

Jan

1994-95
ACADEMIC SENATE
California State University, Sacramento

AGENDA
Thursday, February 23, 1995
Forest Suite, University Union
2:30-4:30 p.m.

INFORMATION

1. Moment of Silence:

EFRA C. ZOLLINGER
Staff Emeritus (Administrative Assistant)
CSUS 1954-1974

STANLEY W. PRETZER
Staff Emeritus (Business Manager)
CSUS 1950-1978

BONNIE SEARS
Staff Emeritus (Custodian)
1974-1991

2. Presentation of draft: "Achieving Institutional Effectiveness Through Assessment: The CSUS Plan 1994-1996" (Attachment A) -- Robyn Nelson, Coordinator, CSUS WASC Self-Study

3. Spring 1995 Schedule of Meetings (tentative):
March ~~9~~ 9, 16, 23, 30
April 6, 20, 27 (also 1995-96 Nominations)
May 4, 11 (also 1995-96 Elections), 18, 25

CONSENT CALENDAR

AS 95-11/FisA, CC, GPPC, Ex. PROGRAM CHANGES--GRADUATE

The Academic Senate recommends approval of the following program change proposals to:

- M.A. TESOL [FisA, 11/1/94; GPPC, 11/7/94; Ex, 2/14/95]:
Implement a 33-unit M.A. TESOL (Teaching English to Speakers of Other Languages) (Attachment B).

To RES. AGENDA

- M.A. in Government [FisA, 11/1/94; GPPC, 9/19/94; Ex, 2/14/95]:
1) Raise the minimum grade point average required for admission to 3.0 from 2.5, 2) set a minimum acceptable achievement level on the Graduate Record Examination of

50th percentile, 3) increase the required courses from 9 to 15 units; all students will take GOVT 200 (3 units), and then choose between GOVT 210 or 219, 230 or 240, 250 or 260, and 280 or 284, for a total of 15 units, 4) reduce from 12 to 6 the number of units from 100-level courses that may be offered toward the M.A.

- M.A. in Music--Performance Concentration [FisA, 11/29/94; GPPC, 12/5/94]:
 - 1) Add Plan C as an option for the M.A. in Music (Performance Concentration only) by adding MUSC 503 (Master's Project, Plan C) and 2) change Music 142 (Music Ensemble: Large Performance Groups), 2 units, from elective to required and decrease electives from 4 to 2 units.

To REG. AGENDA
AS 95-14/UARTP, Ex. ^{FIR} UNIVERSITY ARTP POLICY--AMEND SECTION 9.01

The Academic Senate recommends amendment of the University ARTP policy, as follows (underscore = addition) [Attachment C: University ARTP Committee recommendation and PM FSA 94-02]:

9.00 Evaluation

9.01 In General

A. ...

...

R. ...

S. Consistent with Section II.1 of Presidential Memorandum (PM) FSA 94-02 "Statement on Faculty Responsibilities and Professional Ethics," no faculty unit employee shall evaluate or participate in the evaluation of the performance of a faculty unit employee if he or she has an intimate relationship or a financial or contractual obligation with the employee under review, is a party to an unresolved disciplinary action or to an unresolved conflict with the employee under review that is substantial, longstanding, sharp, open and notorious, or has been the author of repeated, open and notorious acts of ill-will directed to the faculty unit employee subject to his or her evaluation.

ST. - ZAA.

REGULAR AGENDA

AS 95-10/Flr. MINUTES

Approval of the Minutes of the meeting of February 9 (#11), 1995.

AS 95-12/Ex. ^{FIR} UNIVERSITY ARTP POLICY--PRESIDENTIAL RESPONSE TO SPRING 1994 FACULTY REFERENDUM

The Academic Senate directs the University ARTP Committee to work with the Dean of Faculty and Staff Affairs to develop substitute language that is not "inherently subjective"

or open to "multiple interpretation" for each of the amendments to the University ARTP policy which were approved by the Faculty in the Spring 1994 referendum but were not accepted by President Gerth because of the language, i.e.:

5.05 Criteria for Retention, Tenure, and Promotion

B. Purpose of Evaluation for Retention, Tenure or Promotion

Evaluation is the act of ascertaining in each faculty unit employee seeking retention, tenure or promotion the presence to an acceptable extent of certain qualities and capacities. Generally speaking, these are: 1. breadth and depth of knowledge, 2. invention or creativity, and 3. an ability to investigate primary sources of understanding, to make and defend judgments and to articulate or otherwise present and apply them in an appropriate context.

E. No requirement not clearly and specifically stated and described in the discussion of Competent Teaching Performance, Scholarly or Creative Achievements, Contributions to the University or Contributions to the Community in a unit's ARTP document shall be applied to a faculty unit employee seeking retention, tenure or promotion.

6.06 Probationary Appointments

G Each primary unit shall make clear to each applicant for a probationary appointment at the time of interview the performance requirements for retention, tenure and promotion specified in the currently approved ARTP document of the unit, the secondary unit which evaluates the faculty unit employees in the primary unit, and the University.

AS 95-13, Ex. ^{FLR} UNIVERSITY ARTP POLICY--AMEND SECTION 3.01

The Academic Senate recommends amending Section 3.01.B.4 of the University ARTP document, as follows [underscore = addition]:

3.02 Duties and Procedures

A. ...

...

B. Procedural Reviews

1. ...

...

4. The policies and procedures submitted by a secondary level committee must be approved by a majority vote of the probationary and tenured faculty of the secondary unit acting in their own right ~~or by means of a faculty committee elected by them for the purpose~~ and a majority of departments in that school.

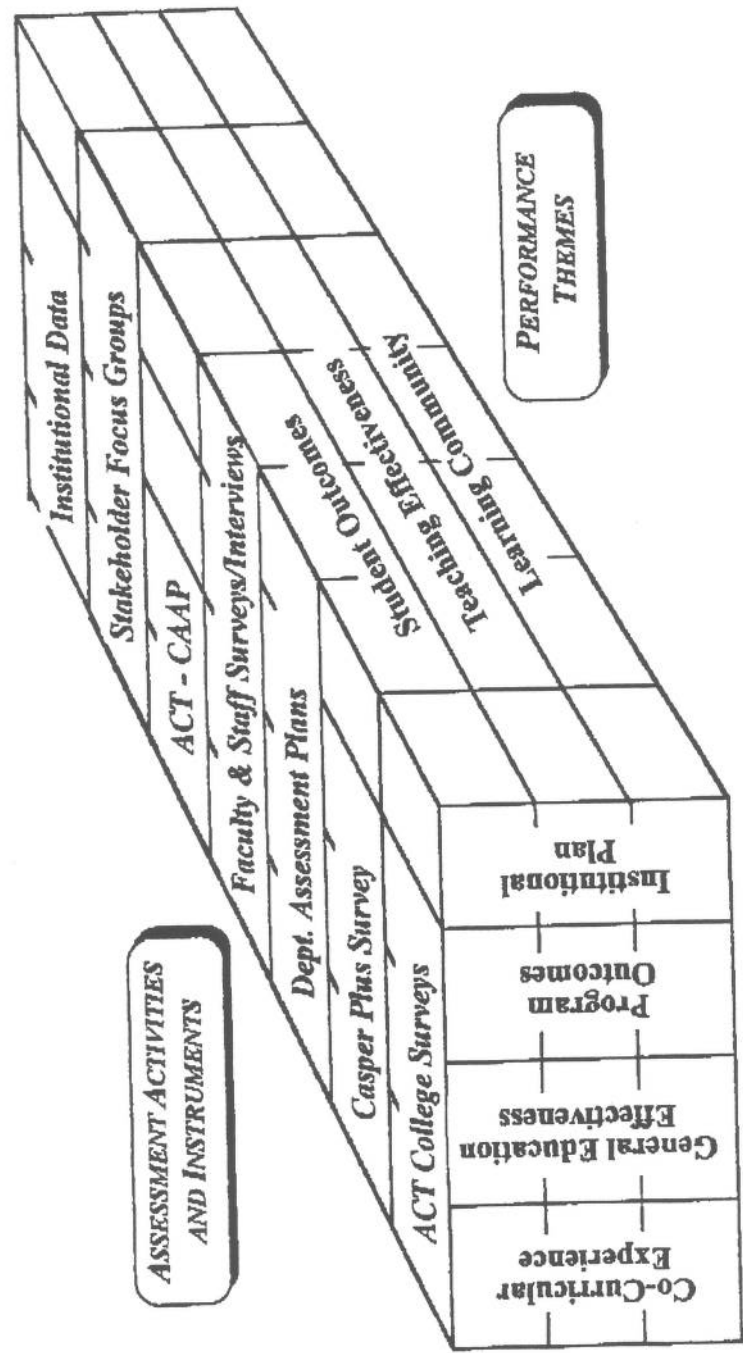
...

See Substitutes Carried

AS 95-14

AS 95-15 FLR. UARTP SEC 5.05.62 Carried unan.

**BUILDING A CULTURE OF EVIDENCE
THE EDUCATIONAL QUALITY CORNERSTONE**



Revised 2/14/95, T.E. Sandman

**A PLAN FOR ASSESSING TEACHING AND LEARNING
THE CSUS SELF-STUDY MODEL**

DRAFT

**ACHIEVING INSTITUTIONAL EFFECTIVENESS
THROUGH ASSESSMENT**

THE CSUS SELF-STUDY PLAN 1994-1996

A self-evaluating organization has been described as an organization constantly in conflict with itself. Such tensions are worth enduring only if as a result, institutions overcome their resistance to change and provide positive incentives for faculty members and administrators alike to become involved in using evaluation results to improve program and services.

--Southern Association of Colleges and Schools 1989

Introduction

As required by the Western Association of Schools and Colleges (WASC), California State University, Sacramento has developed a plan which uses assessment techniques to **build a culture of evidence** to support institutional and program decisions, budget setting, and claims of quality and effectiveness and demonstrates accountability to a concerned public. The plan includes both the implementation of mechanisms for on-going institution-wide and program level assessment, as well as approaches arising out of the desire for a more meaningful "self-study". While all nine WASC accreditation standards will be addressed during the self-study process, the following narrative describes the CSUS Self-Study Plan as it relates to the assessment initiatives and the revised accreditation standards.

We propose to study teaching and learning at CSUS by looking at three aspects of the educational experience: the perception of the **learning community**, selected undergraduate **student outcomes**, and characteristics of an **effective teaching-learning** experience.

The development of the plan for assessing student learning and achievement was accomplished by a Steering Committee comprised of 17 faculty, 4 students, 3 staff, 2 alumni and 7 administrative representatives. In addition, three smaller subcommittees were formed to propose methodologies to study the learning community, teaching effectiveness, and student outcomes. Self-study activities and on-going discussions have been and will continue to be available "on-line" and in campus publications to fully engage the campus community in the self-study process; a process designed to **increase institutional sensitivity** about the importance of assessment while developing an organizational culture which values critical questioning.

The Plan

WASC Standard 2.C. calls for evidence that **the institution has developed the means for evaluating how well, and in what ways, it is accomplishing its purposes as the basis for broad-based continuous planning and evaluation.**

In 1992 the University adopted a policy statement on Assessment. The policy sets forth a **working definition** of assessment and a University-wide, unit based **process of on-going assessment** to improve the educational program at CSUS. This policy statement served as the basis for designing the self-study process.

A **census** of existing institutional data completed in 1991 and available through the Office of Institutional Research is being updated. This census represents the efforts of schools and departments to collect and compile data on aspects of the programs offered at CSUS. These data sources in combination with several newly adopted on-going data collection methods and specially designed assessment processes will be assembled, interpreted, disseminated, and presented in relation to institutional plans and decisions for improving program quality.

New mechanisms for gathering evidence will include: surveys of graduating seniors, continuing students, and alumni to include satisfaction with the teaching and learning experience at CSUS; a standardized test to measure competency in a selected area of General Education; a survey and telephone follow-up of withdrawing students; random satisfaction questioning using *Casper Plus*; development of plans for outcome assessment in the majors; survey and focus-group discussions on the perception of the learning community among faculty, students and staff; and focus-group discussions with faculty and students on the educational experience at CSUS. These will be addressed in more detail in the following sections.

WASC Standard 4.B.4 calls for **faculty of the accredited institution, as a whole, [to have] primary responsibility for...using assessment results in improving the general education program.** Assessment of the **general education** program at CSUS will include four dimensions: a) the process used by the General Education Committee to ensure that the skills and attributes desired are being taught in the GE courses (course syllabi review, race and ethnicity survey); b) an analysis of transcripts of a random sample of students to determine the GE experience given the distribution-based curricula; c) use of selected standardized measures to determine if students possess the desired **skills and attributes of GE** (Writing Proficiency results and one component of the ACT-CAAP); and d) **student satisfaction** with the GE experience (ACT College Survey).

WASC Standard 4.F.5. requires evidence that **the institution engages in periodic review of program and departmental quality...based on current qualitative and quantitative data which attempt to assess strengths and weaknesses in achieving program purposes and projected outcomes.** As noted earlier, CSUS adopted an assessment policy in 1992. Beginning with programs up for **Academic Program Review** in 1995-96, each academic unit must address and document the quality of the students' education through an **assessment process.** The assessment plan must include: the articulation of the methods and criteria by which the assessment will be conducted; and the expected outcomes for the students, including critical thinking, writing and problem solving.

WASC Standard 7.A.1. requires that **the institution makes provision for meeting those identified needs, building an academic community that significantly involves its various populations.** This standard relates to the intent of the remaining areas of assessment designed by the Steering and Subcommittees--the nature of the learning community at CSUS and the effectiveness of the educational experience in meeting the needs of the diverse student population. Standard seven addresses commitment to student academic and self-development and an active understanding of the interrelated elements of the learning environment. Specific assessment of the University populations will be as follows:

Students. The campus will be implementing an on-going survey of Graduating Seniors beginning Spring 1995. The **ACT College Outcomes Survey** will be used with the addition of 30 local questions addressing the educational experience at CSUS including characteristics of effective courses, the perception of community, and an appreciation for diversity.

Another component of the institution-wide assessment will include follow-up with mail and telephone surveys to withdrawing or non-returning students. Particular attention will be paid to factors, such as ethnicity, socioeconomic status or special needs, which may be impacting on continuation at CSUS.

Based on data received from the above surveys, focus-group discussions will be conducted with selected student groups to validate the findings and propose the campus response and direction. This data will also be compared to the Student Needs and Priorities Survey completed by the CSU System in 1994.

A students-at-large survey on their perception of the learning community may be done through the *Hornet*. Of particular interest will be a question asking what they would tell a potential CSUS student about campus life?

An annual **survey of Alumni** will be conducted by the Office of Institutional Research in collaboration with the University Affairs Office and the Alumni Office to determine the

satisfaction level of alumni with the educational experience at CSUS and to identify sources for employer feedback. Alumni data are an important part of the program assessment plans and this activity will be coordinated with the programs up for review.

Faculty. Surveys and interviews to explore faculty respect for **diversity**, faculty attitudes and practices contributing to an **effective teaching** experience, and perceptions of the **learning community** will be conducted. These results and data from 90 interviews with faculty on teaching conducted by an anthropology student will serve as the basis for faculty focus-group discussions to respond to the data. Representative faculty (i.e., Academic Senate, Steering Committee, etc.) will validate and verify the findings, propose recommendations and draw conclusions which will be reflected in the self-study document.

Staff. All staff will be asked how they view their role in the learning environment and their perceptions of the campus climate. Themes will be identified and staff will have an opportunity to validate and respond to the findings through focus-group discussions.

Conclusion

Assessment involves a process of continuously evaluating and improving current programs, encouraging innovations, and evaluating each innovation's effectiveness toward enhancing and improving teaching and enriching and improving student learning. This CSUS Plan engages our campus in a dynamic process which involves more than just data collection. Implementation of the plan will include opportunities for dialogue and open discussions of the findings, and review of and suggested revisions to the self-study narrative by the campus community. As a result of this self-study process, the University will hopefully experience a sense of shared purpose and be able to respond to the demand for accountability in higher education. More importantly the University will be able to report to the stakeholders and its publics on the effectiveness of the educational experience at CSUS.

FLOWCHART OF IMPLEMENTATION PROCESS

DATA COLLECTION

Questionnaires

Existing Data

- Faculty
- Staff
- Students
- Alumni

DATA FROM QUESTIONNAIRES GIVEN TO FOCUS GROUPS

- Faculty
- Staff
- Students

**FOCUS GROUPS (Faculty, Staff, Students)
GENERATE NEW DATA BASED ON
DATA FROM QUESTIONNAIRES**

**FOCUS GROUP DATA AND QUESTIONNAIRE DATA
GIVEN TO STEERING COMMITTEE FOR ANALYSIS**

**STEERING COMMITTEE GENERATES SELF-STUDY
DOCUMENT FOR DISSEMINATION TO
DEPARTMENTS, SENATE, ALUMNI, STUDENTS, ETC.**

FEEDBACK TO STEERING COMMITTEE FOR FINAL DISPOSITION



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-4036

MEMORANDUM

DATE: November 1, 1994

TO: Charlotte Cook, Chair
Graduate Policies and Programs Committee

FROM: *Robyn Nelson*
Robyn Nelson, Chair
Fiscal Affairs Committee

SUBJECT: M.A. TESOL Program

On November 1, 1994, the Fiscal Affairs Committee accepted the attached fiscal impact report for the M.A. TESOL Program.

If you have any questions, please call me at x7243.

RN/CD

Attachment

cc: Cirenio Rodriguez, Assistant Vice President for Academic Affairs
Chair, Curriculum Committee

Sylvia Navari, Chair, Academic Senate

Vernon Hornback, Chair, English Department

William Sullivan, Dean, School of Arts and Sciences

FISCAL AFFAIRS COMMITTEE IMPACT STATEMENT FOR THE M.A. TESOL PROGRAM

New Program Proposal

The English Department TESOL Committee faculty propose to implement the 33-unit M.A. TESOL (Teaching English to Speakers of Other Languages) degree in 1995-96. The program has been approved by the CSUS campus and was projected on the Master Plan in 1993 by the Chancellor's Office. For the past four years students have been enrolling in the M.A. in English with TESOL concentration, a 30 unit program. Approximately 15 students graduate each year currently with the M.A. The department believes there are approximately 80 students in the concentration. The proposal projects that 18-22 students will graduate per year over the next five years, with 30 students in the 200-level courses. A comparison of the existing MA English and the proposed MA Tesol follows:

Existing MA English (30 units)

Pre-Requisites (15-18 units)

120A Advanced Composition
110J Traditional Grammar or Trad. Grammar Exam
110A Intro to Linguistics

Engl 140, 150, 145B or C

One year of foreign language study or non-native speaker (TOEFL 600)

Required Courses and Electives (27 units)

200D Methods & Materials: TESOL
215A Reading & Vocabulary Acquisition or
215B ESL Writing
215C Pedagogical Grammar
215D Pedagogy of Spoken English
410B Internship: Tutoring ESL

Proposed MA TESOL (33 units)

Pre-Requisites (18-21 units)

120A Advanced Composition
110J Traditional Grammar I or Trad Grammar Exam
110A Intro to Linguistics
110P Intro to Second Lang. Acquisition**

3 courses in TESOL-related areas (ling., pedagogy, lit, etc.)
One year of foreign language study or non-native speaker (TOEFL 600)

Required Courses and Electives (30 units)

200D Methods and Materials: TESOL
215A Reading & Vocabulary Acquisition or
215B ESL Writing
215C Pedagogical Grammar
215D Pedagogy of Spoken English
410B Internship: Tutoring ESL
210B Sociolinguistics
210G Second Language Acquisition

2-200-level electives in English; 2 elective courses by advisement (100-, 200-, or 400-level courses)
Culminating Experience (3u)

2 elective courses by advisement (100-, 200-, or 400-level courses)**
Culminating Experience (3u)

598T Comprehensive Exam

598T Comprehensive Exam or by permission of advisor
500 Thesis or
502 Project

**Additional resources being requested to meet this requirement.

Analysis

The M.A. Tesol has a prerequisite of 3 additional units of upper-division linguistics; English 110P, Introduction to Second Language Acquisition. The department anticipates the need for an additional section of this course each semester (3 WTU, .25 FTEF/semester). Although some students in the program may arrive with a comparable course from undergraduate linguistics programs, the course is also being requested by the Credentials Committee for inclusion in the English Designated Subject Credential Program. The course will also be offered during Summer and Winter Intersections through RCE to meet the in-service education needs of post-graduate teachers.

The M.A. TESOL also requires one additional course (3 units) at the 100-, 200- or 400-level. This requirement has frequently been handled as an overload by TESOL faculty through a 299. The program faculty are proposing a new 400-level course for supervised interns in ESL in adult school and community college settings as one option for this additional elective. This will result in an additional 3WTU, .25 FTEF per semester, if approved.

The program is also requesting 3 units (.25 FTEF) of assigned time each semester to administer/coordinate the program and at a future date would like an additional 3 units (.25 FTEF) each semester of assigned time for advising of TESOL students. In the Fall 1993 the TESOL coordinator carried 5.5 units of overload to meet the advising, coordination, 299 supervision, and culminating requirements.

Conclusion

The M.A. TESOL was ranked as category IA in the University Academic Plan, central to the mission of the University and should be permitted to grow in order to meet high student demand and to respond to the needs of the service region. A new .5 FTEF (6 units/semester) for Fall 1994 was allocated to the department. However, given the needs of Certificate and Supplemental Authorization and pre- and in-service credential candidates, the position will not be sufficient to meet the long range needs of the M.A. TESOL. A full-time (1.0 FTEF, 12 WTU each semester) is

being requested by the program; .5 FTEF for teaching and .5 FTEF for advising and coordination. The need for .5 FTEF to handle the additional 110P section per semester and the proposed 400-level supervision course per semester appears to be justified by the curriculum and current maximum enrollment of existing offerings. The .5 FTEF for advising and coordination of 18-22 graduates per year and up to 80 students at different points in the program may be excessive. Coordinators frequently receive 3 units per semester for both coordination and advising. If the TESOL faculty received workload credit for supervision of internships and culminating requirements, the additional .25 FTEF may not be needed.



California State University, Sacramento
SACRAMENTO, CALIFORNIA 95819-6036



California State University, Sacramento
SACRAMENTO, CALIFORNIA 95819-6032

MEMORANDUM

DATE: December 7, 1994

TO: Sylvia Navari, Chair
Academic Senate

FROM: *William A. Dillon*
William A. Dillon
Presiding Member
University ARTP Committee

SUBJECT: Section 9.01 of the statement of University ARTP policy

California State University, Sacramento
8000 J Street
Sacramento, California 95819-6036

DEC 8 - 1994

Academic Senate Received
413

PM FSA: 94-02
Supersedes PM 91-15

MEMORANDUM

May 12, 1994

TO: All Faculty

FROM: *D.L. Wagner*
David L. Wagner, Dean
Faculty and Staff Affairs

SUBJECT: Statement of Faculty Responsibilities and Professional Ethics

Attached is a copy of PM FSA: 94-02, the Statement on Faculty Responsibilities and Professional Ethics. This statement was developed and recommended by the Academic Senate and approved as University policy by President Gerth and is an important reminder of our responsibilities to the public, to our students, and to each other. Questions regarding interpretation or application of this policy should be addressed to me.

DLW:mlk

Attachment

cc: President Gerth
Vice President Koester
Administrative Council
Associate Deans

9.00 Evaluation
9.01 In General
A. ...
... R. ...
S. Consistent with Section II.1 of Presidential Memorandum (PM) FSA 94-02 "Statement on Faculty Responsibilities and Professional Ethics," no faculty unit employee shall evaluate or participate in the evaluation of the performance of a faculty unit employee if he or she has an intimate relationship or a significant financial or contractual obligation with the employee under review or is a party to an unresolved conflict with the employee under review about scholarly, pedagogical or other matters.

SI. - ZAA.

This amendment provides that a part of the "Statement on Faculty Responsibilities and Professional Ethics", Presidential Memorandum (PM) FSA 94-02, will henceforth appear in the statement of University ARTP policy. Once included in the document, it may, at a unit's discretion, be given effect by various means. Even if no unit chooses to employ such means, the amendment will be available to individual faculty as a basis of grievance. The Committee hopes that including this amendment in the document will further discourage the behavior that the source of the amendment proscribes.

WD/jlm

THE CALIFORNIA STATE UNIVERSITY

THE CALIFORNIA STATE UNIVERSITY

STATEMENT ON FACULTY RESPONSIBILITIES AND PROFESSIONAL ETHICS

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 for 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.

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 policies, 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 and/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 providing assistance to pre-college educational institutions and to other community organizations, serving as an officer in professional groups, or other service that draws on the faculty's professional expertise.
- F. Membership on the tenured or probationary 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 full-time 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 faculty of this policy. Allegations of breach of professional ethics once brought to the attention of the responsible University administrator will be investigated.

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 or participating in decisions regarding other members of the campus 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 staff or "assigned time" to faculty;
 - Distributing professional development funds, including travel money.
 2. Establishing a significant financial or contractual obligation with another member of the campus community when the possibility exists that one member may have influence over the other's evaluation or hiring.
 3. Choosing whom to credit for significant contributions to one's research/scholarly activity.
 4. Revealing confidential, sensitive or negative information regarding any member of the campus community.
- A member of the faculty who is found, after an investigation, to be in violation of the tenets of professional ethics or not to have met their professional responsibilities 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"]

A D D E N D U M

1987 American Association of University Professors
Statement on Professional Ethics

I. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

II. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

III. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

IV.

As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

V.

As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Fernando Ostiguy

Substitute motion for AS 95-12

Resolved: The AS expresses its dismay over the failure of the Administration to express its objection in a timely manner to the proposed language of sections 5.05. B, 5.05. E, and 6.06 of UARTP Policy; and be it further

fails

*Substitute
4=24
7=7
agreed
Carried*

^{AS 95-12}
Resolved: The AS requests that the administration work with the UARTP Committee to come to a better understanding of the meaning of the proposed amendments and develop language that clarifies that meaning.

Substitute motion for AS 95-13

*95-15
Kandi!
Ostiguy
Carried
unan.*

Resolved:

The Academic Senate affirms that the decision of the faculty referendum to revise UARTP section 5.05 G.2 to prohibit secondary ARTP Committees from using criteria and values different from the primary unit, and be it further

Resolved:

The Academic Senate, under the provisions of Article 1, Section 5 of the Constitution of the faculty request that the Chair of the Academic Senate call a General Meeting of the Faculty to discuss the matter of the President's rejection of UARTP amendments recommended by faculty referendum and other matters related to campus governance; and be it further

Resolved:

The Academic Senate requests that the President attend the General Faculty meeting to engage in the aforementioned discussion.

PRESENTATION TO THE ACADEMIC SENATE
DELIVERED BY SCOTT FARRAND
FOR JUANITA BARRENA
FEB. 23, 1995

I regret that I will not be able to attend today's Senate meeting because of an out-of town commitment. It is not my style to make a statement of opposition without facing the individual or group whose position I am opposing. However, since the Senate is taking up the matter of the President's responses to the faculty referendum on UARP amendments. I may have no other relevant context in which to comment on them or suggest alternatives to AS 95-12 and 95-13. And so, I have asked Scott Farrand to make this presentation on my behalf.

I consider the President's responses to the Faculty referendum on UARTP amendments an aggression on the established governance processes of the University, and perhaps more importantly, a rejection of the traditional role of faculty in the development of policies pertaining to retention, tenure and promotion.

It seems that we must be reminded that primary responsibility for the development of policy on professional matters is vested in the faculty, not only by our local Constitution, but by systemwide policy. The "Statement of Collegiality" adopted as systemwide policy by the Board of Trustees in 1985 affirms this role as follows"

"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. This includes admissions and degree requirements, the curriculum, and methods of teaching, academic and professional matters, and the conduct of creative and scholarly activities."

The "Statement" goes on to say, "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"

On this campus, the procedures we have jointly devised are stated explicitly in the Constitution of the Faculty and the By-Laws of the Academic Senate. To assure "timely advice" and recognizing that collegiality consists of a "shared decision making process" (from the Statement of Collegiality); our Constitution includes academic administrators in the membership of the faculty and provides for administrative membership on the Senate and on virtually all of its committees. Given this arrangement, how can it be that, after almost a full year of deliberations in Committee and in the Senate, the President finds it necessary to reject, outright, three of the six recommendations and part of a fourth, because they were "unclear" and "open to multiple interpretations". Doesn't anyone in the administration read the agenda and minutes of

Committees and the Senate? Is there no communication between representatives of the administration and the President? Are representatives of the administration prohibited from providing advice in a "timely manner"? Or are administrative representatives simply charged with supervising the work of faculty on Committees and in the Senate in the same way that parents supervise children playing in a sandbox. Can anyone recall a single instance in UARTP Committee, the Executive Committee, or the Senate, when a member of the administration expressed concern or objection regarding the language of the proposed amendments? I don't. Is this an example of how "shared governance" works on this campus-- the faculty makes a recommendation and the administration says yes or no". If so, it is a model that is contrary to the principle of collegiality. Again, to quote from the "Statement of Collegiality", "Collegial governance allows the academic community to work together to find the best answers to issues facing the University."

The President's acceptance of only one of six recommendations decided by the faculty referendum, a recommendation that he says he approves because it adds nothing, and his rejection of all others in the absence of any public expression of objection beforehand, is proof positive that we are not "working together".

AS 95-12 calls for the UARTP Committee to work with the Dean of Faculty and Staff Affairs to develop substitute language for the rejected amendments. As written, the resolution suggests that the Committee and the Senate failed to work with that Office beforehand, and that is certainly not the case. Therefore, I would suggest that the Senate adopt a substitute motion as shown in a handout to be distributed. Specifically, I suggest the following substitute:

Resolved: The AS expresses its dismay over the failure of the Administration to express its objection in a timely manner to the proposed language of sections 5.05. B, 5.05. E, and 6.06 of UARTP Policy; and be it further

Resolved: The AS requests that the administration work with the UARTP Committee to come to a better understanding of the meaning of the proposed amendments and develop language that clarifies that meaning.

The matter of the President's rejection of the proposed amendment to section 5.05. G. 2, that would prohibit secondary level committees from imposing criteria and standards different from those established by primary units, is of much greater concern. In this case, the President's action constitutes a flagrant disregard for the "original power" of the faculty and the system of governance on this campus established by the Constitution of the Faculty. Our Constitution declares that the faculty, as a whole, "remains at all times in possession of the original authority and power of the organization", and that only by constitutional provision can power be delegated to a subunit of the faculty. The only subunit authorized in the Constitution to exercise any power

of the faculty is the Academic Senate. The Constitution states explicitly that

"Through the Academic Senate, responsibility shall be vested in the faculty or its elected representatives for developing policies and making recommendations to the President on ... criteria and standards for the appointment, retention, awarding of tenure, promotion and evaluation of academic employees..."

For the President to assert that the University's Faculty does not have a right to establish university standards with regard to ARTP policy is in direct conflict with this provision. In our system of governance, schools and departments are administrative units, not governance units of the University. We have attempted to maintain a collective as a faculty, with each faculty member responsible for the whole. The President's action in this instance and in many others is divisive and fosters self-interest.

Perhaps, even more disturbing, is the fact that the President has rejected the recommendation of the faculty because he personally has an opinion on the matter that differs from that of a majority of the faculty. His action on the matter constitutes an imposition of personal will over the will of the faculty. There was no objection from a school's faculty or from other constituencies. There was no conflict with the M.O.U. or other policies. There was only the President's belief in "State Rights" with Schools defined as the States.

The faculty have decided this matter, and I believe it would be inappropriate for the Senate to develop an alternative without direction from the faculty. Therefore, I would suggest that the Senate adopt the Substitute for AS 95-13 shown in the handout as follows:

Resolved:

The Academic Senate affirms that the decision of the faculty referendum to revise UARTP section 5.05 G.2 to prohibit secondary ARTP Committees from using criteria and values different from the primary unit, and be it further

Resolved:

The Academic Senate, under the provisions of Article 1, Section 5 of the Constitution of the Faculty request that the Chair of the Academic Senate call a General Meeting of the Faculty to discuss the matter of the President's rejection of UARTP amendments recommended by faculty referendum and other matters related to campus governance; and be it further

Resolved:

The Academic Senate requests that the President attend the General Faculty meeting to engage in the aforementioned discussion.