

1993 ACADEMIC SENATE RETREAT

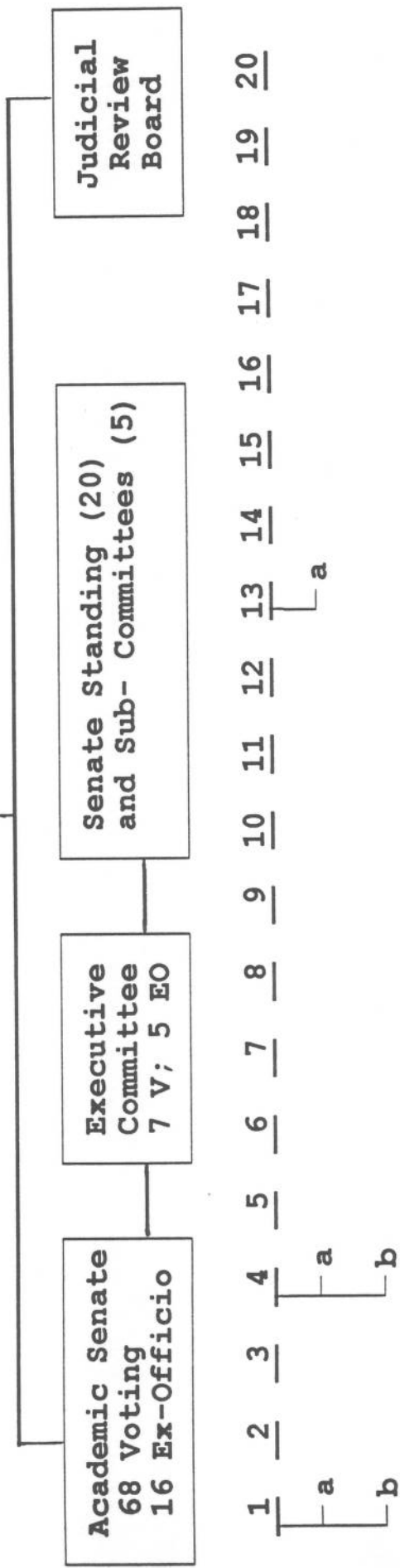
Wednesday, August 25, 1993
Vizcaya, 2019 21st Street

- 8:00- 8:45 ✓ Continental Breakfast
- 8:45- 9:00 ✓ Introductions
- 9:00- 9:15 ✓ Current Senate Structure/Function and Role and Responsibilities
- 9:15- 9:45 ✓ Role and Responsibilities of Senators
- 9:45-10:00 ✓ Break
- 10:00-12:00 ✓ **First Reading:** Proposed Amendments to the Constitution of the Faculty of CSUS and the By-Laws of the Academic Senate (aka: proposed changes to the structure/function of the Academic Senate)
- 12:10- 1:30 ✓ Luncheon
- 1:30- 2:00 ✓ Overview of Major Policy Issues for Academic Senate Action in 93-94:
Structure/Function; UARTP; Strategic Plan Themes; University Academic Plan; Program Review Process; Potential University Reorganization
- 2:00- 3:45 ✓ Round-Table Discussions (small group)--each small group is to spend approximately 15 minutes on each major policy issue identifying the key points/concerns Executive Committee members need to pay attention to
- 4:00 ✓ Adjournment

**ACADEMIC SENATE
CSU, SACRAMENTO**

President

Faculty



ACADEMIC SENATE (elected)

- A. Executive Committee (elected)
- B. Standing and Sub- Committees:
 1. Academic Policies Committee
 - a. Academic Standards Subcommittee
 - b. University Media Subcommittee
 2. Committee on Committees
 3. Committee on Diversity and Equity
 4. Curriculum Committee
 - a. Extended Learning Programs Subcom.
 - b. Interdisciplinary Studies Subcom.
 5. Elections Committee
 6. Faculty Affairs Committee
 7. Faculty Endowment Fund Committee
 8. Faculty Professional Development Com.
 9. Fiscal Affairs Committee
 10. General Education Committee (elected)
 11. General Education Course Review
 12. Graduate Policies and Programs Committee
 13. International Programs Committee
 - a. Study Abroad Programs Subcommittee
 - Library Committee
 14. Military Studies Advisory Board
 15. Research and Creative Activity Committee (appointed/elected)
 16. University Appointment, Retention, Tenure and Promotion Committee (elected)
 17. University Teacher Education Council
 18. University Writing Committee
 19. Visiting Scholars Committee
 20. Judicial Review Board (elected)

PURPOSE OF SENATES

AS 82-65/Ex. **RESPONSIBILITIES OF ACADEMIC SENATES WITHIN
A COLLECTIVE BARGAINING CONTEXT**

The Academic Senate endorses the CSU Academic Senate's statement on "Responsibilities of Academic Senates within a Collective Bargaining Context," AS-1217-81 (below):

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY AND COLLEGES**

AS-1217-81/EX
March 12-13, 1981

**ENDORSEMENT OF THE DOCUMENT ENTITLED "RESPONSIBILITIES OF
ACADEMIC SENATES WITHIN A COLLECTIVE BARGAINING CONTEXT"**

WHEREAS, AS 1091, The California Higher Education Employer-Employee Relations Act (HEERA) was enacted on September 13, 1978; and

WHEREAS, The enactment of the collective bargaining legislation necessitates a clarification of the role of academic senates and councils within a collective bargaining context; therefore be it

RESOLVED: That the Academic Senate of The California State University and Colleges endorse the attached document on "Responsibilities of Academic Senates within a Collective Bargaining Context."

Approved unanimously May 8, 1981.

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Attachment to: AS-1217-81/EX

**RESPONSIBILITIES OF ACADEMIC SENATES WITHIN
A COLLECTIVE BARGAINING CONTEXT**

I. Collegiality and Collective Bargaining

On September 13, 1978, Governor Edmund G. Brown, Jr. signed into law AB1091, The California Higher Education Employer-Employee Relations Act (HEERA). (Education Code Section 3560, et. seq.) This legislation provides faculty members of the CSUC an opportunity to determine whether they wish to be represented by an exclusive agent in negotiations on "wages, hours of employment, and other terms and conditions of

employment" (HEERA, Section 3561, r.). This section of the Education Code also specifies the intent of the Legislature to preserve, under collective bargaining, traditional shared governance mechanisms, including consultation, and the principle of peer review in faculty personnel decisions. These intentions are expressed in Section 3561 b. of the HEERA, which reads as follows:

The Legislature recognizes that joint decision-making and consultation between administration and faculty or academic employees is the long-accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of such institutions, and declares that it is the purpose of this act to both preserve and encourage that process. Nothing contained in this chapter shall be construed to restrict, limit or prohibit the full exercise of the functions of the faculty in any shared governance mechanisms or practices including the Academic Senate of the University of California and the divisions thereof, the Academic Senates of The California State University and Colleges, and other faculty councils, with respect to policies on academic and professional matters affecting The California State University and Colleges, the University of California, or Hastings College of the Law. The principle of peer review of appointment, promotion, and retention, and tenure for academic employees shall be preserved.

This document has been prepared to describe the respective responsibilities of the Academic Senate of the CSUC and of local Senates or Councils in this collective bargaining context. The relationships, functions, and responsibilities proposed in this document reflect consideration of HEERA, the Constitution of the Academic Senate of The California State University and Colleges and tradition and practice in the CSUC.

II. The Traditional Role of the Academic Senate in the CSUC

The Trustees of the California State Colleges approved the Constitution of the Academic Senate on March 8, 1963. Prior to this a majority of the voting faculty at each of a majority of the college campuses had approved the document. Encouragement for the establishment of the systemwide Academic Senate, as well for the creation of an Academic Senate on each campus, came from the Chancellor, members of the Board of Trustees and the California Legislature. The 1961 Legislature adopted Senate Resolution No. 98 and Assembly Concurrent Resolution No. 78 requesting the Trustees to establish an Academic Senate at each college "wherein the faculty members shall be freely elected by their colleagues for the purpose of representing them in the formulation of policy on academic and professional matters."

Senate Resolution No. 20, which resolved that the Trustees consider establishing an Academic Senate for the CSUC system, was under discussion in the Senate Rules Committee when the Senate was created in 1963.

An examination of the Constitution of the Academic Senate CSUC, as approved by the Board of Trustees, reveals the official purposes of the Senate:

It shall be the purpose of the Academic Senate of The California State University and Colleges to serve as the official voice of the faculties of The California State University and Colleges in matters of systemwide concern; to consider matters concerning systemwide policies and to make recommendations thereon; to endeavor to strengthen the Senates and Councils of the several colleges; and to assume such responsibilities and perform such functions as may be delegated to it by the Chancellor or the Trustees of The California State University and Colleges.

Senate participation in academic, professional, and administrative matters during the 18 years of its existence evidences a tradition of shared governance in the CSUC and suggests appropriate responsibilities for the Senate under HEERA. The collective bargaining act makes explicit provision for the preservation of this tradition and mandates continuing senate involvement in academic and professional matters. (See HEERA, Section 3561 b., cited above.)

III. Academic Senate Participation in Systemwide Governance

The Academic Senate shall continue to serve as the official voice of the faculties in systemwide academic and professional matters (the Constitution of the Academic Senate CSUC, Article 1, Section 1 a.).

The Academic Senate shall be the formal policy-recommending body on such matters and shall also be the primary consultative body on the academic implications of systemwide fiscal decisions. Normally, recommendations of the Academic Senate shall be addressed to or through the Chancellor.

In respect to systemwide governance, the Academic Senate endorses the following principles:

- A. Criteria and standards to be used for the appointment, promotion, evaluation, and tenure of academic employees shall be the joint responsibility of the Academic Senate and the Board of Trustees of The California State University and Colleges (HEERA, Section 3562 r.). (Criteria and standards determined jointly by the Academic Senate CSUC and the Board of Trustees shall be considered minimal; campus senates/councils may recommend additional criteria and standards.)
- B. The Academic Senate of The California State University and Colleges shall be consulted on the creation of systemwide and intersegmental committees, conferences, or task forces designed to deal with educational, professional, or academically-related fiscal matters, including the charge and composition of such bodies. The Academic Senate shall be responsible for the selection of faculty representatives to serve on or participate in such bodies.

- C. The Academic Senate of The California State University and Colleges shall be the formal policy-recommending body on general, systemwide policy decisions related to the following matters:
- 1) minimum admission requirements for students;
 - 2) minimum conditions for the award of certificates and degrees to students;
 - 3) curricula and research programs;
 - 4) minimum criteria and standards to be used for programs designed to enhance and maintain professional competence, including the awarding of academic leaves;
 - 5) systemwide aspects of academic planning.
- D. The Academic Senate of The California State University and Colleges shall be consulted on the following:
- 1) systemwide aspects of program review;
 - 2) systemwide aspects of the basic direction of academic support programs;
 - 3) systemwide policies governing the appointment and review of presidents and academic administrators;
 - 4) policies governing the appointment and review of systemwide executive officers and academic administrators.

The Academic Senate of The California State University and Colleges shall not participate in the process of collective bargaining. Normally, matters affecting wages, hours of employment, and other terms and conditions of employment shall not be considered by the Academic Senate. The Academic Senate shall endeavor to ensure that educational and professional matters do not become subjects of bargaining.

IV. Campus Senate/Council Participation in Governance

The Academic Senate of The California State University and Colleges shall have no authority over those matters delegated to the individual campuses by the Chancellor or by the Board of Trustees of The California State University and Colleges. Furthermore, nothing in this document shall be construed to impair the right of academic senates and councils of the several campuses to communicate through appropriate channels with the Chancellor and the Board of Trustees, nor to diminish the authority of the campuses and their senates in campus matters of academic/professional criteria and standards.

Because joint decision-making and consultation between administrators and faculty is essential to the performance of the educational missions of The California State University and Colleges, the academic senate/councils of the campuses shall be the primary consultative bodies regarding educational and professional matters delegated to the individual campuses by the Chancellor or by the Board of Trustees of The California State University and Colleges and shall be consulted on fiscal matters which affect the instructional program.

In respect to campus governance, the CSUC Academic Senate endorses the following principles:

- A. Responsibility shall be vested in the faculty or its elected senate/council representatives for:
 - 1) approval of degree candidates;
 - 2) development of policies governing the awarding of grades.
- B. Through the campus academic senates/councils responsibility shall be vested in the faculty or its elected senate/council representatives for developing policies and making recommendations to the campus presidents on the following matters:
 - 1) criteria and standards for the appointment, retention, awarding of tenure, promotion and evaluation of academic employees including preservation of the principle of peer evaluation and provision for the direct involvement of appropriate faculty in these decisions;
 - 2) determination of membership in the General Faculty;
 - 3) curricular policies, such as admission and degree requirements, approval of new courses and programs, discontinuance of academic programs, and academic standards;
 - 4) faculty appointments to institutional task forces, advisory committees, and auxiliary organizations;
 - 5) academic standards and academic policies governing athletics.
- C. The academic senates/councils shall be the primary source of policy-recommendations to the campus president on decisions related to the following matters:
 - 1) establishment of campus-wide committees on academic or professional matters;
 - 2) the academic role of the library;
 - 3) academic awards, prizes, and scholarships;
 - 4) the academic conduct of students and means for handling infractions;
 - 5) development of institutional missions and goals.
- D. The academic senates/councils shall be consulted by the campus presidents concerning:
 - 1) the academic calendar and policies governing the scheduling of classes;
 - 2) policies governing the appointment and review of academic administrators.
- E. This outline of functions and responsibilities is intended to provide the essentials for a satisfactory system of shared governance but should not necessarily be viewed as a comprehensive enumeration of such functions and responsibilities.

STATEMENT OF COLLEGIALITY

Academic governance is a complex web of decision-making and responsibility that translates academic goals and values into university policy or action. Authority in the modern public university derives from two quite different sources: (a) from the power vested by law and administrative code in governing boards and administrators and (b) from the knowledge of the subject matter and from the pedagogic expertise of the faculty.

Collegiality consists of a shared decision-making process and a set of values which regard the members of the various university constituencies as essential for the success of the academic enterprise. It incorporates mutual respect for similarities and for differences--in background, expertise, judgments and assigned responsibilities; and involves mutual trust based on experience.

Collegial governance allows the academic community to work together to find the best answers to issues facing the university. Collegial governance assigns primary responsibility to the faculty for the educational functions of the institution in accordance with basic policy as determined by the Board of Trustees. This includes admission and degree requirements, the curriculum and methods of teaching, academic and professional standards, and the conduct of creative and scholarly activities. Collegiality rests on a network of interlinked procedures jointly devised, whose aim is to assure the opportunity for timely advice pertinent to decisions about curricular and academic personnel matters.

The governing board, through its administrative officers, makes sure that there is continual consultation with appropriate faculty representatives on these matters. Faculty recommendations are normally accepted, except in rare instances and for compelling reasons. The collegial process also recognizes the value of participation by the faculty in budgetary matters, particularly those directly affecting the areas for which the faculty has primary responsibility.

Central to collegiality and shared decision-making is respect for differing opinions and points of view, which welcomes diversity and actively sponsors its opinions. The collegium must be the last public bastion of respect for individuals, whether they are members of the faculty, students, staff, alumni, administration or Board of Trustees.

The Board of Trustees wishes to maintain the statewide Academic Senate and campus senates/councils separate and apart from collective bargaining. It is the intention of the Board to maintain its efforts to promote collegiality and to support the continuing efforts of the Academic Senate to preserve collegiality in The California State University.

ROLES AND RESPONSIBILITIES OF ACADEMIC SENATORS

I. ROLES

- A. Representative of a constituency
- B. Decision maker
- C. Policy analyst
- D. Liaison/messenger

II. RESPONSIBILITIES

A. To Self and Constituency

- 1. Actual Participation
 - a. In Senate meetings
 - b. In Senate/University committees
 - 1) a function of time, energy and interest
 - 2) a function of understanding the purpose of Senates (see *AS 82-65 "Responsibilities of Academic Senates Within a Collective Bargaining Context"*)
 - 3) a function of commitment to and concern for the academy (see *"Statement of Collegiality"*)
- 2. Voice (representation of views--how you vote)
 - a. Voting the wishes of your constituents (messenger)
 - b. Voting as an independent judge (your personal view)
 - c. Voting as a member of the whole University (the larger collective)
 - d. A combination of the above
- 3. Presenting Information
 - a. Read/study:
 - 1) Senate agenda
 - 2) Committee reports and related documents
 - 3) Executive Committee minutes (accessible on CSUSInfo-- campuswide information system)
 - b. Communicate/Discuss Information
 - 1) With constituents
 - 2) With Chairs
 - 3) With Deans
 - 4) With School Councils/committees

B. To One's Colleagues in the Senate

1. Careful preparation
 - a. A function of time, energy and interest
 - b. Prepare to help other Senators
 - c. Identify issues and arguments
 - d. Develop one's own position/position of constituents
2. Providing specialized knowledge
 - a. From background in one's own department or school
 - b. From participation on Senate committees
 - 1) Greater familiarity with work of committee in general
 - 2) Making certain legislation "one's own" and mastering it--the floor leaders
3. Expressing oneself clearly and carefully
 - a. Windy rhetoric does not persuade--most legislative speech does not change votes
 - b. The sort that does:
 - 1) Commands facts
 - 2) Weighs alternatives
 - 3) Offers plausible reasons for a particular choice
 - 4) Comes from someone whose performance in the Senate generally entitles him or her to be taken seriously
4. Knowing how to operate in the Senate
 - a. The rules
 - 1) Sources
 - a) Constitution
 - b) By-laws
 - c) Robert's Rules (see *Attachment*)
 - b. Politics
 - 1) Cultivate cordiality
 - 2) Avoid speech that wounds
 - 3) Realize that the person who disagrees with you today may vote with you tomorrow
 - 4) Seek win/win solutions first and solutions that satisfy a majority second

C. To The University

- a. Policy development is based on and from the perspective of "the University" and not only one department
 - 1) Remember that we are a community of educators and not simply individual departments
 - 2) Each of us is a member of the University, a school, and a department and the three are to be interrelated and complementary

ROBERTS RULES AT A GLANCE

Type	Motion	Purpose	Second Required?	Debatable?	Amendable?	Required Vote	May Interrupt A Speaker
PRIVILEGED	24. Fix Time for Reassembling	To arrange time of next meeting —To dismiss the meeting To dismiss the meeting for a specific length of time —To make a personal request during debate To force consideration of a postponed motion	Yes	Yes-T	Yes-T	Majority	Yes
	23. Adjourn —		Yes	No	Yes-T	Majority	No
	22. To Recess		Yes	Yes	Yes-T	Majority	No
INCIDENTAL	21. Rise to a Question of — Privilege	To force consideration of a postponed motion To reverse the decision of the chairman —To correct a parliamentary error or ask a question To verify a voice vote —To suppress action To consider its parts separately —To modify or withdraw a motion To take action contrary to standing rules	No	No	No	Decision of Chair	Yes
	20. Call for the Orders of the Day		No	No	No	Decision of Chair	Yes
	19. Appeal a Decision of the Chair		Yes	No	No	Majority	Yes
	18. Rise to a Point of Order or — Parliamentary Procedure		No	No	No	Decision of Chair	Yes
	17. To Call for a Roll Call Vote		Yes	No	No	1/4	No
16. Object to the Consideration — of a Question	No	No	No	2/3	Yes		
15. To Divide a Motion	Yes	No	No	No	Majority	No	
14. Leave to Modify or Withdraw — a Motion	No	No	No	No	Majority	No	
13. To Suspend the Rules	Yes	No	No	No	2/3	No	
SUBSIDIARY	12. To Rescind	To repeal previous action —To consider a defeated motion again To consider tabled motion —To defer action To force an immediate vote —To modify freedom of debate To defer action —For further study To modify an amendment —To modify a motion To suppress action To introduce business	Yes	Yes	Yes	2/3	No
	11. To Reconsider —		Yes	Yes	No	Majority	No
	10. To Take From the Table		Yes	Yes	No	Majority	No
	9. To Lay on the Table —		Yes	No	No	Majority	No
	8. Previous Question		Yes	No	No	Majority	No
	7. To Limit or Extend Debate —		Yes	Yes	No	2/3	No
	6. To Postpone to a Certain Time		Yes	Yes	Yes-T	2/3	No
	5. To Refer to a Committee*		Yes	Yes	Yes	Majority	Yes
	4. To Amend an Amendment*		Yes	Yes	Yes	Majority	Yes
	3. To Amend* —		Yes	Yes	Yes	Majority	No
	2. To Postpone Indefinitely		Yes	Yes	Yes	Majority	No
	1. Main Motion		Yes	Yes	Yes	Majority	No

*No. 5 Should Include: 1. How Appointed? 2. The Number 3. Report When? Or to What Standing Committee

T—Time

*Nos. 3 and 4 by: 1. Inserting 2. Adding 3. Striking Out 4. Substituting 5. Striking Out and Inserting

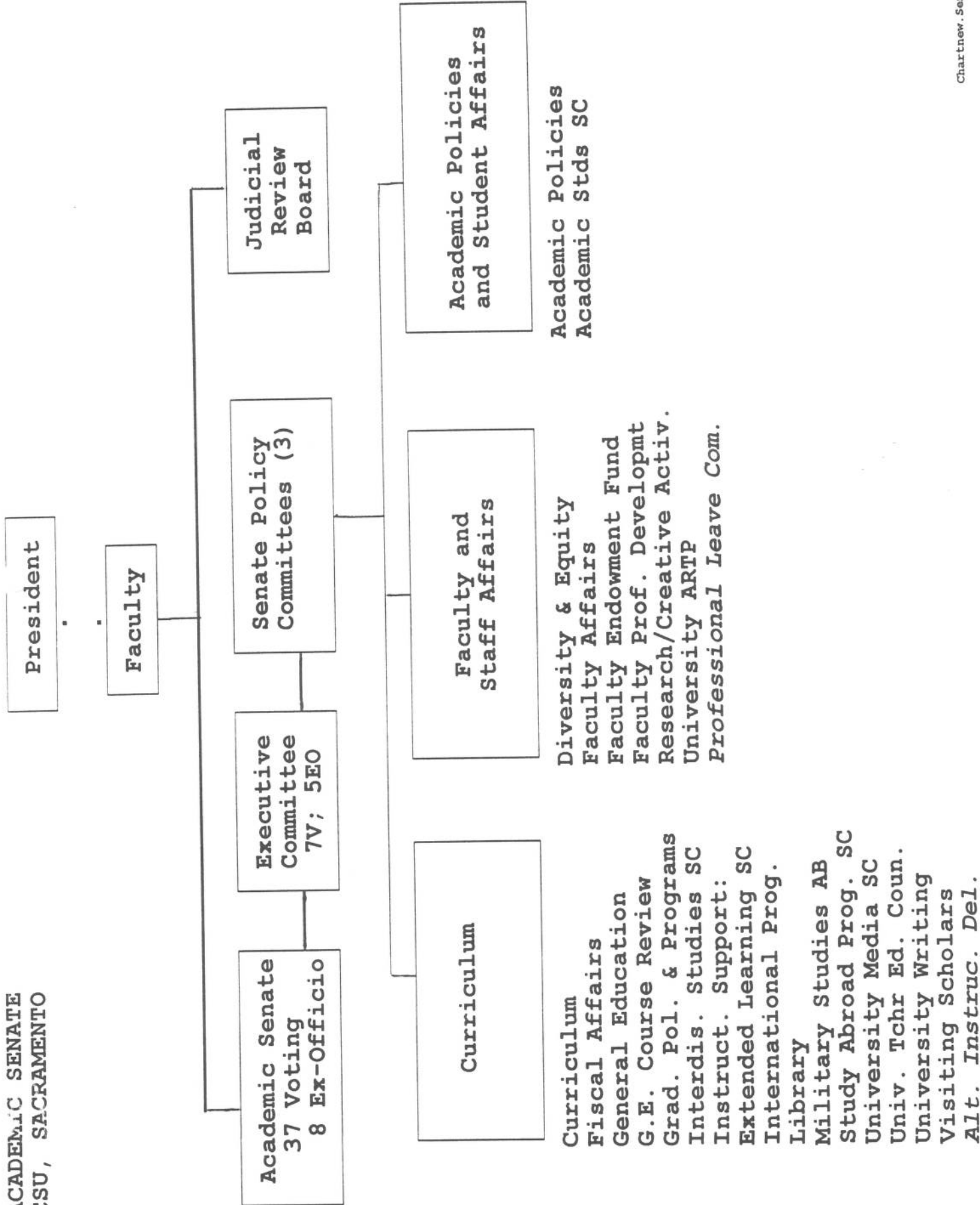
First Reading
The Main Questions for Discussion *

	<u>Proposed Action/ (Agenda Page)</u>
1. Shall the Senate Chair be elected at large by the Faculty?	AS 93-45F.2 (3) AS 93-45H.1 (5) AS 93-45H.2 (5) AS 93-45I (6)
2. Shall electing units changed from departments to schools?	AS 93-45G.1 (4) AS 93-45G.2 (4) AS 93-45G.3 (4)
a. Is there a relationship between the size of the Senate and its ability to function?	AS 93-45G.4 (4) AS 93-45G.6 (5) AS 93-46A (7)
b. What should be the nature of representation: Senate model vs. Assembly model	
3. Shall the committee structure of the Senate be changed?	AS 93-46C (7) AS 93-46C.1 (8) AS 93-46C.2 (8) AS 93-46C.3 (8) AS 93-46C.4 (8) AS 93-46B (7) AS 93-46B.1 (7) AS 93-46D (9)

*The main three questions include all proposed actions with the exception of the editorial changes and the following substantive changes:

AS 93-45A.2 (1), AS 93-45B.1 (1), AS 93-45B.2 (2), AS 93-45C (2),
AS 93-45F.4 (3), AS 93-45F.5 (3), AS 93-45F.6 (4), AS 93-45G.5 (5),
AS 93-45H.3 (5), AS 93-45H.4 (6), AS 93-45I (6)

**ACADEMIC SENATE
CSU, SACRAMENTO**



Academic Senate
37 Voting
8 Ex-Officio

Executive Committee
7V; 5EO

Senate Policy Committees (3)

Judicial Review Board

Curriculum

- Curriculum
- Fiscal Affairs
- General Education
- G.E. Course Review
- Grad. Pol. & Programs
- Interdis. Studies SC
- Instruct. Support:
- Extended Learning SC
- International Prog.
- Library
- Military Studies AB
- Study Abroad Prog. SC
- University Media SC
- Univ. Tchr Ed. Coun.
- University Writing
- Visiting Scholars
- Alt. Instruc. Del.

Faculty and Staff Affairs

- Diversity & Equity
- Faculty Affairs
- Faculty Endowment Fund
- Faculty Prof. Developmt
- Research/Creative Activ.
- University ARTP
- Professional Leave Com.

Academic Policies and Student Affairs

- Academic Policies
- Academic Stds SC