

1998-99  
FACULTY SENATE  
California State University, Sacramento

AGENDA

Thursday, March 25, 1999

**Foothill Suite, University Union**

3:00-5:00 p.m.

**OPEN FORUM**

**REGULAR AGENDA**

*Approved*  
FS 99-22/Flr. MINUTES

Approval of the Minutes of March 11 (#14), 1999.

**SECOND READING ITEMS (Action may be taken)**

FS 99-23A /Ex. WAIVER OF FIRST READING OF FS 99-23 and FS 99-24

The Faculty Senate waives the first reading of FS 99-23 (Resolution to Refrain from Participation in the Implementation of Imposed Working Conditions) and FS 99-24 (CSUS Procedures for Faculty Merit Increases).

*Substitute*  
FS 99-23/Ex. RESOLUTION TO REFRAIN FROM PARTICIPATION IN THE IMPLEMENTATION OF IMPOSED WORKING CONDITIONS

The Faculty Senate shall refrain from the development of criteria, standards, procedures, and structures for implementing any of the terms and conditions of faculty employment imposed by the Board of Trustees on March 17, 1999.

FS 99-24/FPC FACULTY MERIT INCREASES, CSUS PROCEDURES FOR

The Faculty Senate recommends approval of the implementation procedures contained in "Faculty Merit Increase Program" (Attachment A).

**FIRST READING ITEMS (Discussion only; no action)****FS 99-25/CPC, Ex. WRITING AND READING IN THE UNDERGRADUATE MAJORS--  
ADVISORY STANDARDS (per FS 99-09)**

The Faculty Senate endorses the 1) Writing Standards, 2) Criteria for Assessing ESL Writing, and 3) ESL Portfolio Scoring Guide (Attachment B) as advisory standards for distribution by the Office of Academic Affairs as set forth in the policy on Writing and Reading in the Undergraduate Major (FS 99-09, II.C).

**INFORMATION**

1. Tentative Spring 1999 Faculty Senate Meeting Schedule:  
April 1 (Spring Recess), 8 (**NO MEETING**), 15, 22 (3:00-3:30 p.m., 1999-2000 Senate Nominations; 3:30-5:00 p.m., 1998-99 Senate), 29  
May 6 (3:00-3:30 p.m., 1999-2000 Senate Elections; 3:30-5:00 p.m., 1998-99 Senate),  
13 (3:00-4:00 p.m.; 4:00-5:30 p.m., Outstanding Teacher Award Reception), 20,  
27 (Finals Week)
2. Senate Home Page (<http://www.csus.edu/acse/> or CSUS Home Page *then* Administration and Policy *then* Faculty Senate) - Vice Chair Arthur Jensen

March 22, 1999

MAR 22 1999

MEMORANDUM

Faculty Senate Received  
413

TO: Tom Krabacher, Chair  
Faculty Senate

FROM: Miki Vohryzek-Bolden, Chair *Miki*  
Faculty Policies Committee

RE: Proposed Procedures for Faculty Merit Increase

On behalf of the Faculty Policies Committee (FPC), I am forwarding the attached proposed Faculty Merit Increase (FMI) procedures. These procedures respond to the mandates contained in the Resolution on Faculty Merit Pay adopted by the CSU Board of Trustees on Wednesday, March 17, 1999. The draft document is highlighted in those areas that FPC identified as requiring local procedures and ones that are not directly mandated by the Resolution.

The following issues require Senate discussion:

1. *Review Periods for the first Faculty Activity Report (FAR), which ends July 1, 1998:* The policy states that the first report cover all appropriate activities for the period from the last review to July 1, 1998. Do we establish a one year period or allow faculty to include information from their last successful merit review application, or the last three years, whichever is more recent to July 1, 1998?
2. *Definition of Outstanding:* If we define outstanding as 'exceptional performance,' we may limit the ability of truly effective faculty to receive a merit increase commensurate with his/her performance as a faculty member. Consider the following definition: Outstanding shall be defined as performance superior to that which is usually expected of a faculty member.
3. *Levels of Review:* The increases are to be reviewed by the department chair, the appropriate campus committees of tenured faculty, and the academic administrators and/or the president. We recommend that the campus committee be a department level committee, and the academic administrator be the dean.
4. *Composition of Departmental Level Review Committee (DLRC):* If we create the DLRC's, do we want departmental elections where at least three tenured faculty members with an alternate and up to five members with an alternate are elected to the committee? Also, we believe the election requirement should apply if outside faculty are needed to comprise a DLRC.

5. *Voting at DLRC:* Abstentions shall not be interpreted as either a 'yes' or 'no,' or included in the voting base when determining a simple majority of the votes cast (taken from past PSSI procedures); and tie votes shall be interpreted as 'no recommendation,' which is also taken from the past PSSI procedures.
  
6. *Recommendation regarding 'amount of the increase':* There are two sections of the Resolution which are in conflict (31.22 and 31.24) - one states the recommendations 'shall' include the amount of the increase and the other section says 'may' include the amount of the increase. Faculty and Staff Affairs Office have contacted the CSU Office and their interpretation is that each campus may determine how to respond to this requirement. If we accept the term 'may,' it would allow us to use the past PSSI procedure which asked committee to rate the recommended faculty member from recommended to very highly recommended (5 point rating). This procedure was established to respond to concerns of faculty regarding having to set specific amounts, rather than to rate them on a 5-point rating system. Apparently, the Faculty Senate had a discussion regarding this issue and more faculty were comfortable with a rating system. The draft contains the language with the rating system.

Please do not hesitate to contact me if I can provide you with any additional information. I will attend the Faculty Senate meeting when this document is discussed, in order to respond to any questions or concerns the Senate may have regarding our recommendations.

## FACULTY MERIT INCREASE PROGRAM

The amount of funds dedicated to this program shall be based upon the number of filled full time equivalent faculty positions (FTEF). There shall be no requirement to expend all the funds identified for this program. Any portion of funds not expended in any fiscal year shall automatically be added to the merit pool for the next year.

A Faculty Merit Increase shall normally be in the form of a permanent increase in the base salary of the individual or shall be in the form of a bonus (not a permanent increase in the base salary of the individual) of no more than the equivalent of an annual salary increase of twelve and a half percent (12.5%) in the case of faculty members who have reached the top of his/her rank or classification in the salary schedule. Instructional faculty members holding the rank of Professor may be paid at a salary rate above the published rate for that classification. An individual shall not receive more than a twelve and a half percent (12.5%) increase in any year.

The recognition of a faculty member may be in the form of a bonus (not a permanent increase in the base salary of the individual) of no more than the equivalent of an annual salary increase of two and four tenths percent (2.4%) in the case of faculty members whose outstanding performance was part of an activity or project conducted by a team, department or group of employees.

### I. ELIGIBILITY

All faculty unit employees, including full and part time employees, lecturers, probationary or tenured faculty including library and counselor faculty, and coaches shall be eligible for Faculty Merit Increases for demonstrated outstanding performance, commensurate with rank, work assignment, and years of service. Faculty whose performance does not include assignments in all of the areas included in Section IV of this policy, shall nonetheless be eligible for a Faculty Merit Increase on the basis of their performance in the individual areas of their assignment. Nothing in this policy shall require the award of a Faculty Merit Increase to any individual faculty member.

### II. INFORMATION TO BE PROVIDED

In order to facilitate the process, Faculty and Staff Affairs will provide each college<sup>1</sup> department with the following information:

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<sup>1</sup> For purposes of these procedures, the Library, Athletics and Academic Affairs/Student Affairs (for Counselors) are each treated as a college.

- ~~(1) the name of each faculty unit employee in the unit~~
- ~~(2) the rank/classification of each faculty unit employee in the unit~~
- ~~(3) the date of appointment of each faculty unit employee in the unit~~
- ~~(4) the monthly salary of each faculty unit employee in the unit~~
- ~~(5) the date of last successful merit review.~~

### III. FACULTY ACTIVITY REPORTS

1. All faculty unit employees who submit an activity report shall be considered for a Faculty Merit Increase.
2. The format for the activity report shall be the format provided by the California State University. Faculty members may not append evidentiary documents or otherwise supplement the information requested in these reports.
3. Any faculty member who does not wish to have his/her name, rank, department and amount of increase published to the campus community in the event of receiving a Faculty Merit Increase shall so indicate on the Faculty Activity Report.
4. For the **1998-99** and **1999-2000** Fiscal Year Faculty Merit Increase. All faculty members shall submit ~~three copies of~~ two separate Faculty Activity Reports (FAR) to their college dean by **April 30, 1999**. ~~The first report will cover the period July 1, 1997 to July 1, 1998;~~ and the second report will cover July 1, 1998 to December 31, 1998. These reports shall detail in separate sections all appropriate activities for the review periods and shall include 1) the name of each faculty unit employee in the unit; 2) the rank/classification of each faculty unit employee in the unit; 3) the date of appointment of each faculty unit employee in the unit; 4) the monthly salary of each faculty unit employee in the unit; and 5) the date of last successful merit review.

~~(Another option - the first report will cover the period from the last successful merit review or the last three (3) years, whichever is more recent, to July 1, 1998.)~~

5. For the **2000-01** Fiscal Year Faculty Merit Increases

All faculty members unit employees shall submit ~~three copies of~~ the faculty activities report ~~to their department chair by February 15~~ of each year thereafter which shall be utilized for the consideration for Faculty Merit Increases.

This report shall detail the following:

- a) all appropriate activities for the period **January 1, 1999 through December 31, 1999**, for fiscal year 2000/01 to be effective July 1, 2000, and
- b) These reports shall detail in separate sections all appropriate activities for the review period and shall include 1) the name of each faculty unit employee in the unit; 2) the rank/classification of each faculty unit employee in the unit; 3) the date of appointment of each faculty unit employee in the unit; 4) the monthly salary of each faculty unit



employee in the unit; 5) the date of last successful merit review.

6. Faculty activity reports shall be placed in both the Personnel Action File and any Working Personnel Action File established for the purpose of conducting evaluations pursuant to Policy 15, Evaluation.

#### IV. CRITERIA

- A) Faculty shall be eligible for Faculty Merit Increases for demonstrated outstanding performance, commensurate with rank, work assignment and years of service, consistent with the criteria listed below. For purposes of the FMI process, **outstanding shall be defined as performance superior to that which is usually expected of a faculty member.** Faculty unit employees whose performance does not include assignments in all of the areas shall nonetheless be eligible for a Faculty Merit Increase on the basis of their performance in the individual areas of their assignment.
- B) Teaching is at the center of any system of merit increases. Faculty Merit Increases may be granted for:
  - the quality of the unit member's teaching alone;
  - teaching and scholarship;
  - teaching and service to the University and community; or
  - teaching, scholarship, and service to the University and community.
  1. Teaching is broad and inclusive. Teaching encompasses instruction and such activities as advising, mentoring, supervision (e.g., individual studies, thesis direction, field supervision), and a range of contributions to improving student learning (e.g., curriculum revision, course and program coordination, assessment of learning outcomes, and applications of technology).
  2. Scholarship is also broad. Scholarship includes discovery (traditionally labeled research, especially published or presented to professional audiences), integration (e.g., inter-or cross-disciplinary efforts), application (e.g., used in teaching or solving social, community, or technical problems), and creative activity (e.g., works of art, performances).
  3. Service to the University and community is likewise broad. Service to the University and community includes the activity necessary to the faculty role in shared governance of the institution (CSU and its campuses) and activity applying the unit employee's expertise to benefit the University and its community in general. Examples of service include significant committee work; student outreach and retention; participation in university and community organizations, professional associations, California Faculty Association, and appropriate governmental boards and commissions; advancement of public support for the University; and lectures and seminars to community groups.

#### V. PROCEDURES

##### A) General Guidelines

The following are the general procedures that apply to the entire process.

1. **The chair of a Department Level Review Committee (DLRC), the department chair and the dean are responsible to assure procedures and established timelines are followed.**

2. All deliberations related to recommendations regarding Faculty Merit Increase shall remain confidential.

3. Each level shall make an independent recommendation from the activity report presented. The DLRC and department chair recommendations may include not only whether the faculty member who submitted an activity report is recommended to receive a Faculty Merit Increase, but also a rating as described in Sections B(5)(b) and C(1) of this policy.
4. A faculty member shall not review his/her own activity report for a Faculty Merit Increase. However, no faculty member shall become ineligible for service on a departmental committee because he/she submitted an activity report.
5. Failure to meet any established deadline for recommendations shall automatically result in the forwarding of all activity reports to the next level of review.
6. All activity reports for Faculty Merit Increases and all recommendations shall be forwarded to the President by no later than June 1, 1999 for fiscal years 1998/99 and 1999/2000 and no later than May 1 of each year thereafter.
7. The award of a Faculty Merit Increase shall not be considered a personnel recommendation, decision or action which must be based upon a faculty member's Personnel Action File. However, this provision shall not preclude review of a faculty member's Personnel Action File by the department chair, dean or President.

**B) Department Level Review Committee**

1. Each department shall elect a DLRC consisting of at least three (3) tenured faculty members plus an alternate or up to a maximum of five (5) tenured faculty members plus an alternate. The department chair shall not serve on the DLRC.
2. If there are not enough tenured faculty in a department to comprise the DLRC, tenured faculty from another department within the college shall be elected to sit on the DLRC.
3. The DLRC shall forward a recommendation to the department chair on each faculty member in the department who submits an activity report. The recommendation shall include not only whether a faculty member who submitted an activity report is recommended to receive a Faculty Merit Increase, but also a rating as described in section B(5)(b) of this policy. The recommended percent of increase shall not exceed twelve and a half percent (12.5%). The DLRC shall review and forward a recommendation on the department chair directly to the dean.
4. Abstentions shall not be interpreted as either a "yes" or "no" vote, or included in the voting base when determining a simple majority of the votes cast.
5. The recommendations of a DLRC shall be made in accordance with the following process and procedures:
  - a. The DLRC shall decide, by a simple majority vote, if a faculty member's activities for the specified time period are outstanding. A "NO" or "TIE" (which shall be interpreted as "No Recommendation") vote on performance shall end the DLRC's evaluation of the faculty member. The DLRC shall proceed with its recommendation for an FMI award (b. below) only on those applications receiving a "YES" vote.
  - b. Each activity report receiving a "YES" vote on outstanding shall be differentiated using a rating scale of "Recommended" to "Very Highly Recommended." The recommendation to assign an application to a particular rating must be supported by a simple majority vote. If there is a tie vote on a rating, the committee shall indicate in its recommendation the ratings where the tie occurred (Ref: Provision 31.22 and 31.24, MOU).



6. If a department committee does not make a recommendation by the established deadline to do so, the activity report shall be considered by the department chair without the recommendation of the department committee.

**C) Department Chair's Review**

1. The department chair shall make an independent review of all the activity reports submitted, and the recommendations of the DLRC. The department chair may review the Personnel Action File of any faculty member in his/her department. The department chair shall forward an independent recommendation on each faculty member who submitted an activity report. Each activity report receiving a yes on outstanding shall be differentiated using a rating scale of "Recommended" to "Very Highly Recommended."
2. If a department chair does not make a recommendation by the established deadline to do so, the application shall be considered by the dean without the recommendation of the department chair.
3. The department chair shall not make a recommendation concerning him/herself.

~~4. The department chair shall inform each faculty member who submitted an activity report in writing of his/her recommendations as well as the recommendation of the DLRC.~~

**D) Dean's Review**

1. The dean shall make an independent review of all the activity reports submitted, and the recommendations of the DLRC and the department chair. The dean may review the Personnel Action File of any faculty member in his/her college. The dean shall make an independent recommendation on each faculty member who submitted an activity report, including the recommended percent of increase for those faculty receiving a positive recommendation, to the President. The recommended percentage of increase shall not exceed twelve and a half percent (12.5%).
3. ~~The dean shall inform each faculty member who submitted an activity report in writing of his/her recommendation~~

**VII. President's Decision**

1. The President, after consideration of recommendations from all previous levels of review, shall select the recipients of the increases by no later than July 1, 1999 for fiscal year 1998/99, and no later than fourteen (14) days after the final budget allocation from the Chancellor's Office to the campuses of each year thereafter.
2. The President shall also determine the appropriate amount of the increase to be granted, not to exceed twelve and a half percent (12.5%), consistent with the limitation provided in the policy.
3. The decision to grant or deny a Faculty Merit Increase and the amount of the increase shall not be subject to the grievance policy.

**VIII. Special Provisions Governing FMI Awards**

At least fifty percent (50%) of the candidates receiving a Faculty Merit 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 Faculty Merit 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 the policy.

If the highest level faculty review committee submits fewer than the minimum number of positive recommendations needed to expend fully the campus' pool for Faculty Merit Increases in any fiscal year, then the percentage of candidates receiving a Faculty Merit 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 Faculty Merit 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.

#### **IX. Publication of Faculty Merit Pay Increases**

1. A list of individual faculty members receiving a Faculty Merit Increase, their rank, the amount of the increase received and their department shall be made public on each campus no later than one (1) month after final decisions regarding such increases. The names of faculty members who indicate they do not wish to have their name published shall not appear on the list.

2. For each year in which FMI awards are made, the President or designee shall prepare a report listing by colleges and departments, the number of faculty considered for an FMI award, the number of faculty receiving FMI's and the percentage of increase. In addition, the report shall identify the total number of faculty who received a positive recommendation by the department committee (DLRC), the department chair and the college dean, and the number of faculty from within each group who received an FMI award. This report shall be maintained for a period of five (5) years, and shall be readily available for public review.

Reference: Policy 31 (3/17/99)

**Advisory Standards for  
Writing and Reading in the Undergraduate Major  
(FS 99-09)**

Attachment B  
Faculty Senate Agenda  
March 25, 1999

**California University, Sacramento  
Writing Standards**

**A - Excellent Writing: The paper...**

- 1) addresses the assignment clearly and specifically
- 2) addresses complex topics analytically
- 3) sets a significant task
- 4) displays an awareness of audience and a sense of purpose in communicating to that audience
- 5) has a clearly stated central idea (thesis)
- 6) demonstrates clear, focused, coherent organization
- 7) supports generalizations with specific detail and example
- 8) shows the ability to integrate texts of others into the writer's own text
- 9) cites sources appropriately
- 10) shows superior control of standard written English.

**B - Good Writing: The paper...**

approaches the A paper in all or most categories, though it might reveal minor lapses in some of the categories. For example, the paper may display a slightly less fluent and selective style, may set a less complex (but still significant) task, may show occasional need for additional sources, analysis or detail. There may be occasional minor lapses in clarity of organization or in effective integration of the texts of others into the writer's own text.

**C - Adequate Writing: The paper...**

shows evidence of the skills in the A or B paper, but shows only basic control of those skills. For instance the paper might develop some points clearly and fully, but others less so; it might draw on other texts but not always clearly; it will be thoughtful but sometimes ideas will need further analysis; it might be flawed by some punctuation or grammar errors but not so seriously as to slow the reader or impede understanding. It may simply set a less demanding, while still respectable, task.

**D - Seriously Flawed Writing: The paper...**

demonstrates inadequacy in some of the areas deemed necessary for university level writing, described in the A-C papers. For example, the paper may

- 1) not address the assignment directly or clearly; it may distort or wander from the assignment
- 2) show insufficient sense of thematic purpose or audience awareness
- 3) set an insignificant or trivial task
- 4) fail to analyze effectively; replace analysis with narration, summary, or description
- 5) display formulaic, random or confusing organization
- 6) fail to provide controlling general statements
- 7) fail to provide appropriate and adequate supporting detail and example
- 8) show inadequate control of standard written English.

**F - Inadequate Writing: The paper...**

Demonstrates serious inadequacies in several of the areas deemed necessary for university level writing, described in the A - C papers.

**Advisory Standards for  
Writing and Reading in the Undergraduate Major  
(FS 99-09)**

**CRITERIA FOR ASSESSING ESL WRITING**

<b>SCORES</b>	<b>CHARACTERISTICS OF PAPER RECEIVING THIS SCORE</b>
6	<p><b>Demonstrates clear competence in development, organization and sentence structure.</b></p> <ul style="list-style-type: none"><li>* clearly addresses assignment with thoughtful thesis</li><li>* is well organized and developed, using appropriate and effective details and analysis to support the thesis</li><li>* demonstrates thorough understanding of the issues presented in the reading; documents sources of ideas and quotations</li><li>* consistently uses language well: varied sentences and precise word choice</li><li>* grammatical errors are rare and do not interfere with effectiveness of paper</li></ul>
5	<p><b>Demonstrates competence in development, organization, and sentence structure, but will have errors.</b></p> <ul style="list-style-type: none"><li>* addresses assignment with clear thesis</li><li>* is generally well organized and developed, using effective details and analysis to support thesis</li><li>* demonstrates competent understanding of the issues presented in the reading; documents sources of ideas and quotations</li><li>* generally uses language well: varied sentences and clear and appropriate word choice</li><li>* grammatical errors may occur throughout but are not serious and do not interfere with understanding</li></ul>
4	<p><b>Demonstrates minimal competence in development, organization, and sentence structure, but will probably have weaknesses in one or more areas</b></p> <ul style="list-style-type: none"><li>* addresses assignment adequately with thesis, though it may be imprecisely worded or insufficiently focused</li><li>* is adequately organized and developed using details and analysis, though development may be thin at times</li><li>* demonstrates adequate understanding of the issues presented in the reading; documents sources of ideas or quotations</li><li>* uses language adequately: reasonable command of sentence structure and word choice</li><li>* may contain varied grammatical errors, but not to the point of interfering with understanding</li></ul>
3	<p><b>Demonstrates developing competence in writing, but remains flawed in development, organization, and/or language.</b></p> <ul style="list-style-type: none"><li>* may not respond adequately to the topic or be sufficiently focused</li><li>* may not be adequately organized or developed, be illogical, or have insufficient or inappropriate support for thesis</li><li>* may demonstrate lack of understanding of the issues presented in the reading; may fail to document sources of ideas or quotations</li><li>* may have an accumulation of errors in sentence structure and word choice and form</li><li>* may have an accumulation of grammatical errors: errors may interfere with understanding</li></ul>
2	<p><b>Demonstrates serious problems in writing</b></p> <ul style="list-style-type: none"><li>* does not deal adequately with topic; may be off the point, unclear, or poorly focused</li><li>* may have serious problems with organization and development, use little or no detail, or have irrelevant specifics or unsupported generalizations</li><li>* may demonstrate serious misunderstanding of the issues presented in reading; may fail to document sources of ideas or quotations</li><li>* may have serious and frequent errors in sentence structure and word choice and form</li><li>* may have an accumulation of serious grammatical errors which interfere with understanding</li></ul>
1	<p><b>Demonstrates incompetence in writing</b></p> <ul style="list-style-type: none"><li>* may be unfocused, confusing, or incoherent or completely misunderstand the issues presented in the reading</li><li>* may be severely underdeveloped</li><li>* may contain severe and persistent errors that interfere with understanding</li></ul>

**Advisory Standards for  
Writing and Reading in the Undergraduate Major  
(FS 99-09)  
ESL PORTFOLIO SCORING GUIDE**

- A SUPERIOR: A superior portfolio reflects excellent command of the writing process and the ability to handle writing tasks skillfully and critically.**
- Final drafts have been especially thoroughly and completely revised.
  - Final drafts are particularly well focused, clearly organized, and thoroughly developed.
  - Final drafts show complexity of thought and include especially substantial analysis, and ample specific detail.
  - Final drafts reveal a clear purpose for writing and an awareness of audience.
  - Final drafts use assigned readings and other sources particularly effectively to support ideas; the writer can critically evaluate the ideas of others; documentation is complete and accurate.
  - Final drafts show excellent control of language and demonstrate careful editing; few errors remain.
  - Unrevised essays demonstrate clear competence in organization, development and language although they would be improved by further revision and editing.
  - The portfolio letter demonstrates that the writer can reflect thoughtfully on his or her writing and explain the reasons for specific changes that have been made or could be made to essays.
- B STRONG: A strong portfolio reflects good command of the writing process and the ability to handle to handle writing tasks clearly and thoughtfully.**
- Final drafts have been thoroughly and completely revised.
  - Final drafts are well focused, clearly organized and thoroughly developed.
  - Final drafts show depth of thought and include substantial analysis and ample specific detail.
  - Final drafts use assigned readings and other sources competently to support ideas; the writer can evaluate the ideas of others; documentation is complete and accurate.
  - Final drafts show good control of language and demonstrate careful editing; errors may occur throughout but are not serious.
  - Unrevised essays demonstrate competence in organization, development and language although they would be improved by further revision and editing.
  - The portfolio letter demonstrates that the writer can reflect on his or her writing and explain the reasons for specific changes that have been made or could be made to essays.

- C ADEQUATE: An adequate portfolio reflects adequate command of the writing process and the ability to handle writing tasks satisfactorily.**
- Final drafts have been revised but could be improved with further revision.
  - Final drafts are adequately focused, organized and developed.
  - Final drafts include sufficient analysis and detail.
  - Final drafts use assigned readings and other sources to support ideas but may not evaluate the ideas of others; documentation may contain flaws.
  - Final drafts show adequate control of language and demonstrate editing; varied errors may remain but do not interfere with understanding.
  - Unrevised essays demonstrate minimal competence in development, organization, and sentence structure but probably have weaknesses in one or more areas.
  - The portfolio letter demonstrates that the writer is developing the ability to reflect on his or her writing and explain the reasons for specific changes that have been made or could be made to essays. The letter may be formulaic.

- D/F FAILING: A failing portfolio does not reflect adequate command of the writing process or the ability to handle writing tasks satisfactorily.**
- Final drafts have been insufficiently revised or only recopied.
  - Final drafts are not adequately focused, organized and developed.
  - Final drafts do not include sufficient analysis and detail.
  - Final drafts do not use assigned readings and other sources sufficiently to support ideas; ideas and sources may not be documented or may be documented incorrectly.
  - Final drafts do not show adequate control of language or demonstrate editing; there may be an accumulation of errors; some may interfere with understanding.
  - Unrevised essays demonstrate flawed development, organization, and sentence structure.
  - The portfolio letter demonstrates that the writer may not have the ability to reflect on his or her writing and explain the reasons for specific changes that have been made or could be made to essays. The letter may be formulaic.



*failed*  
VJ JB  
**Substitute for FS 99-23: Resolution Regarding Imposed Working Conditions**

1) Whereas: The Legislature in its enactment of the Higher Education Employer Employee Relations Act (HEERA) declared that “[h]armonious relations between each higher education employer and its employees are necessary...” to provide “an academic community with full freedom of inquiry and insulation from political influence in their administration of the system of higher education” {Title I, Division 4, Chapter 12, Article 1, §3560 (d)}; and

6) Whereas: CSU Chancellor Charles Reed’s repeated demonstration of a lack of regard for the principles and values of the CSU and his public disparagement of the faculty of the CSU has created disharmony and acrimony between the faculty and the administration of the CSU; and

7) Whereas: CSUS President Donald R. Gerth has contributed to the disharmony and acrimony between the faculty and the administration by using the resources and position of his Office to send a letter to CSUS students (see attached) which  
*delete  
Barney  
Whelan  
failed*

- (a) misleads CSUS students as to the membership of the CSUS faculty in the CFA (48% of the full time tenure track, not 33%) and the vote of the CSUS CFA membership against the tentative Agreement (82% not 57%),
- (b) “guarantees” that the campus will remain open and that classes will meet, when a strike or job action is under consideration, and
- (c) attempts to place the faculty in an anti-student light and the administration in a pro-student light; and

2) Whereas: HEERA was enacted by the Legislature for the purpose of providing “the means by which relations between each higher education employer and its employees may assure that the responsibilities and authorities granted to the separate institutions (of public higher education) under the Constitution and by statute are provided in an atmosphere which permits the fullest participation by employees in the determination of conditions of employment which affect them” {§3560 (e)}; and

5) Whereas: The Board of Trustees<sup>3</sup> of the CSU has imposed upon the faculty of the CSU terms and conditions of employment in a manner that has excluded any and all participation of the faculty in the determination of the condition of employment; and

3) Whereas: In HEERA, the Legislature recognizes that “joint decision making and consultation between administration and faculty or academic employees is the long accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of these institutions” [3561 (b)]; and

4) Whereas: HEERA provides that nothing contained in the act “shall be construed as to

restrict, limit, or prohibit the full exercise of the functions of the faculty in any shared governance mechanism of practice, including the Academic Senate of the University of California and the divisions thereof, the Academic Senate of the California State University, and other faculty councils, with respect to policies on academic and professional matters affecting the California State University, the University of California, Hastings College of Law" {3561 (b)}; therefore be it

*failed*  
4.5  
④  
①  
Resolved: The CSUS Faculty Senate condemns the actions of Chancellor Charles Reed in his portrayal of the CSU Faculty to the public as failing in their role as educators and public servants, and in his role in creating acrimonious relations that have impacted negatively on the ability of the CSU to effect its responsibilities for and on behalf of the people of California, and in his efforts to dismantle the California State University System which has well served the people of California since its establishment by the Donohoe Act in 1960; and be it further

⑤  
②  
Resolved: The CSUS Faculty Senate declares its lack of confidence in Charles Reed in the role of the Chancellor of the CSU and urges the Board of Trustees to examine his suitability to continue in the role given his loss of moral authority in the eyes of the faculty; and be it further

③  
③  
Resolved: The CSUS Faculty Senate admonishes CSUS President Donald R. Gerth for using the resources and position of his Office to provide misleading information to CSUS students in a manner which portrays faculty in a negative light and has alarmed students and caused disruption in normal teaching/learning activities ; and be it further  
*delete Barrera/whelan failed*

②  
④  
Resolved: The CSUS faculty Senate urges the CSU Board of Trustee to rescind its action imposing revised terms and conditions of employment and take action to extend the prior collective bargaining agreement until such time as a new agreement is negotiated in good faith with duly authorized collective bargaining agents of the faculty and approved by its membership, and be it further

①  
⑤  
Resolved: The CSUS Faculty Senate refuses at this time to develop criteria, standards, procedures, and structure for implementing any of the modifications to the prior agreement imposed unilaterally by the Board of Trustees on March 17, 1999; and be it further  
*Barrera/Krabakhu delete defeated*

③  
⑥  
Resolved: The CSUS Faculty Senate urges the CSU Administration and the CFA to insure that, in accordance with HEERA, there is appropriate consultation with faculty senates with respect to policies pertaining to professional matters, most particularly development of policies in collective bargaining agreements pertaining to the evaluation and recognition of faculty merit, and

⑦  
⑦  
Resolved: A copy of this resolution shall be forwarded to the Chair, CSU Board of Trustees, Chancellor Charles Reed, President Donald R. Gerth, the CSU Academic Senate, CSU campus Senates, and the Governor of the State of California.



# CALIFORNIA STATE UNIVERSITY, SACRAMENTO

OFFICE OF THE PRESIDENT

## MEMORANDUM

March 17, 1999

**TO:** All Students

**FROM:** Donald R. Gerth

On March 17, 1999, the California State University (CSU) Board of Trustees took action to implement a 5% salary package for faculty this year as well as several other terms and conditions of employment. This action was necessary because a year of bargaining with the California Faculty Association (CFA), the faculty union, failed to produce a mutually agreeable contract. Systemwide CFA has about one-third of the faculty as members. On this campus a similar percentage of faculty are members of the union. As part of the bargaining process, a neutral Fact Finder's report was issued as a basis for achieving a fair settlement. The CSU signed the report. The faculty union did not. After further negotiations a Tentative Agreement based in large measure on this report was reached in January, 1999. The CSU ratified this agreement subject only to a positive union ratification vote. In a systemwide vote on ratification in which only faculty who were Union members could vote, the Tentative Agreement failed 57% to 43%.

What does this mean to you, a student at CSUS? In recent articles in the State Hornet, union leadership has talked openly about the possibility of a strike or other job action. Job actions can be designed to have no disruption of classes and student activities while still conveying to the Board of Trustees, the campus, and the public the position of the union. It is my hope that there will be no disruption of classes and other essential services.

Over the weeks ahead I expect a full and vigorous discussion on issues of faculty wages and working conditions. Our campus will no doubt be the subject of news articles in the local papers and on radio and television. Our pledge to you is that all of us will continue to place your education as our highest priority. The campus will remain open, classes will meet, and your educational progress will stay on track. I invite you to visit the CSUS web site for further information. Please click on "News and Events" on the main menu, then click on "News Releases" to view a copy of letters to faculty from me and Chancellor Reed.

6000 J Street, Sacramento, California 95819-6022

**Substitute for FS 99-23: Resolution Regarding Imposed Working Conditions**

Whereas: The Legislature in its enactment of the Higher Education Employer Employee Relations Act (HEERA) declared that “[h]armonious relations between each higher education employer and its employees are necessary...” to provide “an academic community with full freedom of inquiry and insulation from political influence in their administration of the system of higher education” {Title I, Division 4, Chapter 12, Article 1, §3560 (d)}; and

Whereas: CSU Chancellor Charles Reed’s repeated demonstration of a lack of regard for the principles and values of the CSU and his public disparagement of the faculty of the CSU has created disharmony and acrimony between the faculty and the administration of the CSU; and

Whereas: CSUS President Donald R. Gerth has contributed to the disharmony and acrimony between the faculty and the administration by using the resources and position of his Office to send a letter to CSUS students (see attached) which

- 7
- (a) misleads CSUS <sup>faculty</sup> students as to the <sup>as compared to 31.5% of all unit 3 members</sup> membership of the CSUS faculty in the CFA (48% of the full time <sup>CSUS</sup> tenure track, not 33%) and the vote of the CSUS CFA membership against the tentative Agreement (82% <sup>locally as compared to 57% system-wide</sup> not 57%);
  - (b) “guarantees” that the campus will remain open and that classes will meet, when a strike or job action is under consideration, and
  - (c) attempts to place the faculty in an anti-student light and the administration in a pro-student light; and

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Whereas: HEERA was enacted by the Legislature for the purpose of providing “the means by which relations between each higher education employer and its employees may assure that the responsibilities and authorities granted to the separate institutions (of public higher education) under the Constitution and by statute are provided in an atmosphere which permits the fullest participation by employees in the determination of conditions of employment which affect them” {§3560 (e)}; and

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Whereas: The Board of Trustee of the CSU has imposed upon the faculty of the CSU terms and conditions of employment in a manner that has excluded any and all participation of the faculty in the determination of the condition of employment; and

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Whereas: In HEERA, the Legislature recognizes that “joint decision making and consultation between administration and faculty or academic employees is the long accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of these institutions” [3561 (b)]; and

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Whereas: HEERA provides that nothing contained in the act “shall be construed as to

restrict, limit, or prohibit the full exercise of the functions of the faculty in any shared governance mechanism of practice, including the Academic Senate of the University of California and the divisions thereof, the Academic Senate of the California State University, and other faculty councils, with respect to policies on academic and professional matters affecting the California State University, the University of California, Hastings College of Law” {3561 (b)}; therefore be it

Resolved: The CSUS Faculty Senate condemns the actions of Chancellor Charles Reed in his portrayal of the CSU Faculty to the public as failing in their role as educators and public servants, and in his role in creating acrimonious relations that have impacted negatively on the ability of the CSU to effect its responsibilities for and on behalf of the people of California, and in his efforts to dismantle the California State University System which has well served the people of California since its establishment by the Donohoe Act in 1960; and be it further

Resolved: The CSUS Faculty Senate declares its lack of confidence in Charles Reed in the role of the Chancellor of the CSU and urges the Board of Trustees to examine his suitability to continue in the role given his loss of moral authority in the eyes of the faculty; and be it further

Resolved: The CSUS Faculty Senate admonishes CSUS President Donald R. Gerth for using the resources and position of his Office to provide misleading information to CSUS students in a manner which portrays faculty in a negative light and has alarmed students and caused disruption in normal teaching/learning activities ; and be it further

Resolved: The CSUS Faculty Senate urges the CSU Board of Trustee to rescind its action imposing revised terms and conditions of employment and take action to extend the prior collective bargaining agreement until such time as a new agreement is negotiated in good faith with duly authorized collective bargaining agents of the faculty and approved by it membership, and be it further

Resolved: The CSUS Faculty Senate refuses at this time to develop criteria, standards, procedures, and structure for implementing any of the modifications to the prior agreement imposed unilaterally by the Board of Trustees on March 17, 1999; and be it further

Resolved: The CSUS Faculty Senate urges the CSU Administration and the CFA to insure that, in accordance with HEERA, there is appropriate consultation with faculty senates with respect to policies pertaining to professional matters, most particularly development of policies in collective bargaining agreements pertaining to the evaluation and recognition of faculty merit, and

Resolved: A copy of this resolution shall be forwarded to the Chair, CSU Board of Trustees, Chancellor Charles Reed, President Donald R. Gerth, the CSU Academic Senate, CSU campus Senates, and the Governor of the State of California.



March 22, 1999

## AN APPEAL FOR CONCILIATION AND COMPROMISE

Donald E. Hall, Professor of Physics and Astronomy and Senator, CSU Sacramento

**Summary:** I appeal in the strongest personal terms to the CFA leadership, both local and state, to pull back from confrontation, drop talk of strike action, and turn their energies instead to figuring out how best to live with the present situation and entering sincere negotiations for a new contract in whatever time frame is possible.

### I. Prologue

The recent rejection of the Tentative Agreement with CSU by vote of the CFA has been the occasion for some very strong rhetoric, both by speakers in our Senate meetings and through massive forwarding of emails and flyers distributed on campus. I am very disturbed by the content and the decibel level of some of this rhetoric. But let me make this crystal-clear at the beginning: based on what I have seen so far, I do not have a very favorable impression of Chancellor Reed, and this is not intended to "take his side". He has made unwise and intemperate remarks, and was rightly called to take responsibility for them. Yet neither do I have a favorable impression of the CFA leadership, partly because they too have made unwise and intemperate remarks.

By its very nature as a union engaged in collective bargaining, CFA is in the business of advocating its positions, and it does so with a fairly loud voice. It is my concern that the CFA leadership tends to overlook certain opinions different from their own and not so vigorously publicized. Someone needs to remind CFA that it is their job to be aware of the range of opinions on campus, particularly on the subject of Merit Pay, and to take that range into account before acting precipitately.

### II. What Mandate does CFA have from the recent vote?

The figures I have seen indicate that the number of CFA members is somewhere in the 7000 to 8000 range, out of a total statewide faculty of 20 000. That is 35 or 40%, a distinct minority. Of those members, apparently not much over 4000 voted in the election, i.e. not much over half. The widely heralded 57% who voted "no" thus amounted to only about 2300 to 2400 people. Thus it is the negative votes of no more than about 12% of the faculty that have put all of us in the present bind!!! It is astounding that a recent letter to the *Sacramento Bee* referred to this rejection vote as "overwhelming"; on the contrary, it was distinctly underwhelming.

Further analysis of the vote indicates that 13 campuses voted for rejection (including 5 by over 80%) while 9 campuses voted for approval (including 4 by over 80% and 2 more by over 70%). These results are "all over the map", giving the distinct impression that the union does not even know its own mind. That's not entirely surprising when we remember that CFA's own leadership gave very mixed messages about whether to approve. What is abundantly clear is that the more assertive leaders who are eager to lead us into a strike or other highly confrontational acts do not have anything remotely resembling a strong mandate for such a position.



### **III. The Practical Question: Is it wise to pick a fight one is sure to lose?**

It is my strong impression that Merit Pay is here to stay. No matter what kind of temper tantrums we engage in, it appears that the CSU administration has strong enough cards to insist on it. I mean both the powers evident in the recent imposition of the "last best offer" and the power at the negotiating table to ensure that Merit Pay is included in the next contract agreement, whenever and however that finally occurs. Yet some elements in CFA seem determined to fight tooth-and-nail against the entire concept, rather than more pragmatically settling down to negotiate the details of its implementation to make it as fair as possible from all points of view. I frankly do not see any merit in lying down on the tracks and hoping the approaching train will confer martyrdom. I believe CFA would serve all of us far better by moving on to realistic questions of implementation.

An editorial in the *Sacramento Bee* (March 21) reminds us that blind and total opposition to merit pay will not find much sympathy in the community. Regardless of whether one agrees with what that editorial said, it is one important reason to abandon that fight because it is a guaranteed loser.

### **IV. The Philosophical Question: Is Merit Pay intrinsically a bad concept?**

But of course the reason some people would court martyrdom is that they believe so strongly in the rightness of their cause. I don't doubt for a moment the sincerity of those whom I have heard expressing their total opposition to the very concept of Merit Pay. But it is only fair that they listen for a moment, and recognize the equal sincerity of those of us [and I emphasize the plural] who see good reasons to support it.

Proposition (1): People are human. Not all people put in the same situation perform equally well. That is abundantly obvious to us when we grade our students. Professors are human too. No amount of philosophical idealism can hide the real-life fact that there are significant differences among us, both in our scholarly achievements and our classroom leadership. Evaluating these differences may take some time and effort, and may sometimes be difficult (just as with student grades), but that does not excuse us from doing it. To adopt the political position that such differences do not exist, or at any rate we should not attempt to recognize them, is to be patently unfair to those who excel.

Proposition (2): As for a system which avoids Merit Pay altogether, we have already been there, done that, and as far as I'm concerned it stank!! Consider a new Assistant Professor arriving on this campus in the mid-1970s, entering a system in which it was guaranteed that everyone would advance at the exact same rate. She could look around her department and know that none of her most stellar accomplishments could ever in a hundred years bring any higher salary than an older colleague whose scholarly activity was nil and whose interactions with students were largely negative. It's hard for me to think of any other system which could be so thoroughly disheartening to any ambitious junior faculty member. Whatever difficulties or imperfections there may be in the implementation, the underlying concept of Merit Pay as reward for work exceptionally well done is entirely fair and appropriate.

Proposal to Provide More Direct Department Support from RCE scheduled courses

Problem: RCE is NOT providing schools, and thus schools cannot provide departments with INCOME from Winter Intersession classes. In Winter 1998, in the School of Natural Sciences the Psychology Department received absolutely NO support funds for the intersession courses it presented, and while we have been "told" we would receive some funds from Winter 1999 intersession, 2 MONTHS have passed and no funds have yet been distributed by the RCE office.

If any of us "paid our bills over two months in arrears" we would be in serious trouble. Yet RCE seems to consider their performance in distributing income...acceptable.

Further, based on some "faculty committee agreement" negotiated last year, RCE demands and defines full course enrollment at "standard class sizes" even for intersession classes. Thus there is an agreement for "possible teaching assistant support (of \$400 for a TA), if and only if enrollment goes above the normal semester definition for a "full class."

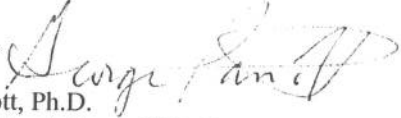
Yet our salary levels hit full income at many fewer students than the typical "normal class size" of 40, e.g. even FULL PROFESSORS receive full salary with 25 students. Hence I would argue that "full class size" should be the number of students necessary for achieving "full salary" for that given instructor. IF this were the definition, then at some number of additional students, e.g. above 25, a TA might be paid by RCE.

ACTION SUGGESTION: Faculty should/could encourage intersession students, who are also regular term students to disenroll from intersession officially once their class size hits "full salary levels." These students could be given CREDIT for that course as added students in the next "regular semester" they are enrolled, carrying over their grade from the intersession performance. This provides the DEPARTMENT with FULL CREDIT for the student in that semester's FTE, returns "normal OE considerations" to the department in the regular budget cycle and possibly even SAVES some of these intersession students money in their course enrollment.

IF the FACULTY involved in teaching the special session courses do NOT get additional salary for taking "students above their minimum number for maximum salary," and further IF not even the DEPARTMENTS get compensating expenses for presenting such intersession courses, then WHY should we cooperate with RCE only to "pad their personal and territorial budget?"

I urge ALL faculty to consider "enrollment control" on our Intersession and Summer Session Courses and carryover enrollment for "excess students" to the next regular term as our ONLY means of getting the "cooperative attention" of our RCE division and it's management.

Respectfully,

  
George Parrott, Ph.D.  
Professor of Psychology, CSU, Sacramento

CSUS CFA membership against the tentative Agreement (82% not 57%),  
(b) "guarantees" that the campus will remain open and that classes  
will meet, when a strike or job action is under consideration, and  
(c) attempts to place the faculty in an anti-student light and the  
administration in a pro-student light; and

(b)}; therefore be it

***Resolved: The CSUS Faculty Senate shall refrain from the development of criteria, standards, procedures, and structures of implementing any of the terms and conditions of faculty employment imposed by the Board of Trustees on March 17, 1999; and be it further***

Resolved: The CSUS faculty Senate urges the CSU Board of Trustee to rescind its action imposing revised terms and conditions of employment and take action to extend the prior collective bargaining agreement until such time as a new agreement is negotiated in good faith with duly authorized collective bargaining agents of the faculty and approved by it membership, and be it further

Resolved: The CSUS Faculty Senate urges the CSU Administration and the CFA to insure that, in accordance with HEERA, there is appropriate consultation with faculty senates with respect to policies pertaining to professional matters, most particularly development of policies in collective bargaining agreements pertaining to the evaluation and recognition of faculty merit, and

Resolved: The CSUS Faculty Senate condemns the actions of Chancellor Charles Reed in his portrayal of the CSU Faculty to the public as failing in their role as educators and public servants, and in his role in creating acrimonious relations that have impacted negatively on the ability of the CSU to effect its responsibilities for and on behalf of the people of California, and in his efforts to dismantle the California State University System which has well served the people of California since its establishment by the Donohoe Act in 1960; and be it further

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Resolved: The CSUS Faculty Senate admonishes CSUS President Donald R. Gerth for using the resources and position of his Office to provide misleading information to CSUS students in a manner which portrays faculty in a negative light and has alarmed students and caused disruption in normal teaching/learning activities ; and be it further

Resolved: A copy of this resolution shall be forwarded to the Chair, CSU Board of Trustees, Chancellor Charles Reed, President Donald R. Gerth, the CSU Academic Senate, CSU campus Senates, and the Governor of the State of California.



AMENDED Substitute for FS 99-23: Resolution Regarding Imposed Working Conditions

Whereas: The Legislature in its enactment of the Higher Education Employer Employee Relations Act (HEERA) declared that "[h]armonious relations between each higher education employer and its employees are necessary..." to provide "an academic community with full freedom of inquiry and insulation from political influence in their administration of the system of higher education" {Title I, Division 4, Chapter 12, Article 1, §3560 (d)}; and

Whereas: HEERA was enacted by the Legislature for the purpose of providing "the means by which relations between each higher education employer and its employees may assure that the responsibilities and authorities granted to the separate institutions (of public higher education) under the Constitution and by statute are provided in an atmosphere which permits the fullest participation by employees in the determination of conditions of employment which affect them" {§3560 (e)}; and

Whereas: In HEERA, the Legislature recognizes that "joint decision making and consultation between administration and faculty or academic employees is the long accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of these institutions" [3561 (b)]; and

Whereas: HEERA provides that nothing contained in the act "shall be construed as to restrict, limit, or prohibit the full exercise of the functions of the faculty in any shared governance mechanism of practice, including the Academic Senate of the University of California and the divisions thereof, the Academic Senate of the California State University, and other faculty councils, with respect to policies on academic and professional matters affecting the California State University, the University of California, Hastings College of Law" {3561

Whereas: The Board of Trustee of the CSU has imposed upon the faculty of the CSU terms and conditions of employment in a manner that has excluded any and all participation of the faculty in the determination of the condition of employment; and

Whereas: CSU Chancellor Charles Reed's repeated demonstration of a lack of regard for the principles and values of the CSU and his public disparagement of the faculty of the CSU has created disharmony and acrimony between the faculty and the administration of the CSU; and

Whereas: CSUS President Donald R. Gerth has contributed to the disharmony and acrimony between the faculty and the administration by using the resources and position of his Office to send a letter to CSUS students (see attached) which

(a) misleads CSUS students as to the membership of the CSUS faculty in the CFA (48% of the full time tenure track, not 33%) and the vote of the