

1996-97
ACADEMIC SENATE
California State University, Sacramento

AGENDA
Thursday, April 10, 1997
Forest Suite, University Union
3:00-5:00 p.m.

INFORMATION

1. Spring 1997 Schedule of Meetings (*=tentative):
April 17*, 24 at 3:30 p.m. (3:00-3:30, 1997-98 Senate, *Nomination of Officers*)
May 1*, 8 at 3:30 p.m. (3:00-3:30, 1997-98 Senate, *Election of Officers*), 15 from 3:00-4:00 (4:00-5:30 *Reception honoring Outstanding Teacher Award Recipients*)
2. Report on March 13-14, 1997, CSU Academic Senate Meeting - Statewide Senator
3. Cornerstones Update - Chair Fitzgerald
4. The Executive Committee received the Curriculum Policies Committee response to Senate referral of AS 96-05 concerning ROTC (Attachment A).

CONSENT CALENDAR

AS 97-24/CPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF PHILOSOPHY

The Academic Senate receives the commendations and recommendations of the Curriculum Policies Committee on the program review of the Department of Philosophy (Attachment B) and recommends conditional approval of the Bachelor of Arts degree program in Philosophy for a two year period. During the two year period the Philosophy Department shall submit two progress reports to the: Chair, Curriculum Policies Committee; Dean, School of Arts and Letters; and Provost and Vice President for Academic Affairs. The deadlines and content of the two reports are as follows: 1) At the end of one year: A one year progress report which documents progress and accomplishments in satisfying those recommendations with specified one-year deadlines; 2) At the end of two years: A two year progress report which documents progress and accomplishments in satisfying those recommendations with specified two-year deadlines.

REGULAR AGENDA

AS 97-20/Flr. MINUTES

Approval of the Minutes of the meeting of February 13~~20~~ (#910), 1997.

AS 97-23/Flr.

Approval of the Minutes of the meeting of March 13 (#11), 1997.

Old Business

AS 97-22/Flr. RESOLUTION OPPOSING THE PERIMETER ROAD

*4-15
n=24 failed*

Whereas, the voters of the State of California, in approving Proposition 203 on the November 1996 ballot, indicated their support of projects "to build new schools, repair and upgrade older classrooms, and construct laboratories, libraries and other needed facilities"; and

Whereas, the CSU, Sacramento campus has pressing needs for many educationally related projects including--but not limited to--the repair and upgrade of older classrooms, the construction of laboratories, and improvement of the campus telecommunication infrastructure; and

Whereas, the CSUS administration has identified construction of a Perimeter Road as the beneficiary of \$7.5 million the monies from Proposition 203; and

Whereas, the issue of traffic and pedestrian safety is the primary argument forwarded by the administration in justification of spending Proposition 203 monies on building a road instead of the repair and upgrade of older classrooms, and constructing laboratories, or improvement of the campus telecommunication infrastructure; and

Whereas, alternatives to solving the traffic and pedestrian safety issues need to be explored; therefore, be it

Resolved: that the Academic Senate of CSU, Sacramento opposes the spending of the Proposition 203 monies for the construction of the Perimeter Road and urges reconsideration by the CSU Trustees and State Legislature to reallocate the funds for more educationally related projects at CSUS, or within the CSU.

AS 97-15/Flr. PERFORMANCE SALARY STEP INCREASE (PSSI)

The CSU, Sacramento, Academic Senate goes on record as strongly opposing the performance salary step increase (PSSI) program and asks that it no longer be implemented in the CSU system. This request shall be communicated to the Statewide Academic Senate, the Chancellor's Office, and to the bargaining agent.

[Note: October 17, 1996, Senate Action:

AS 96-78C/Flr. REFERRAL: The Academic Senate refers AS 96-78B, University Teacher Education Council (UTEC)--Membership, to the Curriculum Policies Committee to address the following: 1) whether a seat should be designated specifically for a Child Development Program faculty member or a certain number of seats should be specified for faculty members from departments with Multiple Subject Programs one of which could then be held by a Child Development Program faculty member, and 2) whether student members should be voting (existing policy) or non-voting (proposal).

Curriculum Policies Committee proposed amendments shown below by strikeover and underline.]

AS 96-78B/CPC, Ex. UNIVERSITY TEACHER EDUCATION COUNCIL (UTEC)--
MEMBERSHIP (Supersedes AS 90-131)

The membership of the University Teacher Education Council shall be:

IV. Membership

There shall be the following voting members, nominated by the respective Deans and confirmed by the Curriculum Policies Committee or, absent a timely meeting of the Committee, by the Committee Chair:

Six members for the School of Education:

4 members at large

1 member from Field Services

1 Member, Chair of Teacher Education

Six members from the College of Arts and Sciences*:

4 members from 4 departments with Single Subject Matter Programs

2 members representing the Multiple Subject Programs.

One member from the School of Health and Human Services (representing Health and Physical Education)

Two student members appointed by Associated Students Inc. by October 15, or by the Deans of the College of Arts and Science and the School of Education thereafter, from the students in Liberal Studies, a single subject waiver or the Phase programs.

Ex-officio (non-voting) members:

Dean or designee of School of Education

Dean or designee of the College of Arts and Sciences

Credential Analyst, School of Education

Appointees, one each from American River College, Cosumnes River College,

Sacramento City College, Sierra College, who shall be invited to participate fully in council discussions and deliberations. If council recommendations are believed to raise issues of concern to the interests of a community college, that school's representative is encouraged to submit a separate written opinion to the Associate Vice President for Undergraduate Programs.

~~Two student members appointed by Associated Students Inc. by October 15, or by the Deans of the College of Arts and Science and the School of Education thereafter, from the students in Liberal Studies, a single subject waiver or the Phase programs.~~

Liaison from Senate Curriculum Policies Committee

Terms of membership:

A student term is one year with the possibility of reappointment.

All other terms will be three years, with the possibility of reappointment.

Two members from the College of Arts and Sciences and two from the School of Education will be nominated annually on a rotating basis. Nomination of members and election of the chair will be in spring semester.

A simple majority of the voting members will constitute a quorum.

*Comprised of the School of Arts and Letters, the School of Natural Sciences and Mathematics, and the School of Social Sciences and Interdisciplinary Studies.

New Business

AS 97-25/CPC, Ex. DISTANCE EDUCATION, POLICIES AND STANDARDS FOR [Amends PM 95-01, see Attachment C]

The Academic Senate recommends clarification of PM 95-01 as follows:

- B. **Course Approval:** New ~~C~~ourses for distance education transmission shall be subject to the same course approval process as all courses at the department, school, and university levels for determination for adherence to academic standards. Departments must ensure that distance education courses offered as sections of a an existing course delivered by traditional means shall be comparable in content and requirement with other sections ~~but be allocated a separate instructional (DL) code.~~ Distance learning

sections of existing courses shall be monitored by the Provost or designee. These Distance learning courses or sections shall also carry a separate designation (e.g., asterisk or footnote) in the Schedule of Classes to denote alternative delivery.

AS 97-26/FPC, Ex. POLICY ON LEAVES WITH PAY

The Academic Senate recommends amendment of the "Policy on Academic Leaves with Pay" and the sabbatical leave application form to include a statement that an acceptable final report is due within one-semester upon return from a sabbatical [amendments shown as strikeover = deletion and underscore = addition in Attachment D].

final report

April 10, 1997

MOMENT OF SILENCE:

JOHN DOUGHERTY
Part-time Faculty, Division of Criminal Justice
CSUS 1983-1997

AJIT VIRDEE
Professor of Civil Engineering
CSUS 1970-1997



California State University, Sacramento

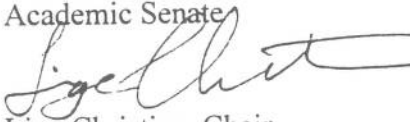
SACRAMENTO, CALIFORNIA 95819-6036

California State University, Sacramento
6000 J Street
Sacramento, California 95819-6036

MEMORANDUM

DATE: March 18, 1997

TO: Michael Fitzgerald, Chair
Academic Senate

FROM: 
Lige Christian, Chair
Curriculum Policies Committee

MAR 18 1997

Academic Senate Received
413

SUBJECT: Letter of Transmittal

This is to inform you that the Curriculum Policies Committee took the following action on February 25:

Clarification of PM 95-01, Policies and Standards for Distance Education

B. **Course Approval:** New ~~C~~ourses proposed for distance education transmission shall be subject to the same course approval process as all courses at the department, school, and university levels for determination for adherence to academic standards. Distance education courses offered as sections of a an existing course delivered by traditional means shall be comparable in content and requirement with other sections. ~~but be allocated a separate instructional (DL) code.~~ Distance learning sections of existing courses do not require university review. These Distance learning courses or sections shall also carry a separate designation (e.g., asterisk or footnote) in the Schedule of Classes to denote alternative delivery.

On March 4, 1997, CPC took the following action:

ROTC

At this time, the Curriculum Policies Committee sees no curricular basis for removing the University-approved credit from ROTC. The committee recommends that Academic Affairs call the Senate motion (Attachment A, see AS 96-95) and the committee's response to the attention of the next program review team for ROTC.

Thank you.
cc: J. Koester

Academic Senate Minutes

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December 19, 1966

the implications of discontinuing ROTC Programs at CSUS in the event that the Department of Defense determines that such action constitutes an "anti-ROTC policy" and a basis for withdrawing federal financial aid for over 10,000 students at CSUS; and be it further

RESOLVED: The CSUS Academic Senate urges President Gerth to adhere to his decision to discontinue ROTC Programs at CSUS so long as the Department of Defense Policy on exclusion of homosexuals prohibits compliance with University Policy on nondiscrimination, and so long as such action does not result in the loss of federal financial aid grants to the institution; and be it further

RESOLVED: If it is determined that discontinuation of ROTC Programs at CSUS for failure to comply with the University's nondiscrimination policy would result in the loss of federal funds to the institution, the Academic Senate would support a decision made by President Gerth to allow ROTC programs to be imposed on the campus by the Department of Defense in order to maintain federal financial aid grants for thousands of CSUS students.

Carried.

AS 96-95A/Flr. REFER TO CURRICULUM POLICIES COMMITTEE (AS 96-95 ROTC, CSUS SENATE RESOLUTION ON)

[AS 96-95/Flr. ROTC, CSUS SENATE RESOLUTION ON

The CSUS Academic Senate adopts the following resolution on ROTC:

RESOLVED: If, in order to avoid the loss of financial aid grants and other federal grants that support vital instructional/student service programs, President Gerth is coerced by the Department of Defense to rescind his decision to phase out ROTC Programs at CSUS for failure to comply with the University's nondiscrimination policy, the CSUS Academic Senate urges that ROTC be accorded the status of an extracurricular club and that no University credit be awarded for ROTC Program activities (including "courses") since coercion of this type constitutes evidence that the program cannot be expected to adhere to the principles of academic freedom.]

Carried.

The meeting was adjourned at 4:10 p.m.


Janice L. McPherson, Secretary

*Presidential approval requested.

After reviewing thoroughly the attached Academic Program Review Report for the Department of Philosophy, prepared by the Review Team, the Academic Senate ad hoc Program Review Committee makes the following responses in terms of commendations and recommendations, and directs these to the indicated units and administrative heads.

COMMENDATIONS:

The Department of Philosophy is commended for

its leadership and support of the critical thinking component in the General Education program;
its strong and experienced faculty dedicated to teaching; many faculty members participate in scholarly activities;
its commitment to a 3-year evening program for the major;
its efforts in obtaining computer and network support for each faculty member;
its sponsorship of the annual Jamil Nammour Philosophy Symposium which provides for an intellectual dialog among faculty and students; and
its active support of the Philosophy Club.

RECOMMENDATIONS:

Actions at University Level to Strengthen or Improve Program Effectiveness

In summary, the Department of Philosophy should be more involved with academic planning and evaluation of its programs. The Department should develop (1) a more structured mechanism for faculty governance, (2) program assessment procedures, and (3) academic and career advising procedures. The Department should seriously attempt to recruit more majors. In addition, the Department needs to diversify its curriculum, faculty, and students to meet the needs of a changing society. The Department has the talent and means to accomplish all of this.

The major impediment is a detached and in many cases a demoralized faculty. The reason for the low morale is the cancellation of upper-division classes even when faculty have boosted enrollments in high demand sections. Beginning this academic year, departments that meet their FTES targets (and not exceed instructional budget allocations), will have greater flexibility in scheduling low-enrollment, upper-division classes. This new policy will permit the Philosophy Department to experiment with various class enrollment numbers as they have proposed in their Self-Study Report to insure the offering of more upper-division, majors-only courses.

Another reason for the low faculty morale, argues the Department, is the higher SFR for Philosophy classes required on this campus than for Philosophy classes at other CSU campuses. While SFR targets will no longer be used, the Review Team recognizes the importance of smaller class sizes in utilizing the "Socratic method of dialectic interchange between instructor and students" (Self-Study Report, p. 14).

A philosophy department should be the soul of a university. This Philosophy Department is vital to this University. It has a talented and competent faculty. However, the faculty need to engage in a dialog to solve its problems, resolve issues in a timely manner, and develop a consensus on Departmental policies.

Recommendation: the School closely monitor the progress of the Philosophy Department in satisfying program review recommendations.

Recommendation to the Academic Senate:

A number of the recommendations made by this Review Team also appeared in the 1987 program review of the Department. Due to the lack of response and resolution of a number of recommendations from the previous program review, the Review Team recommends conditional approval of the Bachelor of Arts degree program in Philosophy for a two-year period. During the two-year period, the Review Team recommends that the Philosophy Department submit two progress reports to the:

Chair, Curriculum Policies Committee,
Dean William J. Sullivan, Jr., School of Arts and Letters, and
Provost and Vice-President of Academic Affairs Jolene Koester

The deadlines and content of the two reports are as follows.

- (1) At the end of one year: A one-year progress report which documents progress and accomplishments in satisfying those recommendations with specified one-year deadlines.
- (2) At the end of two years: A two-year progress report which documents progress and accomplishments in satisfying those recommendations with specified two-year deadlines.

The Review Team recommends that these progress reports be reviewed carefully. The Review Team anticipates that the Philosophy Department, with its competent and able faculty, will make substantive progress on the listed recommendations.

Summary of Recommendations Which Should Be Addressed within One Year

Within one year, it is recommended that

1. the Department develop and implement a structure for faculty governance which ensures that Departmental policies and issues are addressed and resolved in a timely manner. It is suggested that the structure include the following standing committees: curriculum, program assessment, advising, and student recruitment.
2. effective immediately, minutes will be taken at all faculty meetings. These minutes must be approved by the faculty and maintained on file in the Department office. The Department may want to have the Department Secretary take minutes at the faculty meetings.
3. the Department Chair assume the leadership role in the Department for academic planning and evaluation by initiating the process, monitoring its progress to insure resolution in a timely manner, and documenting the results.

4. the Department specify a list of recommended courses that majors may select for their electives based on the more common career tracks, e.g., graduate school, law school.
5. the Department resolve the issue of a senior capstone course for majors.
6. the Department specify a list of recommended courses that minors may select for their electives based on their major area of study.
7. the Department consider the recommendation of the consultant and revise the syllabus for the epistemology course, Phil 180, to reflect currency in the field.
8. the Department develop an academic and career advising plan which regularly monitors student progress and provides a mechanism for assigning advisors and requiring advising of its students.

Summary of Recommendations Which Should Be Addressed within Two Years

Within two years, it is recommended that

1. the Department review its curriculum, consider suggestions of the external consultant, and make changes and/or modifications to attract more majors and minors without reducing the quality of the undergraduate program.
2. the Department develop a set of procedures to assess the quality of the instructional program for GE and for its majors. The procedures should include the criteria and methodology by which assessment will be conducted and the instruments used.
3. the Department review and consider revising its two-year schedule of courses to reduce the number of electives offered per semester in order to insure sufficient enrollment in upper division electives, especially electives for its majors.
4. the Department develop a five-year plan and a ten-year plan for future faculty recruitment based on anticipated faculty retirements.
5. the Department develop a specific plan to attract, recruit, and retain more undergraduate majors, especially from underrepresented groups.
6. the Department develop Affirmative Action and Educational Equity guidelines to attract and recruit faculty.
7. the Department develop a plan to track the interests of its majors and the career paths of its graduates; the Department distribute to students information on careers of CSUS graduates and of graduates nationwide as part of its career advising procedures.

Summary of Recommendations Which Should Be Addressed by the Next Program Review

It is recommended that

1. the Department review the prerequisites of upper division courses to determine if additional Philosophy prerequisites are appropriate.
2. the Department conduct a survey of other Philosophy departments in the CSU system and at comparable universities to determine the target and actual SFRs for major and GE courses at these universities. If the survey indicates that SFR targets at comparable institutions are lower, then the School/University should consider lowering the Department's target SFR.
3. the Department faculty put its creative heads together to find a solution which alleviates or reduces this problem of frustration of GE students with the fast pace of upper-division courses.
4. the Department examine core and elective courses and broaden its curriculum to include more non-Western European philosophical thought beyond Phil 145A and 145B where appropriate.
5. the Department regularly review course syllabi of lower-division and multiple-sectioned upper-division courses to insure conformance with the Department-approved minimum set of topics required for each course.
6. the Department review the syllabi of courses in the major program in order to (1) insure coordination of topics in the program and (2) avoid significant duplication in the coverage of topics.
7. the Department consider deleting Phil 175 and 176 since each was last offered more than four years ago; the Department make a special effort to offer Phil 190 in Spring or Fall 1997 or consider deleting the course.
8. the Department examine its grading policies and monitor grade distributions to reduce grade inflation.
9. the Department and School investigate ways to provide more support for faculty travel to conferences and symposia.
10. the Department select an active library representative to monitor reductions made in library funds and be involved in the selection/cancellation of journals and books.
11. the Department coordinate with the School its need for rooms that have adequate space and chairs for the enrollment and obtain larger rooms when needed to accommodate the classes comfortably.
12. the Department and School address short-term and long-term equipment needs of the Department; in particular, the maintenance and eventual upgrade of computing equipment must be addressed.

California State University
Sacramento



Attachment C
Academic Senate Agenda
April 10, 1997

The President
Sacramento, CA 95819-6022
(916) 278-7737
FAX# (916) 278-6959

California State University, Sacramento
6000 J Street
Sacramento, California 95819-6036

January 27, 1995

FEB 1 - 1995

Academic Senate Received

413

PM 95-01

MEMORANDUM

TO: Administrative Council and Department Heads

FROM: Donald R. Gerth

A handwritten signature in cursive script, appearing to read "Donald R. Gerth", written over the printed name.

SUBJECT: POLICIES AND STANDARDS FOR DISTANCE EDUCATION

Distance Education Defined:

Various types of distance education exist, including the traditional form of correspondence instruction. For the purposes of this project distance education means instruction in which the student and instructor are separated by distance and interact through the assistance of computer and communications technology. Distance education may also include video or audio instruction in which the primary mode of communication between student and instructor is through a communications medium such as instructional television, video, or telecourses, and any other instruction that relies on computer or communications technology to reach students at distance locations.

Within the context of this definition, distance education is typically delivered through three alternatives:

- By satellite and broadcast television, which allows programs to be delivered throughout the state, nation, or world;
- By instructional television fixed service (ITFS) within regions of a state. ITFS utilizes microwave technology to deliver televised instruction to sites within a 30- to 50-mile range; or
- By cable television or public/private switched networks, which link together various schools, colleges, and homes.

Opportunities need to be provided to faculty to learn more about electronic delivery technologies as well as training in the effective use of these technologies to enhance teaching and learning.

Distance education offers a range of opportunities limited only by imagination and creativity. Strategies, however, must ensure that quality is never compromised in the content or delivery of the subject matter. Courses delivered through distance education shall include opportunities for instructor-student, student-student interaction in "real time," e.g., telephone conferencing, two-way video, computer conferencing, keypads, audiographics, and/or "time-delayed" interaction, e.g., electronic mail, FAX, voice and mail.

I. *Processes for Approving, Assessing, and Monitoring Distance Education Offerings*

A. **Guidelines for Course Selection:**

1. Appropriateness of course, i.e., learning experience might be different, yet comparable, to on campus experience. For example, interaction during class with an instructor in a large lecture class may be minimal, therefore, offering a lecture over television would be comparable or there might be a group of students with a facilitator at an off campus site which would interact with the on campus group.
2. Course history, i.e., course with multiple sections, excess student demand (high demand major or G.E. courses) or a potential of an increase in demand, particularly if extended beyond usual population.
3. Course classification, e.g., courses which, for pedagogical reasons, are limited in size, or require on campus contact would not be appropriate for long distance sights. However, some courses might be adapted requiring some campus meetings.
4. Course format, i.e., opportunities for instructor-student and student-student interaction can be provided.

B. **Course Approval:** Courses proposed for distance education transmission shall be subject to the same course approval process as all courses at the department, school, and university levels for determination of adherence to academic standards. Distance education courses offered as sections of a course delivered by traditional means shall be comparable in content and requirement with other sections, but be allocated a separate instructional (DL) code. These courses shall also carry a separate designation (e.g., asterisk or footnote) in the Schedule of Classes to denote alternative delivery.

C. **Instructor Selection:** Selection of distance education instructors shall be by the same procedures used to determine all instructional assignments.

D. **Course Evaluation:** The unique delivery process and characteristics of distance education courses require assessment strategies beyond those normally utilized. Criteria pertinent to

electronic interaction and media delivery quality standards shall be developed in assessing instructional effectiveness. Distance education courses shall therefore be subject to periodic review procedures which ensure the continued quality and effectiveness of the course offering.

II. *Student Support Services*

Background: Student support services are an essential component of the educational mission of the University. Current Board of Trustee policy requires CSU campuses to provide a basic level of services and adequate professional staff as follows:

Each campus shall maintain an adequate staff to provide student personnel services to include counseling and testing, activities and housing, health services, placement, and admissions. (California Code of Regulations, Title 5, Section 41701)

Further, the CSU Student Support Services Master Plan, adopted June, 1989, sets guidelines for comprehensive student services to ensure that "the services meet the needs of contemporary and future CSU students and are tailored to the characteristics of the various student populations." (Executive Summary, Report of the Educational Support Services Master Plan Task Force)

Policy: All regularly matriculated CSUS students receiving instruction through distance education shall be provided access to the basic student support services offered on this campus. These shall include admission, course registration services, academic advising and orientation, financial aid, career development and other special program accommodations as applicable, e.g., E.O.P., Veterans, and Re-entry.

In accordance with the spirit of the CSU Student Services Master Plan, the university shall develop strategies to provide an appropriate level of student support services to students participating in distance education.

III. *Academic Support Services*

A. **Library**

Background: The Library, in cooperation with the instructional units of the university, selects, acquires, organizes and preserves recorded knowledge in a variety of formats and provides effective and appropriate physical and electronic access to this information in support of community and distance education programs while maintaining contact and cooperation with the University community to ensure integration of its services with traditional academic programs.

Policy: There shall be Library support for distance education courses and programs. Effective and appropriate library services for distance education may differ from those services offered on campus but they should be designed to meet a wide range of informational and bibliographic needs. The requirements of academic programs should

guide the Library in its response. Elements of library support for distance education include courier and electronic document delivery, electronic journals, full-text databases, end-user searching, reference assistance and instruction, network access, reciprocal borrowing and interlibrary loan services, cooperative arrangements with other libraries for collection access, cooperative development of databases, and strategies that emphasize access as well as ownership of resources.

B. Media Services

1. **Background:** Introduction: Many similarities exist between "traditional" and "live televised instruction" in relation to the use of supplemental teaching materials (i.e., graphics, slides, computer animation, video and audio materials). However the televised medium does present significant challenges and opportunities that are unique.

Many materials and techniques that are developed and utilized for the traditional classroom can be employed across the board in the technological delivery of comparable class sections. However, some materials may require special development and/or modification in order to be effective to not only the televised, but also the "in studio" (classroom) audience. In addition, copyright/permission concerns regarding class resource materials take on a new light and become more challenging in the electronic delivery of courses.

In order to identify and navigate through these challenges it is necessary to provide professional support in the design, development and production of materials to be used in televised courses.

The following provides an outline of the services needed to support the delivery of distance education classes through the electronic medium. Most of these services are available to all faculty in the University, regardless of the instructional delivery method.

2. **Policy:**

- a. **Services Available:** University Media Services will provide a support team of media professionals (i.e., instructional designers, artists, photographers, producer/directors, technical support personnel) to assist in the development of the distance education courses. Each faculty member will be assigned a Media Production Specialist who will act as the key resource person for that faculty member. Areas of support include:

Basic Orientation to Teaching Environment--Group and Individual orientation to the technological teaching environment will be provided on both a formal and informal basis as needed.

Consultation on Effective Presentational Techniques--The televised medium does have some specific limitations and advantages to the traditional teaching/learning

process. Assistance will be given in adapting current methods and exploring alternative methods in order to provide an effective televised teaching/learning situation.

Instructional Design--Assistance in applying pedagogy to deliver the content effectively via the televised medium. Identification of methods and materials which may assist in the teaching/learning process.

Development and Production of Mediated Materials--Graphics (overheads, slides, computer animation, hard copy, etc.). Video and audio based modules for use in the teaching/learning process. This may also include the development of print materials (workbooks, viewing guides, etc.) to supplement distance education/televised delivery method.

Ongoing Consultation--Provide general support on an ongoing basis to facilitate, as much as possible, a teaching/learning environment that, while utilizing technology, is an effective medium to both the teacher and the student.

- b. **Costs:** As the distance education FTE course effort is a bona fide element of the University's instructional mission, all personnel and facilities are provided, budget permitting, as a part of the Division of Computing, Communications and Media Services' (CCMS) mission. Supplies, services, travel, materials clearance fees, talent, etc., that fall beyond the normal scope of the CCMS operations shall be governed by cost reimbursement. The funds to cover costs of self-supported offerings shall be negotiated with the appropriate administrative unit.

C. Computer Services

Policies will be developed as the need becomes defined. Current policies should be reviewed to insure coordination with the policy.

IV. Support Services for Instructors

A. Needs of Instructor:

Background: Courses developed and taught using distance education systems will require various types of support for the instructor. The amount and type of support will depend on 1) course classification, 2) the format of the course, including the use of media, computers and the instructors's need for instructional development support, and 3) the distance between the student and the campus.

Policy:

1. **Course classification**--When courses are approved, they are assigned a course classification code number. If courses offered via television are assigned a similar

code number, then the course classification number can be used to determine the instructor's workload in WTUs. The guidelines currently used to determine assigned time for larger lectures should be used for televised courses. If enrollment in a lecture class exceeds 120, the instructor can request assigned time for the courses. The instructor may request student assistance, in lieu of assigned time.

Instructor workload for discussion, seminar, activity and laboratory courses will need to initially be negotiated on a case by case basis, particularly if enrollment exceeds the average class size according to the course classification code number.

2. Instructors who use media, film, videos, slides live via television will need to address copyright issues in consultation with the staff in UMS. Instructors who develop their own media (e.g., slides, videos, graphics and other instructional materials) shall be provided with support as they develop materials, particularly in the beginning as the course is being adapted for a new format.
3. Students enrolled in courses at distant sites must be provided with support services. The instructor, who has students enrolled at distant sites, should be provided with adequate support to ensure that students receive all necessary information and materials. The amount and types of support shall be determined by the number of students at the various sites. For example, if there is an ITFS classroom at a distant site, then a teaching assistant may need to be assigned to the site.

B. Needs of Distant Learners:

Background: Although departments are expected to monitor courses, or sections of courses offered via distance education, just as they monitor other courses for adherence to course outline and academic standards, the needs of students at distance sites will be different from those of students on campus. The expectations and responsibilities of distant learners should be transmitted to them in writing, preferably on the course syllabus. At a minimum it should include the following provisions:

Policy:

1. Expectations and responsibilities of students at off campus sites, if they are different than those for students on campus, e.g., homework, exams, library research.
2. Types and forms of interaction expected of the student and instructor for the course, e.g., written assignments via mail, meetings in office on campus, AUDIX or computer E-mail interaction, phone-in during class time.
3. Advising opportunities if the course(s) is an undergraduate/graduate major course.

Copies of syllabi for courses offered via distance education systems shall be forwarded to the appropriate CSU, Sacramento administrator.

V. Copyright Issues

Background:

Introduction: The prime advantage of "live televised instruction," when applied to distance education, is that it insures the conversational nature of the courses presented and provides a natural setting for "real time" human interaction between the on-campus faculty member and the distance student.

The medium of videotape provides the opportunity to record a class lecture, broadcast and transport it "live" to one or more distance education destinations.

The following shall reaffirm the campus' commitment to the fair use of copyrighted works, and to establishing a policy position, understanding and agreement on the use and application of distance education classroom videotaping and instructional material development/production by and between the Administration and Academic Senate of California State University, Sacramento.

Policy:

1. **Copyright and "Fair Use":** As previously approved by the Academic Senate, it is agreed and understood that it is the policy of the campus that the faculty, staff, and students will adhere to the provisions of the Copyright Law, Title 17 of the United States Code. For information on this provision contact UMS. Faculty, staff and others shall be aware that the reproduction of copyrighted works, when used in combination with other media, and when recorded, replicated and/or delivered through distance education, should not be considered as an available resource under the "fair use" provision, Section 107 of the Copyright Act.
2. **Videotape Recording and Material Development/Production:**
 - A. It is agreed and understood that distance education matriculated courses delivered by televised instruction may be recorded under the following conditions:
 - 1) that the classroom presentation be recorded in its entirety and that it is not to be altered without specific authorization by the instructor of record.
 - 2) that the classroom presentation be recorded to mitigate the loss of a lecture due to a failure in the electronic delivery system.
 - 3) that the instructor of record has given his/her permission and/or requested said recordings be made for the express purpose of either the faculty member's self evaluation, or as a supplement/tutorial work to be used solely by those students enrolled in the faculty member's course at the time of its recording.

Videotapes recorded for student use shall be kept in the Library Media Center for a minimum of two weeks. At the end of the two weeks, the tape(s) shall be returned directly to the faculty member for his/her disposition unless he/she prefers to make the tape(s) available to students for the remainder of the term. Upon the direction of the instructor, the material could continue to be housed in the Library Media Center where students can view on-site or if there is a desire, for students to be

allowed to borrow the tape(s), the instructor could choose to place a copy of the material in the reserve book room of the library. The loan period in the latter case shall be designated by the faculty member.

Classroom videotaped lectures recorded and directed by the faculty member to remain in the Library Media Center for more than a semester period shall be held in reserve until such time period that the faculty member, his/her academic department and the school determines the academic use, instructional significance and longevity of the work.

- 4) that the classroom presentation be recorded but used only in part to support archival, documentary and awareness development.
- B. It is also agreed and understood by the instructor of record that courses televised via the public media may be recorded independently without prejudices by selected students taking a course at their private homes or job sites. Courses transmitted to sites officially designated as California State University, Sacramento affiliated learning centers will only be permitted to record lectures when prior faculty permission has been granted. Tapes may be kept on file for two weeks, removed and then recycled for other purposes, unless otherwise arranged.
- C. It is further agreed and understood that any lecture presentation recorded by the University is with intent copyrighted to the Board of Trustees of The California State University, unless otherwise stated. California State University makes no exclusive claim nor ownership to any of the content developed and presented by the faculty member who by the nature of his/her lecture is the author of said videotape(s).
- D. It is agreed and understood that any classroom videotaped program lecture or series of lectures recorded as a part of a distance education activity having a potentially commercial value shall, upon the declaration of that market potential, have an executed royalty contract agreement drawn between the University and the faculty member. This agreement shall precede the marketing and distribution of any University copyrighted materials. Said royalty agreements shall also be employed when referencing the development and production of other print and non-print instructional materials including, but not limited to, text based packages, graphic and photographic images, audio/video/visual presentations, computer applications and software, etc.

VI. Personnel Issues

Policies impacting the implementation of RTP, workload, and intellectual property rights will be negotiated among appropriate parties.

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POLICY ON LEAVES WITH PAY

Traditionally, paid academic leaves are not a privilege, but a right. In affirming that tradition, the Statement of Principles on Leaves of Absence, adopted by the American Association of University Professors in 1972, states:

Leaves of absence are among the most important means by which faculty members' teaching effectiveness may be enhanced, their scholarly usefulness enlarged, and an institution's academic program strengthened and developed. A sound program of leaves is therefore of vital importance to a college or university, and it is the obligation of all faculty members to make use of the available means, including leaves, to promote their professional competence. The major purpose is to provide opportunity for continued professional growth and new, or renewed, intellectual achievement through study, research, writing, or travel.

The Statement further states that leaves should "be provided with reasonable frequency and preferably be available at regular intervals because they are important to the continuing growth of the faculty member and the effectiveness of the institution." At many reputable institutions of higher learning, sabbatical leaves are granted automatically as an incentive for professional growth. Sabbatical and other paid leaves are among the most precious assets that the University and its faculty possess and should be used as instruments of policy. Through the leaves faculty development and renewal occurs, faculty advance their disciplinary knowledge, attain additional competence in related or new fields of inquiry, and produce impressive scholarly and creative works. Through the experience gained by faculty on leaves the University benefits from revitalized people who bring new insights, vigor, and enthusiasm to their teaching assignments and other scholarly pursuits. The University promotes program development by assisting faculty through paid leaves to gain new awareness, knowledge, and skills in advancing and new fields. By not adhering to this standard policy on sabbatical leaves, the California State University has long been doing a disservice to its faculty, its students, and the people of the State.

Because the California State University does not provide sabbatical leaves according to the ideal pattern, a limited number of leaves must be allocated to a larger number of eligible faculty. CSU policy is defined in Articles 27 and 28 of the Memorandum of Understanding. The following shall be the policy of CSU, Sacramento; it conforms to and elucidates Articles 27 and 28.

The President shall allocate professional leaves on the basis of recommendations of a Professional Leave Committee. The Professional Leave Committee will be a University Committee, composed of nine elected members serving staggered three-year terms: to include four members elected by and from faculty members in Arts and sciences, and one each elected by and from faculty members in Business and Public Administration, Education,

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Engineering and Computer Science, Health and Human Services, and the Library. Persons applying for sabbatical or difference-in-pay leaves shall be ineligible for election to the Professional Leave Committee. Normally, the term of membership shall be three years. Persons elected previously to membership on the Professional Leave Committee who apply for sabbatical or difference-in-pay leaves shall become ineligible to serve during the year in which their application is to be considered and shall be replaced for the remainder of their term by an appropriate election. The Professional Leave Committee shall recognize the importance to individual faculty members and to the University of professional leaves. The Committee shall function according to the following process and criteria.

I. APPLICATION PROCESS FOR PROFESSIONAL LEAVES

- A. An eligible faculty member who applies for a sabbatical leave must submit four copies of his/her proposal with the application form provided, by the announced University deadline, to the Office of Faculty and Staff Affairs.
- B. The Dean of Faculty and Staff Affairs shall send a copy of the proposal to the Professional Leave Committee and to the faculty member's home department or unit.
- C. The Department or Library unit shall prepare a statement regarding the possible effect on the curriculum and the operation of the department during the time of the leave should it be granted. This statement shall be forwarded to the School Dean.
- D. After reviewing all leave proposals against the specified criteria in Section II the Professional Leave Committee shall sort the proposed projects into no more than three categories as follows:
 1. Those that are judged by the Professional Leave Committee to be not acceptable;
 2. Those that are judged by the Professional Leave Committee to be meritorious;
 3. Those that are judged by the Professional Leave Committee to be outstanding and exceptional.

Of the three categories, it is the intention of this policy that the third category, those projects judged to be outstanding and exceptional, be reserved for those projects which, by virtue of some feature or features of extraordinary value or promise, warrant that the proposals be approved for funding regardless of equity, defined as accrued service since the establishment of initial eligibility for sabbatical leave.

The Professional Leave Committee shall rank any proposals in the third category ahead of those in the second category. Proposals in the second category shall be ranked in order of accrued service. The Professional Leave Committee shall forward through the appropriate School Dean to the President a recommendation for approval of all

proposals in the third category, and then of all proposals in the second (ranked) category. The recommendation that those leaves be approved shall also be a recommendation that they be considered for granting, contingent upon the possible effect on the curriculum and the operation of the institution.

It is further the intention of this policy that the Professional Leave Committee(s) assign at least one in four of those recommended by the committee for award to this third category. [Adopted by the Academic Senate, 2/13/97. Approved by the President, 2/19/97.]

The Professional Leave Committee shall provide a written statement of the reasons for not recommending approval of a given proposal, or for designating a proposal as "outstanding". The Committee's recommendation shall be forwarded to the President via the appropriate School Dean.

- E. After considering the departmental statement and the recommendation of the Professional Leave Committee, the Dean shall forward to the President an assessment of the implications to the department's program, other campus programs, and the budget, should the leave be granted, and may comment concerning the merit of the proposal as compared with the specified criteria. The Dean shall include the departmental statement and the recommendations of the Professional Leave Committee with the material forwarded to the President. A copy of the Dean's recommendation shall also be sent to the Professional Leave Committee.
- F. Upon receipt of comments from a School Dean concerning the merit of a proposal, the Professional Leave Committee shall have the opportunity to respond to those comments by submitting a statement directly to the President.

II. EVALUATION OF APPLICATIONS

A. Dimensions of Evaluation

The Committee shall assess the quality of the proposal by considering the appropriateness of the substance of each proposal, the benefits which would ensue from its being undertaken, and its practicability. It shall also verify that the final report from the previous award, if any, was acceptable and timely. A copy of the Dean's recommendation shall also be sent to the Professional Leave Committee. Upon receipt of comments from a School Dean concerning the merit of a proposal, the Professional Leave Committee shall have the opportunity to respond to those comments by submitting a statement directly to the President.

B. Criteria

1. Appropriateness. Appropriate sabbatical leave activities may include the following; this list implies no ranking of relative worth among the categories. The PLC will evaluate each proposal on the basis of standards relevant to its character.
 - a. A course of study leading to increased mastery of the applicant's own field, or the development of an additional area of specialization within his/her field, or the development of a new field of specialization;
 - b. A plan for professionally beneficial travel, which will enable the applicant further to develop his/her knowledge, skill, or expertise in a discipline or area of specialization within a discipline;
 - c. Professional development of a scope or nature not possible through normal workload assignment;
 - d. Pursuit of a scholarly, research, or creative project of a scope or nature not permitted through normal workload assignment;
 - e. Study or experience designed to improve teaching effectiveness;
 - f. Study or experience designed to improve professional practice.
2. Benefit. Sabbatical leave projects should demonstrate clear promise of producing results beneficial to students, to the development of the profession or a discipline within the profession, to the University, and/or to the faculty member as a teacher, scholar, or professional practitioner.
3. Practicability. The PLC shall determine whether objectives of the proposed project are both clearly defined and realistically achievable.
4. Final Reports. The final report from the previous award, if any, will be reviewed by the PLC for the purpose of verifying that significant progress was made toward completion of the proposed project, or that legitimate reasons exist for modification of the original aims. An acceptable final report, submitted within the first semester of return from a leave, is a necessary condition of being granted subsequent leaves.

III. DIFFERENCE-IN-PAY APPLICATIONS

- A. Faculty members eligible for Difference-in-Pay leaves shall submit four copies of their

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proposals with the application form provided to the Office of Faculty and Staff Affairs. The PLC will forward to the President via the appropriate School Dean all Difference-in-Pay proposals which meet minimal quality standards. After considering the departmental statement and the recommendation of the Professional Leave Committee, the Dean shall forward to the President an assessment of the implications to the department's program, other campus programs, and the budget, should the leave be granted, and may comment concerning the merit of the proposal as compared with the specified criteria. The Dean shall include the departmental statement and the recommendations of the Professional Leave Committee with the material forwarded to the President.

- B. Deadlines for Difference-in-Pay applications shall be flexible; it shall be campus practice to grant Difference-in-Pay leaves whenever possible in the interests of faculty members, departments, and schools.
- C. Sabbatical leave applications that have been recommended by the PLC shall also be considered to have been recommended for Difference-in-Pay leaves if requested.

3/5/97 The Faculty Policies Committee further proposes alterations to the sabbatical application form (Attachment B), as follows:

- the addition of a fourth criterion of evaluation, on final reports, as follows:
 - 4. Final Reports. The final report from the previous award, if any, will be reviewed by the PLC for the purpose of verifying that significant progress was made toward completion of the proposed project or that legitimate reasons exist for modification of the original aims. An acceptable final report, submitted within the first semester of return from a leave, is a necessary condition of being granted subsequent leaves.
- the alteration of item #9 to read: I understand that I will be required to submit a report of my sabbatical leave activities upon my return to CSUS and that the report will be due to the Office of Faculty and Staff Affairs by the end of the first ~~month~~ semester after return from my leave. I further understand that the PLC will review my final report, and that completion of a timely and acceptable final report is a necessary condition of being granted subsequent leaves.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
6000 J Street, Sacramento, California 95819
APPLICATION FOR SABBATICAL LEAVE

1. Name of Applicant Dr. Ms. Mr. _____ Department _____
Last First Middle
2. Home Address _____ Street _____ City _____ Zip Code _____
3. Date of Last Sabbatical or Difference -In-Pay Leave _____
4. Duration of leave requested:
- One semester with full pay Semester requested: _____ 19 _____
- Two semesters with half-pay From _____ 19 _____ Through _____ 19 _____
Semester Semester
- If I do not receive a sabbatical leave, I would like to request a difference-in pay leave for the following time period:

5. If your plan involves accepting additional and/or outside employment, include a statement as to the nature of the employment and the amount of compensation to be received. Article 27.15 of the Agreement Between The Board of Trustees of The California State University and the California Faculty Association states that "A faculty unit employee on sabbatical leave shall not accept additional and/or outside employment without prior approval of the President."
- I request approval to receive additional compensation during my sabbatical leave.
Nature of compensation _____ Amount _____
- I will not be receiving any additional compensation during my sabbatical leave.
6. I will furnish the President a bond, pursuant to Article 27.9 of the Agreement Between The Board of Trustees of the California State University and the California Faculty Association to indemnify the State of California against loss in the event I do not return to render one term of service in the California State University for each term of leave.

OR

- I request that the President waive said bond. I agree to return to the service of the California State University and render at least one term of service for each term of leave following my return from the leave of absence granted me. In support of this request, and pursuant to Article 27.9 of the Agreement Between The Board of Trustees of the California State University and California Faculty Association, I submit the following list of assets (the value of which is in excess of that salary to be paid to me during leave) as evidence of my capacity to indemnify the State of California against loss in the event of failure, through fault of my own, to fulfill this agreement.

Description of Attachable Assets (accumulated contributions to PERS may not be used):

7. In support of this application I present the attached (1) detailed outline of my plan of study, research, or travel and service to be performed during the period of the leave; and (2) statement of the resulting benefits which will accrue to the university and its students. (NOTE: Your proposal must be clear, explicit, and specific. Decisions on whether or not your leave is approved will be based on the proposal you submit.)
8. I recognize that this leave, if granted, will be pursuant to Article 27 of the Agreement Between The Board of Trustees of the California State University and the California Faculty Association together with any amendments subsequently issued thereto, and agree to abide by its terms.
9. I understand that I will be required to submit a report of my sabbatical leave activities upon my return to CSUS and that the report will be due to the Office of Faculty and Staff Affairs by the end of the first month after my return from leave.

Signature of Applicant

Name Date

White Copy - Professional Leave Committee
Green Copy - Dean
Yellow Copy - Department Chair
Pink Copy - Faculty and Staff Affairs

CRITERIA
Application for Sabbatical Leave

1. **Appropriateness.** Appropriate sabbatical leave activities may include the following; this list implies no ranking of relative worth among the categories. The PLC will evaluate each proposal on the basis of standards relevant to its character.
 - a. A course of study leading to increased mastery of the applicant's own field, or the development of an additional area of specialization within his/her field, or the development of a new field of specialization;
 - b. A plan for professionally beneficial travel, which will enable the applicant further to develop his/her knowledge, skill, or expertise in a discipline or area of specialization within a discipline.
 - c. Professional development of a scope or nature not possible through normal workload assignment;
 - d. Pursuit of a scholarly, research, or creative project of a scope or nature not permitted through normal workload assignment;
 - e. Study or experience designed to improve teaching effectiveness;
 - f. Study or experience designed to improve professional practice.
2. **Benefit.** Sabbatical leave projects should demonstrate clear promise of producing results beneficial to students, to the development of the profession or a discipline within the profession, to the university, and/or to the faculty member as a teacher, scholar, or professional practitioner.
3. **Practicability.** The PLC shall determine whether the proposed project is clearly defined and articulated, and conforms to the requirements of Contract Article 27.3, and the stated objectives of the proposal are realistically attainable.

**INFORMATION CONCERNING "BUYING BACK " INTO THE
RETIREMENT SYSTEM FOLLOWING SABBATICAL LEAVE**

Faculty on difference-in-pay leaves or half-pay academic year sabbaticals receive reduced retirement service while on such a leave. The amount of service credit earned is in direct proportion to the amount of salary earned.

A faculty member may receive the full-time rate of service credit by electing to pay, either lump sum or in monthly installments, additional contributions which consist of:

- (a) the amount necessary to bring the accumulated contributions credited to his/her individual account to the amount it would have been had he/she received a full salary; plus
- (b) the additional contributions that would have been made by the University on his/her behalf had he/she received a full salary; plus
- (c) the interest which would have accrued to such additional employee and employer contributions - on the basis of the interest rate in effect at time of employee's return from leave.

Faculty who wish to obtain additional service credit under this provision of the retirement law should contact the Membership Division of P.E.R.S.