

Senators: Bring your 10/28/99 Agenda Attachment B-1

1999-2000
FACULTY SENATE
California State University, Sacramento

AGENDA

Thursday, November 18, 1999

➡ ➡ ➡ ➡ ➡ **Mendocino Hall 1003**
3:00-5:00 p.m.

MOMENT OF SILENCE

JOE SERNA, JR.

Professor of Government and Ethnic Studies
CSUS 1970 - 1999

OPEN FORUM

CONSENT CALENDAR

FS 99-87/Ex. COMMITTEE APPOINTMENTS – SENATE

Curriculum Policies Committee:

MAJORIE LEE, At-large, 2000 (repl. J. Willett)

Pedagogy Enhancement Awards Subcommittee:

RUTH BALLARD, NS&M, 2001

FS 99-88/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

Persons with Disabilities, Committee for:

MARDA WEST, NS&M, 2001

PREETHAM KUMAR, E&CS, 2001

FS 99-89/CPC, Ex. PROGRAM CHANGE PROPOSALS—UNDERGRADUATE

The Faculty Senate recommends approval of the program changes shown in Attachment A.

FS 99-90/CPC, Ex. PROGRAM CHANGE PROPOSALS—GRADUATE

The Faculty Senate recommends approval of the program changes shown in Attachment B.

REGULAR AGENDAFS 99-86/Flr. MINUTES

Approval of Minutes of October 28 (#5), 1999.

SECOND READING (Action may be taken)FS 99-84/APC, Ex.^{FIR} ENGLISH DIAGNOSTIC TEST {**Greg Wheeler**}

Carried

The Faculty Senate recommends replacing current catalog language regarding the English Diagnostic Test (page 69, 1998-2000 CSUS Catalog, *October 28, 1999, Faculty Senate Agenda Attachment B-2*) with the language contained in *October 28, 1999, Faculty Senate Agenda Attachment B-1*.

FS 99-85/CPC, Ex. PROGRAM REVIEW PROCESS—ELIMINATE APPEALS FROM PANEL TO PROGRAM REVIEW SUBCOMMITTEE {**Ann Haffer**}

Carried

The Faculty Senate recommends that the Program Review Process be amended to eliminate procedures for an appeal from panels to the Program Review Subcommittee.

FIRST READING ITEMS (Discussion only; no action)FS 99-91/UARTP, Ex. UNIVERSITY ARTP DOCUMENT—AMEND SECTION 5.03

Carried

The Faculty Senate recommends amendment of the University ARTP document as shown in Attachment C (Note: UARTP Committee rationale/explanation appears at the end of the memo.).

INFORMATION

1. FMI Procedures and Forum - Faculty Policies Committee Chair Fred Baldini
2. 25th CSU Academic Conference "Managing Change in the CSU: Learning from Our Success," November 3-5, 1999 – Bob Buckley
3. CSUS and Executive Order 665 "Determination of Competence in English and Mathematics"
- Provost Jolene Koester
4. Report on November 12, 1999, CSU Academic Senate Meeting – Statewide Senator Cristy Jensen
5. Tentative Fall 1999 Faculty Senate Meeting Schedule:
December 9 Senate Meeting - Presentation of Merit Scholars
December 16 Senate Meeting
6. Senate Home Page (<http://www.csus.edu/acse/> or CSUS Home Page *then* Administration and Policy *then* Administration *then* Faculty Senate) - Senator Arthur Jensen
7. "Why Not Run a Business Like a Good University?," from March 23, 1993, The Christian Science Monitor (Attachment D)

College of Arts and Letters

- a. Department of Communication Studies, Journalism BA: Adds Jour 135, Reporting Public Issues, and Jour 148, Mass Media Law, to the core for Journalism majors. Journalism majors may now minor in Communication Studies.

College of Business Administration

- b. Department of Management, Strategic Management Concentration: Increases required courses from one to three (adds MGMT 172 and MGMT 187). Decreases number of elective areas from six to five.
- c. Department of Accountancy, Accounting Information Systems Concentration: Creates Accounting Information Systems concentration to prepare students for careers in EDP technology applications in accounting and in EDP auditing. Requires 24 units (three required accounting courses, three required management information science courses and one elective course in each of the areas).
- d. Department of Management Information Science, Applied Information Technology Minor: Creates Applied Information Technology minor for students majoring in non-computer related disciplines who wish a foundation in information systems. The minor is comprised of three segments: lower division core requirements (six units), upper division core requirements (nine units) and elective requirements (six units).

College of Education / College of Social Sciences and Interdisciplinary Studies

- e. Liberal Studies Program, Blended Program in Liberal Studies/Multiple Subjects: Creates new Blended Program in Liberal Studies/Multiple Subjects option to provide students who know early-on that they want to be teachers with an opportunity to blend together the Liberal Studies subject matter course work with the pedagogy course work and student teaching in four to four and a half years. This option does not replace the current Liberal Studies Program or the traditional "fifth year" credential program.

College of Engineering and Computer Science

- f. Department of Computer Science, Certificate of Academic Achievement: Creates Managing Information on the WWW Certificate of Academic Achievement to provide non-Computer Science students with knowledge and understanding about managing a web site.

College of Health and Human Services

- g. Department of Health and Physical Education, BS Kinesiology—Athletic Training Option: Separates the Athletic Training option from the Athletic Training/Pre-Physical Therapy option as required by recent initial CAAHE accreditation. The Pre-Physical Therapy option will be revised and absorbed by the Exercise Science option.
- h. Department of Health and Physical Education, BS Kinesiology—Exercise Science Option: Modifies Exercise Science Option and combines it with the Pre-Physical Therapy Option (this option to be renamed Therapeutic Exercise and Rehabilitation Track). This newly proposed option would be called Exercise Science and would contain a common core followed by two tracks: 1) Exercise Science Track, and 2) Therapeutic Exercise and Rehabilitation Track.
- i. Department of Health and Physical Education, Physical Education—Teaching Option: Modifications designed to provide students with the opportunity to complete their subject matter preparation in the Physical Education Teaching Option and their Single Subject Credential in a four and one-half year period of time, include a reduction of units required for the degree, a reconfiguration and design of existing courses, and several new courses in the major that combine pedagogy with subject matter content.
- j. Department of Recreation and Leisure Studies, B.A.: Deletes RLS 180, Foundations of Commercial Recreation from “Concentration Requirement, 1. Recreation & Park Management.” Increases from 15 to 18 units “Any upper division RLS courses approved by major advisor from one of three areas...” in “Concentration Requirement, 1. Recreation & Park Management.”

College of Education

- a. Education M.A., Early Childhood Education: Changes language that specifies expectations of the M.A. program. Changes Admission Requirements section to reflect the two-page statement requirement and the added portfolio requirement. Removes the option of CBEST as a substitution for the WPE. Revises Culminating Requirement section to reflect the Culminating Seminar (3 units) and the Culminating Experience (MA Thesis or Project) (3 units).

College of Natural Sciences and Mathematics

- b. Department of Chemistry, M.A.: In response to academic program review and after an intensive review process, revises MS to focus on interests of potential students in Northern California with three primary emphases 1) analytical with an emphasis in separation techniques, 2) the biotechnology laboratories (who also use separation techniques), and 3) organic synthesis.



CALIFORNIA STATE UNIVERSITY, SACRAMENTO

FACULTY SENATE

MEMORANDUM

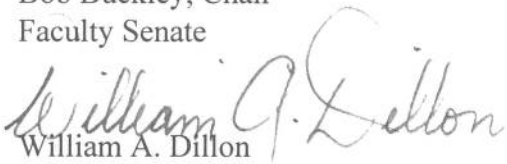
California State University, Sacramento
6000 J Street
Sacramento, California 95819-6036

DATE: October 21, 1999

OCT 22 1999

TO: Bob Buckley, Chair
Faculty Senate

Faculty Senate Received
413

FROM: 
William A. Dillon
Presiding Member
University ARTP Committee

SUBJECT: Section 5.03 of the University ARTP Document

=====
The University ARTP Committee recommends amendment of the subject section as follows
[strikeover = deletion; underscore = addition]:

5.03 Temporary Appointments

To complete a recommendation to appoint an applicant to a part-time or full-time temporary faculty position, the person or persons acting severally or jointly, simultaneously or sequentially to make the recommendation shall make each of two decisions in the following order: 1) the decision to select an applicant from the pool of applicants for the position, and 2) the decision to assign the selected applicant to a place within a range of salaries on the salary scale. In each instance of initial recommendation, these decisions shall be reached by a judgment that applies previously published criteria of decision to the facts defining the application under consideration based on evidence contained in a file.

B.A. Selection of applicant from the pool:

Once the applications for temporary faculty appointments have been reviewed, the best qualified person shall be appointed on the basis of merit and competence related to the teaching assignment or other department or equivalent unit need.

Criteria used in initial and subsequent selection shall include:

1. degrees earned in relevant disciplines
2. relevant teaching experience
3. relevant professional experience
4. recommendations or other documents including student and peer evaluations of teaching and performance.

- B. Placement on the pay scale of an applicant selected for initial temporary appointment:
- ~~A.~~ The following guidelines shall normally determine the location on the pay scale at which an initial temporary appointment is made:
1. ~~Assistant Lecturer L~~: Bachelor's degree in the discipline.
 2. ~~Instructor Lecturer A~~: Master's degree in the discipline or equivalent educational experience; or Bachelor's degree plus the equivalent of at least five years teaching or relevant professional experience.
 3. ~~Assistant Professor Lecturer B~~: Doctorate or equivalent educational experience; or Master's degree plus the equivalent of at least five years teaching or relevant professional experience.
 4. ~~Associate Professor Lecturer C~~: Doctorate or equivalent educational experience plus at least five years of teaching experience.
 5. ~~Professor Lecturer D~~: Doctorate or equivalent educational experience plus at least ten years of teaching experience.

Exceptions to these guidelines must be approved by the appropriate dean. (Additional criteria may be required by the department.) Within each ~~rank~~ salary range, the particular ~~step~~ salary at which a person is appointed will depend on the extent to which the person's qualifications exceed the minimum requirements for the particular ~~rank~~ range.

C. Temporary Faculty Range Elevation

1. "Temporary faculty range elevation" is a term employed in the M.O.U. to refer to the decision, informed at a minimum by an evaluation of teaching performance, to compensate a temporary faculty member at a rate of pay equal to the first step of the salary range immediately above the range within which he or she was compensated during a prior appointment.
2. Units recommending applicants for a temporary faculty range elevation shall specify in their ARTP documents the criteria to govern the decision to recommend it. These criteria may be some combination of the criteria set forth in sections 5.03.A and B above and shall, at a minimum, include teaching performance as evidenced by recommendations or other documents including student and peer evaluations of teaching performance.
3. "Those eligible for lecturer range elevation shall be limited to lecturers who have no more SSI eligibility in their current range, and have served five (5) years in their current range." (M.O.U. 12.16)

Subject: Section 5.03 of the University ARTP document
October 21, 1999
Page 3

4. “Criteria for range elevation for temporary faculty (excluding coaches) shall be appropriate to lecturer work assignments.” (M.O.U. 12.17)
5. “Denial of range elevations shall be subject to the peer review process pursuant to provision 10.11 except that the peer panel’s decision shall be final.” (M.O.U. 12.18)
6. “On each campus the pool for funding successful lecturer range elevation appeals is limited to 4 steps per each 50 lecturer faculty eligible for range elevation.” (M.O.U. 12.19)

These amendments are required by a change in the M.O.U. which obliges the University to provide a means of deciding whether to increase the compensation of faculty holding temporary appointments by shifting them from a lower to a higher salary range. This decision to shift, called technically a “range elevation”, is analogous to the decision to promote faculty holding permanent appointments.

Apart from an iteration of current practice in the first paragraph and a reordering of currently approved text in subsections A and B, the amendment expresses a policy in subsection C.2 of allowing the departments to fulfill the demand of the M.O.U. for policy by developing their own criteria and means, consistent with university policy, of making the decision to grant a “range elevation” to temporary faculty. This policy of local initiative is consistent with the policy established by the Senate in similar ARTP contexts. It is to be found reflected in the University ARTP document’s requirement of locally designed documents embodying choices which the campus Senate has decided to leave to the primary and secondary units instead of making itself for all alike.

WD:j

cc: David Wagner, Dean, Faculty and Staff Affairs
Sheila Orman, Director of Faculty Affairs

The Christian Science Monitor

March 23, 1993, Tuesday

Why Not Run a Business Like a Good University?

Robert L. Woodbury

"If you only ran your college like a business..." is a phrase we in university administration hear almost daily from our friends in the business world.

Frankly, we in higher education have learned much about operating in a more businesslike manner. The stringencies of the last few years in particular have helped us weed out unnecessary functions, use technology more effectively, plan more strategically, and use limited resources more efficiently. Most of us are better managers than we would have been if we had been less attentive to recent developments in the private sector.

Those in the private sector, however, might reflect on some comparisons and strengths in the university world that might be helpful, in turn, to them.

First, higher education is one of the few United States "industries" universally recognized as the best in the world. This is no longer true of cars or electronics or most other areas of manufacturing. But our colleges and universities, as a whole, dominate the globe as do few sectors other than the entertainment industry, munitions, and soft drinks.

Second, our favorable balance of payments is estimated to exceed \$ 5 billion and is expanding. Almost 420,000 foreign students, the vast majority funded from abroad, study full time on our campuses. Perhaps 80,000 US students study abroad and then only for brief periods and mostly for "cultural" reasons.

Third, higher education has been a growth industry for four decades, despite a dramatic decrease in the college-age population over the past 20 years. We have expanded from 2 million students to more than 14 million since World War II. Growth in related areas, such as continuing education or sponsored research, has grown as dramatically.

Fourth, cases of college bankruptcy, defaults on loans, or high-level malfeasance are all but unknown. Certainly many colleges are run better than others, but the overall record of fiscal stewardship would be the envy of many boards of directors.

Fifth, no other industry that I know has assembled, retained, and energized so much educated talent at such a low cost. At a single institution, thousands of people have studied an average of six full years past their bachelor's degree (more than many MDs) and earn only \$ 45,000 (the average salary of a university professor in the US).

Sixth, undergraduates get a bargain, despite the perceptions of parents or taxpayers. A college supplies housing, food, association with the best minds in many fields, art centers, athletic events, entertainment, libraries, and all the amenities and intellectual resources of a small city. Who else can do this for an average cost of \$ 12,000?

(over)

Seventh, the return on investment is enviable. Aside from any benefits of a human or cultural dimension, a graduate of a four-year institution earns approximately 50 percent more than a high-school graduate, or \$ 500,000 more over a lifetime. The contributions of university research and ancillary activities to society are incalculable.

IT is worth exploring the managerial reasons for this success. Decisionmaking is highly decentralized. Issues of curriculum, teaching, scholarly support, admissions, selection of staff, rest with an academic department - a group of faculty with common aspirations for the department, their discipline, and their students to succeed.

The fundamental work of teaching and learning is controlled by the faculty member, the "front-line worker."

The most critical issues depend on creativity, energy, and commitment in a particular classroom or laboratory. There is minimal bureaucratic control over "the work." The basic assumption is that management's job is to provide the tools, encouragement, and security for faculty to use their creativity and imagination. In this sense, a faculty member is treated as a professional.

The enterprise is daily in touch with the consumer. However passive some students may be, colleges are influenced incessantly by consumers on campus as well as indirectly by those who choose not to come. When the "traditional" consumer market shrank, colleges aggressively pursued nontraditional markets. Our apparatus for quality control and improvement are highly developed and regular. We have complex procedures for program evaluation, institutional or professional accreditation, self-study, government program approval, peer-reviewed journals, and even teacher evaluation mechanisms. No less important are mechanisms for colleague review in a department or profession. Whatever the critique of the tenure system, no profession requires as intensive a year-long review of an individual after six years of probation than does a good university.

Opportunities for professional renewal, growth, and continuing education are well developed. Faculty and other professionals are expected not only to keep up in their field, but are provided opportunities, including study leaves, for major scholarly and professional development. Faculty are hired for the long-term.

Universities are structured in a mode of "shared governance," a relatively flat bureaucracy and open information across the entire enterprise. In an age when the notion of proprietary information is disappearing, academic disciplines have been internationally open for decades. In addition, universities have a reward system where the president is paid about three times the average faculty member, four times the average employee, and five times an entry level employee - a sharp contrast with the 70 plus multiplier in large businesses.

Finally, universities and colleges seek long-term results. The real measures involve institutional reputation, successes of graduates, and accomplishments of faculty, which require more sophisticated qualitative assessments over long periods. Investment is something to assure stewardship over the long-haul.

Does some of this sound familiar? Many of the current guides to improved business structures and enterprises, from "total quality management" to quality circles to other modes, are similar to processes and approaches that colleges and universities have developed over decades. Plenty is wrong with many colleges. More than most realize, however, businesses can learn a great deal from higher education about management and leadership.