

1995-96
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, November 9, 1995
Forest Suite, University Union
2:30-4:30 p.m.

INFORMATION

1. Fall 1995 Schedule of Meetings (* = Tentative):
November 16, 30*
December 7*, 14
2. Academic Affairs Issues: Enrollment Planning -- Vice President Jolene Koester
3. Report on November 2-3, 1995, CSU Academic Senate Meeting
4. Information: President's Award for Eliminating Irritating Rules (Attachment)

CONSENT CALENDAR

AS 95-70/Ex. COMMITTEE APPOINTMENTS--University

Advisory Selection Committee, Dean, School of Business Administration:
JUDITH NG, At-large Representative
PATRICIA KEARLY, At-large Representative with Diversity Expertise

Alcohol and Drug Steering Committee:
CAROLYN VAN COWENBERGE, At-large, 1998

Alumni Board, CSUS:
CHEVELLE NEWSOME, Faculty CSUS Alumnus, 1997

ASCSUS Children's Center Parents Advisory Board:
HARRIET NEAL, At-large, 1996

Institutional Scholarship Committee I:
BONNIE WALKER At-large, 1997

Institutional Scholarship Committee II:
MALCOLM WHITE, At-large, 1997

Public Safety Advisory Committee:
ROLAND DART, At-large, 1998

Selection Advisory Committee, Associate Vice President for Enrollment Services:
JACKIE DONATH, At-large Faculty
SUSAN HOLL, At-large Faculty

REGULAR AGENDA

AS 95-69/Flr. MINUTES

Approval of the Minutes of the meeting of October 5 (#4), October 12 (#5) and October 19 (#6), 1995.

DISCUSSION: CSU BOARD OF TRUSTEES' PROPOSED POLICY ON REMEDIATION (Refer to "Executive Summary, Committee on Educational Policy, Report of Subcommittee on Remedial Education, Agenda Item 2, July 18-19, 1995," attached to memorandum accompanying your agenda.)

PRESIDENT'S AWARD FOR ELIMINATING IRRITATING RULES: A CONTEST FOR ACHIEVING A MORE FRIENDLY, EFFECTIVE UNIVERSITY

Notification to Campus Community:

What is the Award? A prize will be awarded each month for the winning nomination of an irritating rule, the elimination of which would make the California State University, Sacramento campus a friendlier, more effective place. The contest is being created by President Donald R. Gerth in the spirit of improving the friendliness of the university. Rule candidates may be policies, procedures, regulations, traditions, or cases of "because I said so." Prize winning rules will be rules that can be eliminated without violating state law or common decency; and, if removed, would improve the work and learning experience of the campus community.

Who May Enter the Contest?

Students - Faculty - Staff

How to Enter the Contest:

Please provide the following information for us 500 words or less:

- *What is the rule you wish to nominate?
- *Why is it irritating, obsolete, unfriendly, or inappropriate?
- *Where did you encounter it?
- *If it is a written policy/procedure/regulation, where is it written? Do you have a copy? (If yes, please attach)
- *Can you suggest an alternative which would work better than this rule?
- *Your name: (will be kept confidential)
- * Where may we contact you for further information or if you win the prize?
- *If you win the contest, do you wish to remain anonymous?

Where to Submit Entries:

Irritating Rule/Suggestion Boxes will be located in ASI Office, the Lobby of Lassen Hall, and the Check Out Desk of the Library

Or

E-Mail addressed to: IrritatingRules@csus.edu

Or

Regular Campus Mail Addressed to President Donald R. Gerth, Campus 6022

(Please mark entry: "IRRITATING RULE CONTEST")

When to Submit Entries:

Monthly deadline: entries must be received by the end of the working day, the last working day of the month during the fall and spring semesters.

THE PRIZE:

\$100 cash each month through May. An appropriate GRAND PRIZE will be awarded at the end of the contest to the best of the monthly winners

added from floor 11/9/95

*Passed Senate/Confer
Carried
unan.*

AS 95-71/Flr. RESPONSE TO PROPOSED POLICY CHANGES AND ACTIONS RELATED TO BASIC SKILLS PREPARATION FOR ADMISSION TO AND CONTINUOUS ENROLLMENT IN THE CSU

Resolved: The Academic Senate at California State University, Sacramento, endorses the statewide Academic Senate, CSU's resolution titled, "Response to Proposed Changes and Actions Related to Basic Skills Preparation for Admission to and Continuous Enrollment in the CSU" (AS 2302-95; adopted at the November 2-3, 1995 Plenary Session of the Academic Senate, CSU); and be it further

Resolved: The Academic Senate at California State University, Sacramento, urges other CSU campus senates to endorse the statewide Academic Senate, CSU's resolution titled, "Response to Proposed Changes and Actions Related to Basic Skills Preparation for Admission to and Continuous Enrollment in the CSU" (AS 2302-95; adopted at the November 2-3, 1995 Plenary Session of the Academic Senate, CSU); and be it further

Resolved: The Academic Senate at California State University, Sacramento, instructs its Chair to inform other CSU campus senates; the statewide Academic Senate, CSU; the Chancellor of the CSU, the Chair of the CSU Board of Trustees; and the Chair of the CSU Board of Trustees Subcommittee on Remediation of its endorsement of the statewide Academic Senate, CSU's resolution titled, "Response to Proposed Changes and Actions Related to Basic Skills Preparation for Admission to and Continuous Enrollment in the CSU" (AS 2302-95; adopted at the November 2-3, 1995 Plenary Session of the Academic Senate, CSU).

*Passed
Cleveland*

AS 95-72/Flr. BASIC SKILLS PREPARATION AT CALIFORNIA STATE UNIVERSITY, SACRAMENTO--TASK FORCE

The Academic Senate at California State University directs its Committee on General Education Policies and Graduation Requirements to establish an ad hoc subcommittee "Task Force on Basic Skills Preparation at California State University, Sacramento," with the following charge:

1. To monitor development of systemwide policies on basic skills preparation and "remediation" in the CSU; review policy proposals and recommend campus responses to proposed policies;
2. To review campus policies on basic skills preparation and General Education requirements in writing and quantitative reasoning, including those contained in the Instructional Programs Priority document and the policy statement on General Education; and make recommendations related to revision or implementation of existing policies deemed necessary to improve the basic skills competencies of underprepared students and facilitate the timely completion of writing and quantitative reasoning requirements.

added from floor 11/9/95

AS 95-73/FLR.
Marshall Jorker

RESOLUTION

on "OUTSOURCING" the CSU Sacramento
Basic Writing Program

WHEREAS California State University, Sacramento, has developed a Basic Writing program to meet the needs of entering Freshmen who score below the system-wide cutoff of 151 on the English Placement Test; and

WHEREAS the CSUS Basic Writing Program, supervised by the Basic Writing Coordinator, and jointly operated by the English Department and the Learning Skills Center, is a model program and highly regarded statewide; and

WHEREAS second language students receive developmental writing instruction through a highly successful ESL program, supervised by the ESL Coordinator and involving the English Department and the Learning Skills Center, which is also regarded statewide as an outstanding program; and

WHEREAS the CSUS remedial/developmental program is also a model of frugality, costing the University less than the .6 of 1% of the total budget that the program costs system-wide; and

WHEREAS information has reached this campus of a draft proposal on the American River College Campus, copies of which have been made available to the Academic Senate Executive Committee, which projects "outsourcing" our Basic Writing and Developmental ESL programs, which are essential components of the University Writing Program, to American River College; and

WHEREAS ample evidence exists that the class size of "outsourced" courses, as well as faculty preparation, selection, working conditions, compensation, and supervision--as evidenced by the program between Sacramento City College and U.C. Davis upon which the draft proposal is based--are not comparable to what exists in the CSUS program; and

Therefore P of CSUS AS & Soc
WHEREAS ~~we~~ accept the ~~moral~~ obligation to provide students we have accepted as eligible to enroll in the State University system with University classes taught by University faculty, with University established and controlled curricula and academic standards,

THEREFORE BE IT RESOLVED that the Academic Senate call upon the CSU Sacramento Academic Administration to consult in good faith with the Academic Senate and with the academic departments affected; and be it further

RESOLVED that no decision be reached on this curricular issue without appropriate Academic Senate advice and consent.

The California State University
Workgroup on Underprepared Students
Final Report
June, 1995

Introduction

During Academic Year 1993-94, Dr. Peter S. Hoff, Senior Vice Chancellor for Academic Affairs, appointed a faculty and administrative workgroup to explore the issue of student underpreparation in basic skills in the California State University. The issue had been identified by the CSU Executive Council as one of six critical areas for study through the office of Academic Program Improvement. The workgroup was asked to recommend ways in which student basic skills deficiencies and the resulting remedial programs could be improved and reduced.

Meeting during the spring of 1994, the workgroup developed a series of recommendations outlining actions and policies that the members believed could reduce the incidence of underpreparation among CSU students and the concomitant need for remediation. The group's final report was transmitted in late June 1994 to Vice Chancellor Hoff by workgroup chair Alexander Gonzalez, Provost and Vice President for Academic Affairs at California State University, Fresno.

In response to interest by the Board of Trustees in the amount of remedial activity taking place on CSU campuses, the workgroup report was forwarded to the Board at their November 1994 meeting. At that meeting a commitment was made to provide Trustees with current data on the kinds and amounts of remedial activities conducted on the campuses. This report and accompanying data were presented to the Board at their January 1995 meeting. At that meeting, a reconstituted Workgroup was charged with drafting action plans to reduce remediation. A Board of Trustees' Subcommittee was also formed, chaired by Trustee Ralph Pesqueira and including Trustees Marian Bagdasarian, Bernard Goldstein and Christopher Lowe. Later a student representative, Oscar De La Torre of CSU Chico, and President Marvalene Hughes of the Stanislaus campus were asked to participate with the subcommittee.

A list of the 1994-95 Workgroup on Underprepared Students, including membership in the workgroup steering committee and individual task group memberships and charges, is included as Attachment 1. The individual task groups, chaired by faculty and administrators, met during Spring 1995 and developed recommendations for action which will have the effect of reducing both the incidence of and need for remediation in the CSU now and in the future.

Remediation Principles and Task Group Recommendations

Under the guidance of the workgroup steering committee, the workgroup adopted a set of guiding principles for remediation to commend to the Chancellor and the Trustee Subcommittee. The principles stressed both the need to maintain fidelity to the CSU's commitment to access and to serving a culturally and ethnically diverse

California population, and to provide campuses with the necessary flexibility to address the remediation issue locally as dictated by local campus conditions. The principles adopted by the workgroup at their May 19, 1995, final meeting are as follows:

1. The CSU should continue to provide access to its academic programs for California High School graduates consistent with its historical mission as outlined in the California Master Plan for Higher Education.
2. CSU campuses should provide and enforce for entering students an appropriate and timely sequence (preferably within the first term of enrollment) of assessment, advising and placement in prebaccalaureate and baccalaureate coursework.
3. CSU campuses should work closely with K-12 education, the University of California, and the California Community Colleges to ensure that students preparing for the CSU are assessed as early as practicable and that they are prepared adequately in basic skills to undertake baccalaureate coursework on entry to the university.
4. Once assessment has taken place, CSU campuses should have sufficient flexibility to structure programs of advising, placement, and instruction in ways which best meet the needs of a diverse student population and curricular programs at each campus.
5. CSU campuses should be encouraged to establish and enforce limits on remedial/developmental activity and to advise students who are not making adequate progress in developing their foundational skills to enroll in other educational institutions as appropriate.
6. CSU campuses should share with each other information concerning the most effective practices for imparting foundational skills to students with skill deficiencies.
7. The CSU should set forth clearly its entry requirements and consult with all interested constituencies in assuring that such requirements are known and disseminated to all levels of education.
8. CSU campuses should identify prior to placement in CSU English courses those students whose first language is not English and whose major skill needs are developmental in nature.
9. In order to ensure that programs to provide and reduce remedial and developmental activity are successful, the CSU should ensure that all efforts outlined under these principles receive adequate fiscal and administrative support, including adequate resources for faculty development activities.

The individual task groups met several times during Spring 1995 and developed a series of recommendations for possible system actions which would reduce the incidence of and need for remedial activity in CSU now and in the future. Those recommendations, also endorsed at the May 19 meeting, are included as Attachment 2 to this report.

Attachments 3, 4 and 5 are copies of individual task group discussions of their recommendations and provision of rationales for each. Where significant consensus was lacking for a particular recommendation, the narrative makes that clear.

Conclusion

The workgroup believes that the recommendations offered will improve student preparation and reduce the amount of remedial activity the CSU must provide. Most important, however, is the workgroup's conviction that we should be guided by principles which can be implemented differently in different campus situations, rather than by specific, uniform actions which must be accomplished in a uniform way at all CSU institutions.

As the Trustee subcommittee prepares to submit its plan for consideration by CSU campuses and constituencies we commend these principles and recommendations to subcommittee members as those which would have a beneficial effect on our prebaccalaureate programs and student progress toward degree objectives.

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-2302-95/AA /TEKR
November 2-3, 1995

Response to Proposed Policy Changes and Actions¹

Related to Basic Skills Preparation

for Admission to and Continuous Enrollment in the CSU

1 RESOLVED: That the Academic Senate of the California State University, now as
2 in the past, support and assume responsibility for enhancing and
3 facilitating student learning in the CSU from entrance through
4 graduation; and be it further
5

6 RESOLVED: That the Academic Senate CSU commend the Board of Trustees for
7 engaging the people of California in an open dialogue about the
8 writing and quantitative competencies of students in all segments of
9 education, and support adoption of policies and programs by the CSU
10 that would contribute directly to student achievement of
11 competencies in writing and quantitative reasoning; and be it further
12

13 RESOLVED: That the Academic Senate CSU affirm its commitment to admit and
14 educate the upper one-third of the California high school graduating
15 class as envisioned in the State Master Plan for Higher Education and
16 oppose any changes to Title 5 at the present time which would
17 establish new requirements for admission to the CSU based on
18 specified levels of achievement in writing and quantitative reasoning
19 as recommended in the Subcommittee's Report; and be it further
20

¹ Report of the Subcommittee on Remedial Education, Committee on Educational Policy of the Board of Trustees of the California State University, included in Agenda Item 2 of the July 18-19, 1995, meeting of the Board of Trustees.

1 RESOLVED: That the Academic Senate CSU urge the Board of Trustees not to
2 adopt approaches to remedial education that are likely to reduce
3 access to the CSU in particular for underrepresented and
4 economically disadvantaged student groups; and be it further
5

6 RESOLVED: That the Academic Senate CSU encourage campuses to continue and
7 strengthen efforts to ensure that students needing remedial/
8 developmental work are enrolled in appropriate courses in a timely
9 and sequential manner, and oppose the recommendations contained
10 in the Subcommittee Report to revise Title 5 that would disqualify
11 students from continued enrollment in the CSU if they have not
12 completed remedial/developmental or General Education breadth
13 English and mathematics requirements within a specified time
14 frame; and be it further
15

16 RESOLVED: That the Academic Senate CSU endorse the nine principles for
17 remedial/developmental education adopted by the Workgroup on
18 Underprepared Students in its Final Report, June 1995 (see
19 attachment); and be it further
20

21 RESOLVED: That the Academic Senate CSU urge the Board of Trustees to
22 incorporate in any policy that it may adopt on basic skills preparation
23 for admission to and continuous enrollment in the CSU, the nine
24 principles for remedial/developmental education adopted by the
25 Workgroup on Underprepared Students in its Final Report, June
26 1995; and be it further
27
28
29

1 RESOLVED: That the Academic Senate CSU urge the Chancellor to work with the
2 Academic Senate CSU to develop a comprehensive multi-year plan
3 to improve the writing and quantitative reasoning competencies of
4 CSU students which implement the nine principles of the
5 Workgroup on Underprepared Students in its Final Report, June
6 1995; and be it further

7
8 RESOLVED: That the Academic Senate CSU urge the Chancellor to include, in this
9 comprehensive multi-year plan to improve the writing and
10 quantitative reasoning competencies of CSU students, strategies that
11 enhance the subject matter and professional education of preservice
12 and inservice teachers in ways that prepare them to teach
13 mathematics, reading, and writing effectively; and be it further

14
15 RESOLVED: That the Academic Senate CSU urge the Chancellor and the Board of
16 Trustees to work collaboratively with the Academic Senate CSU,
17 faculties in K-12 schools, the California Community Colleges, and the
18 University of California, in efforts to review and standardize basic
19 skill competencies and methods of assessment of these basic skill
20 competencies; and be it further

21
22 RESOLVED: That the Academic Senate CSU urge the Board of Trustees to join
23 with the governing boards of the other educational segments to
24 engage state government in efforts to identify the costs and provide
25 adequate support for education in California.



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-6016

FAX NUMBER (916) 278-7648

OFFICE OF ACADEMIC AFFAIRS

September 6, 1995

MEMORANDUM

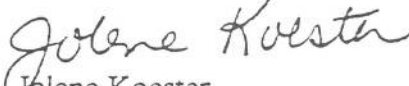
TO: William Sullivan, Dean
School of Arts and Sciences

Walter Perlick, Dean
School of Business Administration

Diane Cordero de Noriega, Dean
School of Education

Braja Das, Dean
School of Engineering and Computer Science

Phyllis Mills, Dean
School of Health and Human Services

FROM: 
Jolene Koester
Vice President
for Academic Affairs

SUBJECT: Enrollment Planning for 1996/97

Last May we discussed a new approach for enrollment planning that involves setting headcount targets by program for 1996/97.

We agreed at that time that we would establish enrollment targets by program through a process involving your work directly with your School programs, with support from Academic Affairs.

In the past we have set only *FTES* targets by school, and schools have set *FTES* targets by department. With our increased emphases on recruitment and retention *by academic program* and on academic program assessment, it is appropriate that we shift our enrollment planning to a

program-driven approach. In addition, it has been a long-time goal to have "program drive budget"--something that can only be done by program-based planning. I agreed to send a memo to the deans describing this new approach in more detail. Our goal is to have a set of approved headcount enrollment targets for Fall, 1996 by December 1, 1995. This memo outlines how I believe we need to proceed to accomplish this goal.

Enrollment Target for 1996/97

The University has set 17,300 as an FTES goal for 1996/97. This is about a two percent increase over the 16,959 that Larry Glasmire is currently projecting for 1995/96 at the end of CASPER. Larry points out, in his projections, that because our headcount is projected to drop significantly this Spring compared to last, we will need a major increase in *new students* for Fall 1996 (about a six percent increase over this Fall's new students) to achieve 17,300 FTES next year unless continuation rates increase significantly. I ask that, as you set headcount targets for the programs in your school, you and your chairs keep in mind the need to address both the continuation of students and the recruitment and enrollment of new students. We need to see improvements in both categories if we are to achieve our target for next year.

The following four-step process should produce the conversion we are seeking from an FTES-driven approach to a program/headcount approach to enrollment planning:

Step 1: Definition of "Academic Program"

The necessary first step in converting to a program-driven enrollment planning approach is to agree on the definition of "program" in each school. This is vital because it will affect how Academic Affairs collects and reports data that are intended to assist you in program-based planning. When we made our first attempt at enrollment projections by program last spring we used "major" as defined in SIS Plus to represent "program". This clearly does not work for the School of Education, and may not be ideal for others as well. A different approach is to use the breakdown of programs addressed in the University Academic Plan (UAP). Schools and departments have already begun academic planning for those programs, so it may be best to continue to use that grouping of programs. Attached is the breakdown of "programs" contained in the UAP. *Please review this and let me know by September 13 if this is the proper "unit of analysis" at which to engage in enrollment planning for your school.* If you would like some changes to the listing of programs, e.g., collapsing some programs into a more inclusive category, we will try to accommodate your request.

Step 2: Data from Academic Affairs

Early in October, after census data are available, Academic Affairs will send each school the following information for each department:

1. *Headcount enrollment*, by program, for Fall 1993, Fall 1994, and Fall 1995, including department and school totals. We will break down undergraduate program enrollment by level (lower division, upper division).
2. *Continuation data*, by program, for undergraduate programs. This will consist of the Spring 1995 headcount enrollment, the number of seniors who graduated, and the Fall 1995 headcount broken down by new versus continuing students. This will give deans and chairs a basis for projecting continuing students in Fall 1996 as well as an indication of whether the "drop out" rates from programs are excessive.
3. *Admission rates*, by program, over a three-year period. This is the percentage of applicants who are admitted to the program.
4. *Enrollment rates*, by program, over a three-year period. This is the percentage of admitted students who enroll.

Step 3: Use of Data by Schools and Departments

Schools and departments should use this information for two purposes, as follows:

1. Develop headcount enrollment targets for Fall, 1996.

As a rule of thumb, each school should plan for a headcount enrollment increase of at least .2 percent over Fall, 1995 for the school in the aggregate. This is roughly consistent with our need to increase our FTES by at least 2 percent for the 1996/97 year. Your overall task is to apportion this headcount increase across the programs in your school. You should be guided in this effort by the enrollment goals set forth in the University Academic Plan for each program. The data described above should assist deans and chairs in projecting both new and continuing students in your programs.

2. Develop enrollment management strategies for each program.

Obviously this is largely to be undertaken at the department level. The data prepared by Academic Affairs should provide the basis for determining whether the strategy for each program will be primarily aimed at continuing students or new students. For example:

- a program with a particularly low *continuation rate* would likely consider strategies to retain more of the students it initially enrolls;
- a program with a relatively low *admission rate* would likely consider targeted recruitment efforts to increase the likelihood that students who apply are eligible for admission.
- a program with a low *enrollment rate* would likely investigate the degree to which its curriculum and schedule are meeting the needs of prospective students in comparison to those of its competitors.

Step 4: Submissions from Deans

I ask for the following from each dean by December 1, 1995:

- 1) a table showing, for each program, Fall 1995 headcount, a target for Fall 1996 headcount, and the change between years. The school total should show an increase of at least 2 percent; and
- 2) a brief accompanying text explaining the thrust of the enrollment management strategy for each program.

After I receive headcount enrollment targets from all schools for all programs, we will establish corresponding FTES targets for departments and schools by using the Induced Courseload Matrix (ICLM). The ICLM is a record of historical enrollment patterns that shows where students in any given program take their units through the University. In other words, it shows how enrollment in *programs* typically generates FTES in *departments*. It can be used as a projection tool to convert headcount targets by program into department FTES. Thus under this new approach, we will focus first only on *headcount enrollment targets* and will project their department FTES consequences only later. In so doing, we avoid the complications of considering the FTES consequences to departments of enrollment in general education and service courses. The ICLM will project the pattern of general education and service course enrollments generated by the distribution of program enrollments that you all set as your targets.

This is a totally new approach to enrollment management that will require corresponding new ways of thinking about your programs and students. The Academic Affairs staff and I are prepared to help in any way that we can. I believe that the work will pay off in terms of more accurate enrollment projections, increased enrollment, and stronger academic programs. I ask that you remember that although the unit of analysis in this effort is the academic program, the reason for the analysis is the *student*.

The Academic Affairs staff who will be most directly involved in the preparation of data to assist you are Nancy Shulock (extension 5925), Gerry Helland (extension 5952), and Linda Smith (extension 5298). Please free to give any of them a call.

Attachment

"ACADEMIC PROGRAMS" AS DEFINED IN THE UNIVERSITY ACADEMIC PLAN				
ARTS AND SCIENCES	BUSINESS ADMIN	EDUCATION	ENGINEERING AND CS	HEALTH AND HS
Anthropology BA	Accountancy BS	Child Development BA	Biomedical Engineering	Criminal Justice BS
Anthropology MA	Accountancy MS	Counseling MS (School Psych)	Civil Engineering BS	Criminal Justice MS
Art BA	BS (MIS concentration)	Counseling MS (Voc Rehab)	Civil Engineering MS	Forensic Science BS
Art MA	BS (Marketing)	Counseling MS (FCC)	Computer Engineering BS	Health and Safety Studies BS
Asian Studies BA	BS (International Bus.)	Counseling MS (Career Couns.)	Computer Science BS	Nursing BS
Bio. Sci. BA (no concen.)	BS (Strategic Mgmt.)	Counseling MS (Art Therapy)	Computer Science MS	Nursing MS
Bio. Sci. BS (no concen.)	BS (Finance)	Counseling MS (Community)	IEEE BS	Nursing (school credential)
Bio. Sci. BS (Lab Tech)	BS (Real Estate/Land Use)	Counseling MA (Guidance)	IEEE MS	Physical Education BS
Bio. Sci. BS (Bio Conservation)	BS (Human Resource Mgmt)	Public Personnel Serv. Credential	Engr. Tech BS (Constr. Mgmt.)	Physical Education MS
Bio. Sci. MS (Bio Conservation)	BS (Insurance)	Single Subject Credential	Mechanical Engineering BS	Physical Therapy BS
Bio. Sci. BS (Molecular)	BS (Operations Mgmt)	Multiple Subject Cred. (middle)	Mechanical Engineering MS	Recreation and Leis. BS
Bio. Sci. BS (Microbiology)	MS (MIS concentration)	CLAD		Recreation and Leis. MS
Bio. Sci. MS	MBA	BCLAD		Social Work BA
Chemistr. BA (Biochemistry)		Ed Admin Cred. (migrant/bilingual)		Social Work MSW
Chemistry BS		Learning Handicapped cred.		Speech Path. and Aud. BS
Chemistry MS		Severely Handicapped cred.		Speech Path. and Aud. MS
Comm. Studies MA		Combined LH/MS cred.		Speech Path. and Aud. Cred.
Comm. Studies BA (Media)		Combined SH/MS cred.		
Comm. Studies BA (general)		Combined LH/SH (campus cred.)		
Comm. Studies BA (Org)		Education MA (Curric and Instr.)		
Drama BA		Education MA (Early Childhood)		
Drama MA		Education MA (Reading)		
Economics BA		Education MA (Ed Admin)		
Economics MA		Education MA (Special Ed)		
English BA		Education MA (Bilingual/Cross)		
English MA		Education MA (Behavioral Sci.)		
English MA (TESOL)				
Environmental Studies BA				
Ethnic Studies BA				
French BA				
French MA				
Geography BA				
Geology BA				
Geology BS				
German BA				
German MA				
Gerontology BS				
Government BA				
Government BA (International)				
Government MA				
Government-Journalism BA				
History BA				
History MA				
Home Economics BA				
Humanities BA				
Humanities BA (Religious Stud.)				
Interior Design BA				
International Affairs MA				
Journalism BA				
Liberal Arts MA				
Liberal Studies BA				
Marine Science MS				
Mathematics BA				
Mathematics MA				
Music BA				
Music BM				
Music MA				
Philosophy BA				
Physics BA				
Physics BS				
Psychology BA				
Psychology MA				
Public Policy and Admin MA				
Social Science BA				
Sociology BA				
Sociology MA				
Spanish BA				
Spanish MA				

California State University, Sacramento

DEPARTMENT OF ENGLISH

November 9, 1995

TO: Academic Senate
FROM: Vernon T. Hornback, Jr
SUBJECT: "Outsourcing"

Although, apparently, the Los Rios Community College District draft proposal to subcontract the CSUS Basic Writing program to American River College--to "outsource" it, to use the current jargon--has not been discussed formally on this campus, and there is as of the moment no intention of getting rid of our program, the Department of English urges the Senate to assert its role as the voice of the faculty, and its rightful function in the academic separation of powers to determine curricula. For in the final analysis, this is a curricular matter. The budgetary implications are relatively minor. The Vice President has noted that our remedial program is less costly than the CSU average--i.e., less than .6 of 1% of the CSUS budget. Moreover, the \$172,000 earmarked since the establishment of remedial programs in the 1970s for remedial writing programs in the English Department (I am not speaking for Learning Skills in this particular) would most probably be cut from the University budget if we no longer had a remedial writing program. So "outsourcing" can't just be a budgetary imperative.

The Trustees are apparently backing off from the Pesqueira proposal due to the massive opposition it has met around the state. We know that it is being completely rewritten. We don't know, of course, what the new document will look like, but I seriously doubt that it will mandate "outsourcing," which is being abandoned as a failure in San Diego after a four-year trial, and is demonstrably not working well at UC Davis, despite administrative claims.

Public opinion appears to be running against the Pesqueira proposal, with only MALDF supporting it, and most minority groups opposing it. So apparently there are no strong political or public relations arguments for doing it.

The only reason why it might be attractive to turn over remedial writing to ARC would have to be that it made good curricular sense, or so it would seem. But when we look at the Los Rios District's program with UCD, and the above mentioned Draft Proposal which is essentially the same, we find enormous evidence to the contrary, much of which has been documented in correspondence with the administration, the Senate Executive Committee, the English Council of the California State University, the Trustees, the Chancellor's Office, and the statewide CFA. As it becomes necessary, we will take further steps to educate those who may become players in this game. We intend to make it manifestly clear that outsourcing the CSUS basic writing program is bad economics, bad politics, bad public relations, and worst of all, bad academics. It will not save money in the long run, it will be politically inflammatory, it will send a negative message to the students we are trying hardest to recruit. Most importantly, it will not provide comparable quality education to our CSUS students, who will, however, be paying State University fees for community college courses taught by new part-time faculty who are paid only for 48 hours of actual classroom contact (substantially less than regular community college part-time faculty, who can not afford to teach the course), with no office hours; they are inexperienced faculty without in-service training or supervision by our Composition Coordinator, who has no control of the curriculum, of hiring and evaluation of faculty, or of course standards. This is a formula for substandard education.

I am appealing to the Senate to take a strong stand in opposition to any future "outsourcing" of our Basic Writing program, which is one of the State's best. It ain't broke, so we shouldn't try to fix it. We further urge the Senate to reassert its primary role in curricular matters. No curricular decisions should be made that were not first approved by the Senate.

RESOLUTION

on "OUTSOURCING" the CSU Sacramento

Basic Writing Program

WHEREAS California State University, Sacramento, has developed a Basic Writing program to meet the needs of entering Freshmen who score below the system-wide cutoff of 151 on the English Placement Test; and

WHEREAS the CSUS Basic Writing Program, supervised by the Basic Writing Coordinator, and jointly operated by the English Department and the Learning Skills Center, is a model program and highly regarded statewide; and

WHEREAS second language students receive developmental writing instruction through a highly successful ESL program, supervised by the ESL Coordinator and involving the English Department and the Learning Skills Center, which is also regarded statewide as an outstanding program; and

WHEREAS the CSUS remedial/developmental program is also a model of frugality, costing the University less than the .6 of 1% of the total budget that the program costs system-wide; and

WHEREAS information has reached this campus of a draft proposal on the American River College Campus, copies of which have been made available to the Academic Senate Executive Committee, which projects "outsourcing" our Basic Writing and Developmental ESL programs, which are essential components of the University Writing Program, to American River College; and

WHEREAS ample evidence exists that the class size of "outsourced" courses, as well as faculty preparation, selection, working conditions, compensation, and supervision--as evidenced by the program between Sacramento City College and U.C. Davis upon which the draft proposal is based--are not comparable to what exists in the CSUS program; and

WHEREAS we accept the moral obligation to provide students we have accepted as eligible to enroll in the State University system with University classes taught by University faculty, with University established and controlled curricula and academic standards,

THEREFORE BE IT RESOLVED that the Academic Senate call upon the CSU Sacramento Academic Administration to consult in good faith with the Academic Senate and with the academic departments affected; and be it further

RESOLVED that no decision be reached on this curricular issue without appropriate Academic Senate advice and consent.



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-6036

Jan

ACADEMIC SENATE



MEMORANDUM

DATE: October 12, 1995

TO: Academic Senators

FROM: *Sylvia Navari*
Sylvia Navari, Chair
Academic Senate
278-6593; FAX 278-5358

No formal agenda distributed

SUBJECT: Special Senate Meeting: Performance Salary Step Increase (PSSI)--AKA: Pay for Performance, Thursday, October 19, 1995, 2:30-4:30, Forest Suite, University Union

The purpose of this meeting is two-fold:

1. for Senators to educate themselves regarding the contract language and the role and responsibility of the Senate; and
2. to give direction, by straw vote or "sense" of the body, to the Faculty Policies Committee regarding several key concepts (standards and criteria from the Senate must be received by the President **no later than December 15, 1995**).

Note: As you might recall from the Senate Retreat, the Executive Committee established (in the summer) an ad hoc group to begin working on PSSI. They have completed their work and are submitting a working proposal to the Faculty Policies Committee (Faculty Policies will take it from here, but Faculty Policies needs to hear from the Senate about direction).

To this end, please find attached hereto the following:

1. MOU Articles 31.18-31.36--guidelines for PSSI.
2. October 19th Discussion Framework (draft form)
The discussion framework lays out (in overhead format), six (6) key concepts/decisions points and the options within each. Each concept and possible options will be discussed at the

Special Senate Meeting:

Performance Salary Step Increase (PSSI) 2

October 12, 1995

Senate meeting. Straw votes will be taken on each option within each of the six concepts:

- 30" 1) Basis for Evaluation--what variables should be used to evaluate faculty and what
15 constitutes meritorious?
- 15 2) Levels of Review
- 15 3) Period of Review
- 15 4) Role of Department Chair
- 15 5) Required Vote of a Committee
- 15 6) Supporting Documentation

Where possible, within the "overhead" pages, I have identified the option being proposed by our ad hoc group and, for purposes of comparison, I have also identified the options being proposed by two other campuses, San Jose and San Diego. Larry Takeuchi, chair of the ad hoc group and a member of the Faculty Policies Committee, will inform the Senate as to the rationale underlying (or the committee's thinking on) each option proposed for Sacramento. Discussion will proceed, concept by concept, with straw votes taken on each option (each concept has a time certain). The Faculty Policies Committee cannot proceed without a sense of the body, so please do your homework.

Thank you and see you on October 19th.

SN:jlms

cc: Department Chairs via e-mail without attachments

Performance Salary Step Increases

- 31.18 The parties are committed to provide special incentives for outstanding or meritorious performance in the area of teaching, as well as other professional accomplishments and service to the University community. This shall constitute the interim academic year 1995/96 criteria for this Performance Salary Step Increase program in the event that local standards and criteria are not established pursuant to the timelines and procedures provided below.
- 31.19 The recognition of outstanding or meritorious performance by a faculty unit employee shall be in the form of a permanent increase in the base salary of the individual, in one or more steps on the salary schedule in Appendix C. During academic year 1995/96 no candidate shall receive more than four (4) Performance Salary Step Increases. In future years, no candidate shall receive more than five (5) Performance Salary Step Increases.
- 31.20 All faculty unit employees, who submit an application for consideration on forms provided by the President or designee, or who are nominated by faculty unit employees or academic administrators, shall be eligible for a Performance Salary Step Increase. Application and nomination forms shall be developed at the campus level by the academic senate, subject to review and approval by the President. Applications and nominations shall be submitted to the department chair, with a copy to the President or designee.
- 31.21 The campus standards and criteria, as well as the procedures consistent with this Agreement, for the award of Performance Salary Step Increases shall be determined by the President or designee, after recommendation by no later than December 15, 1995, by the appropriate campus Academic Senate committee.
- 31.22 Applications for Performance Salary Step Increases shall be reviewed by:
- a. the department and/or other appropriate campus committee of tenured faculty unit employees, and
 - c. academic administrators and/or the president.
- 31.23 Campuses may establish additional levels of review for Performance Salary Step Increases, provided that the additional review procedures do not prevent the award of increases by January 1 of each year that there are negotiated Performance Salary Step Increases.
- 31.24 Applications/nominations for Performance Salary Step Increases may be reviewed by the department chair in cases where the department chair is not a member of the department review committee. The review by department chairs shall take place after review by a departmental faculty committee; and before review by any school, college or university level faculty review committee.

- 31.31 If the highest level faculty review committee submits fewer than the minimum number of positive recommendations needed to expend fully the campus' pool for Performance Salary Step Increases in any fiscal year, then the percentage of candidates receiving a Performance Salary Step Increase that must also have received a positive recommendation from the highest level faculty review committee shall be reduced proportionately from fifty percent (50%). The percentage of candidates receiving a Performance Salary Step Increase and with a positive recommendation from the highest level faculty committee must be at least fifty percent (50%) of the number of positive recommendations received divided by the minimum number of recommendations required.
- 31.32 As used in this article, the term "highest level faculty review committee" shall be defined as the last faculty review committee on any campus that makes its recommendations to an academic administrator or the President.
- 31.33 The amount of funds dedicated to this program in the CSU in fiscal year 1995/96 shall be \$900,000. The amount of funds dedicated to this program on each campus in fiscal year 1995/96 shall be based upon the number of filled full-time equivalent faculty positions. There shall be no requirement to allocate funds for Performance Salary Step Increases to the school, college or any other organizational unit on a campus. However, such an allocation on a campus by a president is not prohibited under this Agreement.
- 31.34 There shall be no requirement to expend all funds identified in provision 31.33 above for such increases. Any portion of the funds not expended in any fiscal year shall automatically carry forward to the Performance Salary Step pool in the next fiscal year. In the event that the parties negotiate the elimination of this program in the future, any such funds that have been carried forward shall be used for the professional development opportunities identified in provision 25.1 of this Agreement.
- 31.35 For each year that there are negotiated Performance Salary Step Increases, the CSU shall provide to the CFA, no later than two (2) months after final decisions regarding such increases, a report containing a list by campus of individual faculty unit employees receiving Performance Salary Step Increases, the amount of each increase, and the total funds expended on the increases for the January 1996 pay period.
- 31.36 The decision to grant or deny a Performance Salary Step Increase shall not be considered during deliberations regarding the granting of reappointment, promotion or tenure. This shall not preclude the consideration of any facts during RTP deliberations which are also considered during Performance Salary Step Increase deliberations.

- 31.25 All levels of review shall forward all applications/nominations, as well as its recommendation on each of the applications/nominations, to the next level of review each year in which negotiated Performance Salary Step Increases are awarded.
- 31.26 Faculty members shall not review his/her own application/nomination for a Performance Salary Step Increase. Recommendations may include not only whether the candidate is recommended to receive a Performance Salary Step Increase, but how many steps are recommended for those candidates receiving a positive recommendation. Failure to meet any established deadline for recommendations shall automatically result in the forwarding of all applications/nominations to the next level of review.
- 31.27 If there are insufficient tenured faculty unit employees available to comprise a departmental review committee, a campus may utilize tenured faculty from other departments or administrative units in forming a review committee.
- 31.28 Campus procedures shall be established so as to ensure that all applications/nominations for Performance Salary Step Increases, and all recommendations, are forwarded to the President or his/her designee by no later than March 15, 1996, and no later than December 1 of each year in which negotiated Performance Salary Step Increases are awarded in the future. Recommendations may include not only whether the candidate is recommended to receive a Performance Salary Step Increase, but how many steps are recommended for those candidates receiving a positive recommendation. Failure to meet the above deadlines for recommendations shall automatically result in the forwarding of all applications/nominations to the President for his/her award of Performance Salary Step Increases.
- 31.29 The President or designee shall review all of the applications/nominations which have been submitted, and select the recipients of the increases from among this candidate pool by April 1, 1996, and no later than January 1 of each year in which negotiated Performance Salary Step Increases are awarded in the future. He/she shall also determine the appropriate number of steps to be granted, consistent with the limitation provided in provision 31.19 above. The effective date of all Performance Salary Step Increases shall be January 1 of each year that there are negotiated Performance Salary Step Increases. The decision to grant or deny an increase for meritorious performance, and the number of steps to be granted, shall not be subject to the grievance procedure as provided in Article 10 of the Agreement.
- 31.30 At least fifty percent (50%) of the candidates receiving a Performance Salary Step Increase must have received a positive recommendation from the highest level faculty committee provided that:
- a. The highest level faculty review committee makes a positive recommendation for enough candidates to fully expend the campus' pool for Performance Salary Step Increases in that fiscal year, and
 - b. The highest level faculty review committee meets the time requirement for the review and recommendation of all candidates to the President by the date specified in provision 31.28 above.

DISCUSSION FRAMEWORK - DRAFT

BASIS FOR EVALUATION

- ▶ What should be evaluative variables?
- ▶ What constitutes “meritorious”?

EVALUATIVE MODELS:	WHAT CONSTITUTES MERITORIOUS?
<p>▶ Single Variable (San Jose Proposal) (San Jose Model provides for four separate award categories: teaching, scholarship, service and presidential)</p>	<p>Definition not required; faculty limited to applying in one category only.</p>
<p>▶ One or a Combination of Variables (San Diego Proposal) (San Diego allows for faculty to be evaluated in one or a combination of the three traditional categories.)</p>	<p>San Diego does not specify what constitutes meritorious.</p>
<p>▶ Multiple Variable Model (Sacramento Proposal) (Sacramento variables are performance in the primary area of professional responsibility plus scholarly and creative and activities and service.)</p>	<p>Meritorious performance is outstanding in the PA + outstanding in either of the other categories (and satisfactory in the third).</p>

[Nature of the evidence and standards, i.e., operational criteria and standards for each variable will be developed by Faculty Policies in a timely manner.]

LEVELS OF REVIEW

Application/Review process must be completed
by January 1 of each year.

A. One Level

8 - Applications → University Committee → President

Applications → Department Committee → President

Applications → School Committee → President
(San Diego Proposal)

18 B. Two Levels

10 Applications → Department → School → President
(San Jose Proposal)

1 Applications → Department → University → President

13 Applications → School → University → President
(Sacramento Proposal)

0 C. Three Levels

Applications → Department → School → University → President

PERIOD OF REVIEW

(How far back should we review?)

- 0 A. 3 years previous (Sacramento Proposal)
- 0 B. 5 years previous (San Jose Proposal)
- 0 C. 6 years previous
- all things*
D. Up to 3 years (San Diego Proposal)

ROLE OF CHAIR

- 16 A. None
- 2 B. Certify evidence (factual nature of) provided by applicant (San Francisco, Sacramento and San Diego proposals)
- 0 C. Require letter of support certifying outstanding performance throughout tenure of chair.

REQUIRED VOTE OF A COMMITTEE TO RECOMMEND /NOT RECOMMEND

- 10 A. Majority
- 3 B. 2/3 (Sacramento Proposal)

Procedures from other campuses are silent on this matter.

APPLICATION AND SUPPORTING EVIDENCE

- A. Limited to 3 pages (San Diego Proposal)
- B. Limited to 5 pages (San Jose Proposal)
- C. ?
Not specified in Sacramento proposal.