should be maintained relative to the overall number of students in the University;
- C. Program that should be considered for a modest decrease in student enrollment relative to the overall number of students in the University, but with the understanding that their critical mass should be maintained; or,
- D. Program that should be considered for substantial decreases in enrollment or program suspension or elimination.

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<sup>1</sup> Almost all programs described are degree programs leading to a Bachelor's or Master's degree or a credential. Degree programs that have officially approved concentrations are considered by concentration. Also included is coursework identified with a unique HEGIS code (e.g., the minor in Women Studies, coursework in linguistics). For the School of Education and School of Business Administration, also included are collections of coursework, not identified with their own HEGIS code, nor leading to a credential or degree program yet with recognized educational goals.

\*AS 87-82/Ex.

UNIVERSITY ARTP POLICY INTERPRETATION--  
SECTION 5.05.B (RELATIVE VALUES)

The Academic Senate adopts the following as an interpretation of Section 5.05.B:

This section shall not be read to prevent a primary unit from establishing the same relative value for each of its criteria besides teaching. Nor shall it be read to prevent a primary unit from declaring in its policies that excellent performance in terms of one or two criteria besides teaching will have the advantage of ordinary performance in terms of every criterion besides teaching.

11/12/87 Carried.

12/10/87 Approved by the President.

\*AS 87-83/UARTP, Ex., Flr.

UNIVERSITY ARTP POLICY  
INTERPRETATION --SECTION 5.05.B  
("PRIMARY")

The Academic Senate approves the following interpretation:

Within the context of University ARTP policy Section 5.05.B, the term "primary" means that the value assigned to the criterion "Competent Teaching Performance" is greater than the combined values of all the other criteria.

11/12/87 Carried.

12/10/87 Approved by the President.



11/4/93  
Distributed

TEACHING AND SCHOLARLY ACTIVITY AT CSUS--A PERSPECTIVE OF A SENIOR FACULTY MEMBER

Prof. Angus Wright, Department of Environmental Studies

My apologies to the Senate for offering this in written form, but as a former Academic Senator, I know there will be some appreciation for my not taking up your time by asking to appear on the floor. I am unable to attend today's meeting but nonetheless wanted to offer my perspective on the issue under discussion regarding future requirements for scholarly activity under University and School ARTP procedures.

I have been told by some faculty that they have hesitated to participate in this debate arguing for a continuation of present procedures because to do so is to risk being seen as a slacker. I have been around long enough to be identified as whatever it is I am, including immodest, and so I can presume to throw modesty aside and establish my credentials. I have provided a paragraph establishing these credentials at the end of this statement for anyone who feels this is relevant.

Through work with scholars from universities around the country, I am convinced that unrealistic expectations of junior faculty will soon result in our inability to attract enthusiastic and talented junior faculty members. Most faculty members who learn that I, like most CSUS faculty, teach a twelve unit load each semester with something on the order of a hundred students or more plus supervisory course responsibilities, are appalled. They are amazed that I engage in research and scholarly activities. Several very talented young people have expressed interest in teaching at CSUS until learning of this load. Among those are people now working as teachers or researchers at Stanford, Colorado State University, and UC Berkeley. We have much to offer here, but there are few who can imagine doing what they most want to do--serve as conscientious teachers--and also manage mandatory and significant research loads.

So how do those of who are active researchers, and, I hope, remain conscientious teachers, manage to do it? I would suggest that we take advantage of one or more possibilities. We may do less service to the university or community than others. We may choose to make major personal sacrifices, some of the cost of which is partially paid by spouses and children. We take advantage of having taught similar courses for many years so that preparation time is reduced. We take advantage of our weight in the department to arrange advantageous teaching schedules, sometimes at the expense of junior faculty members. We take advantage of our experience in finding grants and utilizing networks of contacts to facilitate our research. We spend less time than some of our junior faculty members counseling students. It is not realistic to believe that these strategies will change in significant ways given current constraints.

I believe that there are many of us who also implicitly or explicitly rely on other faculty members who are not such active researchers but who use their time reading broadly in the field or working in other creative and practical ways that help guide us and our students when our own more specialized work fails us. I know that I

take advantage of faculty members in at least three other departments in this respect, faculty members I consult with precisely because I know that their continued reading and practical experience informs them in ways that more active researchers do not enjoy.

In short, I believe that we work as a community in complementary ways, and that, especially given our work loads, the net result is positive. This is so in a way that could not be achieved by us as individuals all following the same strategies. We are able to give the students the benefit of different forms of intellectual and practical activity, and we are able to educate and support each other based on the diversity of our experience. This is especially appropriate at a diverse, metropolitan teaching university where we are not primarily in the business of reproducing people who will work as we work, as scholars and researcher.

It also seems obvious to me that the present proposal would create new burdens on junior faculty who are precisely those who often bear the burden created by the strategies of more senior faculty members. This would not only be unfair, but would tragically drive away those eager to join us at an institution justifiably proud of its unique contributions as a teaching university dedicated to serving a diverse community.

As one who has long heard and been often attracted by the "create the demands and the money will follow" ("build it and they will come") argument, I think this is hopelessly illusory. It has never worked yet--how long and eagerly we awaited that nine unit teaching load were all told was on the horizon. Can anyone take such expectations seriously who has any awareness of the future prospects of state budgets?

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Credentials

In 1993, I published a book with a major university press which has been favorably reviewed in major scholarly journals as well as newspapers and publications of environmental, social service, and religious organizations. The book has been adopted for classroom use at Rutgers, Cornell, Evergreen State, UC Berkeley, UCLA, and numerous other institutions, and has entered its third printing. I have authored various scholarly as well as popular articles, served as President and conference organizer for a scholarly association, organized numerous panels at national scholarly associations, presented dozens of invited lectures at universities ranging from five campuses of the UC system to small prestigious liberal arts colleges to Cornell University. I am presently working on three scholarly articles to appear in volumes organized by professors in economics and political science at Harvard University, the University of Manitoba, and Willamette University. I have lectured in Portuguese and Spanish to regional and national universities in Brazil, Mexico, and Nicaragua. I am working on a book length manuscript for the University of Texas Press and recently have been invited to submit proposals to the University of California Press and North Carolina University Press, on their initiative. I have received numerous grants to support my scholarly activity.