

1988-89
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, February 9, 1989
2:30 p.m.
Senate Chambers, University Union

INFORMATION

1. Moment of Silence

MILDRED AGNES DAWSON
Professor of Education, Emeritus
(Member of CSUS Faculty from 1954 to 1965. Specialist
in the teaching of English in elementary schools.)

2. Faculty Professional Development Coordinator- Spring '89:
Upon the recommendation of the Faculty Professional
Development Committee and the Executive Committee, Phyllis
Mills has been appointed FPD Coordinator for the Spring '89
semester.

3. The Lottery Fund Allocation Committee has requested the
opportunity to consult with the Senate regarding the 1989-90
Lottery Fund Allocations. -- Paul Noble

CONSENT CALENDAR

AS 89-02/Ex. COMMITTEE APPOINTMENTS

Affirmative Action Committee: LESTER GABRIEL, Engineering and
Computer Science, 1992

Council for University Planning: RICARDO TORRES, Non-
instructional Faculty, 1991

Lottery Fund Allocation Committee: FREDERICK BLACKWELL,
Engineering and Computer Science, 9/1/90 (repl. W. Smith)

CONSENT - INFORMATION**AS 88-133/Ex. ATHLETIC DIRECTOR, SEARCH COMMITTEE**

The Executive Committee, on behalf of the Academic Senate, recommends that the Athletic Director Search Committee comprise the following:

- Vice President, Academic Affairs, Chair
- Two faculty appointed by the Academic Senate
- One coach selected by coaches
- Chair of Athletic Advisory Board or his designee from among faculty A.A.B. members
- Staff member selected by Athletics staff
- One student recommended by A.S.I. from nominees selected by student athletes
- One community representative selected by the President

On behalf of the Academic Senate, the Executive Committee further recommends that ROSE LEIGH VINES and ORIE A. BROWN be appointed to the at-large faculty positions provided above.

**AS 88-137/Ex. NON-TRADITIONAL EDUCATION TASK FORCE--
Reconsideration of Charge**

The Executive Committee, on behalf of the Senate, recommends that, given the breadth and complexity of the charge to the Task Force on Non-Traditional Education, the elements of the charge to the Task Force be divided so that the distance learning concerns are addressed by the Coordinating Group for the Regional University with the understanding that proposals developed by this group related to this charge will be submitted to the Senate for review. The Executive Committee also recommends that the Coordinating Group be augmented by the addition of the liaison from the Extended Learning Committee and the Academic Telecommunications Committee, i.e., R. Gehrman and B. Hoadley). Finally, the Executive Committee recommends that the Task Force on Non-Traditional Education be augmented by four faculty members and focus on the initial charges (1, 2, 3, and 5) which deal with non-traditional education and modes of learning on campus.

AS 88-138/Ex. COMMITTEE APPOINTMENTS

International Programs Director, Search Committee: The Executive Committee, on behalf of the Academic Senate, recommends the appointment of the following faculty members to the Search Committee for the International Programs Director:

- ROBERT CURRY, At-large
- KERMIT SMITH, At-large
- PETER SHARP, At-large
- DIANE CORDERO, Affirmative Action Committee Representative

AS 88-139/Ex. STUDENT EMPLOYMENT PROGRAM - POLICIES AND PROCEDURES

The Executive Committee, on behalf of the Academic Senate, recommends that the October 13, 1988, "Policies and Procedures for Student Employment" (Attachment A) be amended to delete establishment of a permanent Student Employment Task Force and recommends that the functions proposed for the Task Force be subsumed by a University Committee on Student Economic Support currently under consideration by the Senate. Subject to this amendment, the Executive Committee, on behalf of the Academic Senate, recommends adoption of the proposed "Policies and procedures for Student Employment."

AS 88-140/Ex. CHILD CARE (CSU SENATE RESOLUTIONS 1834-88, 1832-88, AND 1831-88)

The Executive Committee, on behalf of the Academic Senate, adopts the position statements on CSU Senate resolutions 1834-88, 1832-88, and 1831-88 (Attachments B-1 through B-3) related to the Child Care Report to the CSU Board of Trustees as stated in the Senate Chair's December 15, 1988, memorandum to Ray Geigle (Attachment B-4).

REGULAR AGENDA

AS 89-04/Flr. MINUTES

Carried.

Approval of Minutes of the regular meetings of November 10 and December 8 and the special meetings of November 17 and December 1, 1988.

AS 88-115/Ex. TRUSTEES OUTSTANDING PROFESSOR AWARDS.

A. Carried

Whereas, The CSUS Academic Senate views the Trustees' Outstanding Professor Award Program as an inappropriate way to recognize superior teaching; but

B. Carried

Whereas, The Academic Senate recognizes the importance of teaching in the mission of CSUS; and

Whereas, Currently there is no campus program whose sole purpose is to honor effective teaching; and

~~Whereas, Effective teaching in a discipline is best evaluated by faculty in the same or related disciplines; therefore, be it~~

delete Swanson/White agreed

- A. Resolved: That the CSUS Academic Senate reaffirms the campus policy of declining to participate in the Trustees' Outstanding Professor Award Program; and, be it further
- B. Resolved: That the Academic Senate directs the Faculty Affairs Committee to develop a proposal for a campus program that honors effective teaching ~~on a school by school basis~~. *detels
month
agree*

Carried
AS 88-117/Ex. EDUCATIONAL EQUITY, COMMITTEE FOR [Supercedes AS 86-55, 86-56 and 86-57]

The Academic Senate endorses the proposed revision of the membership and charge of the University Educational Equity Committee as described below:

The Educational Equity Committee is a committee of the University, established by the President.

Its charge is to:

- a. Review and provide recommendations on Educational Equity programs and activities within the University;
- b. Consider new directions and ways to improve the qualitative strength of Educational Equity efforts;
- c. Prepare an annual report on Educational Equity; this report will address present conditions and accomplishments and will focus on directions for the next and succeeding years.

The actions of the Educational Equity Committee are in the form of recommendations to the President. The Senate and other bodies, as appropriate, shall be informed of actions as they are discussed or recommended by the Committee. In addition, the Committee shall continue to coordinate the delivery of educational equity programs and activities in consultation with directors/coordinators of these programs.

The Vice President for Academic Affairs is designated as the senior University administrator responsible for Educational Equity. The Educational Equity Committee is

within that responsibility. The membership of the Educational Equity Committee includes:

- 7 faculty: one from each of the five schools, appointed by the Senate in consultation with the Deans and their educational equity committees, one at-large faculty appointed by the Academic Senate, and one designee of the Academic Senate.
- 3 student affairs faculty or staff appointed by the Student Affairs Council.
- 2 students appointed through the established campus process.
- 1 Assistant Vice President for Academic Affairs (ex-officio). *administrator responsible for educational support services designated by the President*
- 1 ~~Dean of Students/designee~~ (ex-officio) *M.*
- 1 School-level administrator (ex-officio) appointed by the Vice President for Academic Affairs.
- 1 Affirmative Action Officer (ex-officio)

*Joan M. Martin
agreed
Coedus Jakobs
agreed*

The appointments of the faculty members and student affairs faculty or staff will be staggered in 1 to 3 year terms. All others are annual appointments.

AS 88-118/UARTP, Ex. UNIVERSITY ARTP POLICY--AMEND SECTION 3.01

The Academic Senate recommends approval of the amendment of Section 3.01, as follows [underscore = addition; ~~strikeover~~ = deletion]:

3.01

C. The term of office for committee members shall be three years. They shall be eligible for reelection to the committee.

D. The University ARTP Committee as constituted by elections held in the Spring semester shall be convened by the Secretary of the Academic Senate prior to the last day of classes in the Spring semester for the purpose of electing a Chair. The nomination and election of the Chair shall be administered by the secretary and both shall be conducted by secret ballot. The candidate receiving a majority of votes shall be declared Chair.

E. The term of the Chair shall be one year beginning on the last day of classes in the Spring semester. The Chair shall be eligible for reelection.

GF.

*Postpone indefinitely
Incompletable
Carried*

Carried AS 88-132/Ex. PLAGIARISM (POLICY ON ADVERTISEMENTS CONCERNING PREPARATION, SALE AND DISTRIBUTION OF TERM PAPERS, THESES, OR OTHER WRITTEN MATERIAL)

Whereas, The Academic Senate considers the submission of term papers or other written material based, in whole or in part, on ready-made papers or written materials purchased from companies or individuals that market such materials under the guise of "editorial assistance" or "research, editing and writing services" to be a form of plagiarism, and

Whereas, The Academic Senate considers plagiarism an unconscionable act of contempt for the values of the academy, and

Whereas, Plagiarism is cause for disciplinary action, including expulsion, under the provisions of Article 1.1, Title 5, Section 41301 of the California Administrative Code, and

Whereas, The Donahoe Higher Education Act (Section 40) of the California Education Code, Chapter 6, Section 66401 (operative April 30, 1977) provides that "No person shall make or disseminate, with the intent to induce any other person to enter into any obligation relating thereto, any statement, written or oral, that he will prepare, cause to be prepared, sell, or otherwise distribute any term paper, thesis, dissertation, or other written material, for a fee or other compensation, for or on behalf of any person who has been assigned the written preparation of such term paper, thesis, dissertation, or other written material for academic credit at any public or private college, university, or other institution of higher learning in this state." and

Whereas, The following which advertisement which appeared in Volume 44, Number 20 edition of The Hornet (November 11, 1988):
"Research, Editing, Writing Services. Article, paper, thesis assistance. Editing. All subjects. Qualified writers. Resumes. Work guaranteed. File copies. Berkeley Communications. Highest quality,"
and others like it that have appeared in other editions of The Hornet and bulletin boards on campus, are in direct violation of the referenced provision of the Donahoe Higher Education Act, and

Whereas, The Donahoe Higher Education Act (Section 40) of the California Education Code, Chapter 6, Section 66403 provides that:

"Actions for injunction under provisions of this chapter may be brought in the name of the people of the State of California upon their own complaint or upon the complaint of any person, or in the name of any public or private college, university, or other institution of higher learning acting for the interest of itself, its students, or the general public," and

Whereas, The Academic Senate has been informed that at least one case has been prosecuted successfully under applicable provisions of the Donahoe Higher Education Act, therefore be it

Resolved, The Academic Senate recommends the following University policy on advertisements concerning *substantive* preparation, sale, and distribution of term papers, theses or other written material:

substantive
Policy on advertisements concerning preparation, sale and distribution of term papers, theses, or other written material.

A. The submission of term papers or other written material based, in whole, or in part, on ready-made papers or written materials purchased from companies or individuals that market such materials constitutes plagiarism, and is, therefore, cause for disciplinary action, including expulsion, under the provisions of Article 1.1, Title 5, Section 41301 of the California Administrative Code.

B. Placement of advertisements pertaining to the *substantive* preparation, sale, or distribution of any term paper, thesis, dissertation, or other written material is in violation of the Donahoe Higher Education Act (Section 40) of the California Education Code, Chapter 6, and shall be prohibited anywhere on the CSUS campus. This prohibition shall *include* extend, to, The Hornet newspaper, all other campus publications, and campus bulletin boards. *but not be limited*

*mend B & E:
McBride White
agreed*

C. Notice shall be placed on each campus kiosk and major campus bulletin boards citing Section 40, Chapter 6, Section 66401 of the Donahoe Higher Education Act and warning that the University may seek legal action against offenders under Chapter 6, Section 66403.

D. At least once per semester, the University shall cause to be published in The Hornet newspaper, part A of this policy statement.

E. If, despite the University's effort to implement this policy, ads are placed in The Hornet newspaper, other University publications, ~~or~~ on bulletin boards, the University shall advise those responsible that the act constitutes a violation of University policy and California Statute, and shall, if necessary, bring action for injunction in order to enforce these provisions. *or elsewhere on campus*

AS 88-134/FPDC, Ex. FACULTY PROFESSIONAL DEVELOPMENT PROGRAM--
ASSIGNED TIME REIMBURSEMENT

Carried

The Academic Senate adopts the following resolution recommended by the Faculty Professional Development Committee and amended by the Executive Committee (strikeover/underline), and notes the concerns raised by the Research and Scholarly Activity Committee in a memorandum from RSA Chair Gelus (Attachment E, 12/8/88 Agenda):

Whereas, The intention of the University's Faculty Professional Development Program is to make resources available to all faculty members in order to improve individual capacities and contributions to the University's academic programs; and

Whereas, The policy for reimbursement to schools, divisions and departments for the grants for assigned time which are funded from the University budget, from lottery funds and from other sources may not fully cover replacement costs for faculty; and

Whereas, Schools, divisions and departments must often supplement the reimbursement from the University to pay for replacement costs for faculty who receive assigned time grants; therefore be it

*Farrand/Martin
agreed*

Resolved, That the Academic Senate recommends that the University administration, in consultation with the schools, ~~divisions and departments,~~ develop a reimbursement formula to determine actual replacement ~~determine, for each school, the average costs for of~~ replacing faculty members who receiving assigned time grants in order to participate in (from the University's Faculty Professional Development Program) with part-time faculty, for the purpose of providing appropriate levels of reimbursement.

AS 88-135A/FISA, Ex. ^{FIR} SABBATICAL LEAVES

Carried The Academic Senate adopts the November 14, 1988, report of the Fiscal Affairs Committee on Sabbatical Leaves (refer to Attachments F-1 through F-3, 12/8/88 Agenda). *Substitute*

AS 88-135B/Ex. ^{FIR} SABBATICAL LEAVES*Postpone in def.*

Carried The Academic Senate refers to the Faculty Affairs Committee the Fiscal Affairs Committee's report on sabbatical leaves and asks that the campus policy/procedures for sabbatical leaves be reviewed in light of the report with specific attention to 1) whether the policy should be revised to improve the chances of faculty with fewer years (more than seven, less than twelve) accrued service to receive leaves, and 2) whether previous release time should be considered in making recommendations for sabbatical leaves.

AS 89-05/Ex. CHILD CARE ADVISORY COMMITTEE

Whereas, Chancellor's Office coded memorandum AA 87-27 (Attachment C-2) directs each President to establish a Child Care Advisory Committee on each campus, and

Whereas, The committee's primary attention should be devoted to child care for student parents and academic programs, and

Whereas, The original membership of the committee established by the President in his memorandum dated May 9, 1988 (Attachment C-1), was constituted to address an expanded charge that included consideration of issues related to child care needs of faculty and staff, and

Whereas, Issues related to child care for faculty and staff fall within the context of collective bargaining, and

Whereas, The membership of a committee that deals primarily with issues related to child care for student parents and academic programs should be different from the membership of a committee that deals with issues related to child care needs for faculty and staff; therefore, be it

Resolved, That the Academic Senate endorses the following version of the charge and membership of the Child Care Advisory Committee:

Charge:

- 1) Review data pertaining to CSUS which was developed through the child care needs study commissioned by the Chancellor's Office.
- 2) Review the adequacy of information provided through campus outreach activities regarding campus child care.
- 3) Review opportunities available to campus academic programs for field work, observation, etc.
- 4) Review the need for additional permanent housing for child care services on campus and, if needed, give consideration to include such a facility in the campus master plan.
- 5) Design systems and timelines to conduct campus surveys to determine needs for child care.
- 6) Design and implement periodic evaluations of the CSUS Child Care Program.

Membership:

One faculty member (at large) appointed by the Academic Senate.

One faculty member from the Home Economics Department nominated by the Chair of the Department.

One faculty member from the Child Development Department nominated by the Chair of the Department.

One student (at large) appointed by ASI.

One student parent appointed by a Committee made up of the ASI President or designee, the Chair of the Academic Senate and the Chair of USA from a roster of interested students who have been invited to serve through a letter to all student parents.

One student from either the Child Development Department or the Home Economics Department appointed by the Chair of the respective department. (The department to have representation will be alternated each year.)

Non-voting ex-officio members will be: the Director of the Child Development Center, the Director of the Child Study Center and the Dean of Students or designee.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
POLICIES AND PROCEDURES FOR STUDENT EMPLOYMENT

(Final 10/13/88)

This document is to be shared with Department Chairs, Directors, Managers and others who are involved with the hiring of students as employees of CSUS. This policy is also governed by the principles of good management and equal employment opportunity and affirmative action.

I. STUDENT EMPLOYMENT TASK FORCE (SETF)

Introduction

The policies and operating procedures for the employment of students were recommended by the Student Employment Task Force and approved by the President on _____. These policies apply to CSUS campus student employees, and may differ for those employed by College Work-Study Program, the Hornet Foundation, A.S.I., or other campus auxiliary organizations.

A. Composition of the Task Force

Permanent members of the Task Force are:

1. Vice President For Finance (designee - Manager, Payroll Services)
2. Director, Career Placement Center (designee - Coordinator, Student Employment)
3. Dean, Faculty & Staff Affairs (designee - Staff Personnel Coordinator)
4. Dean, Student Affairs (designee - TBD)
5. Dean, University Library Services (designee - TBD)
6. Executive Director, Hornet Foundation (designee - Director, Personnel/Payroll Services)
7. Director, Financial Aid (designee - College Work Study Coordinator)

All permanent members of the Task Force may choose a designee to represent their area. Additional members to be appointed annually by the President are:

1. One faculty representative recommended by the Academic Senate.
2. One representative from the student body recommended by the Associated Students(A.S.I.).
3. One School Dean or designee.

B. Functions and Responsibilities of the Task Force

1. To review and periodically recommend revision, as necessary, the policies and operating procedures for employment of students. Suggestions will be solicited from the campus community.
2. To review the Student Employee Wages and Pay Scale immediately following a salary range adjustment or at other times as necessary to keep it commensurate with duties performed, but within the established salary range approved by the Trustees of the California State University.
3. To issue interpretive statements of policies or operating procedures, when such clarification appears necessary.
4. To act as an appeals board in case of disputes involving alleged violation of Student Employment policies or procedures. The decision of the "Task Force" will be final.

II. DEFINITION AND PURPOSE OF STUDENT EMPLOYEE CLASSIFICATIONS

A. Student Employees are defined as those who are:

"Matriculated students who are currently enrolled/ registered (fees paid) in a regular term as new or continuing students and in good academic standing (a grade point average of least 2.0), and having at least half-time status (undergrads=6 units, grads=4 units) are eligible to be hired as student employees". Otherwise eligible students who have completed the prior semester OR who are registered for the subsequent semester, may be hired between terms.

Additionally, the Student Employment Class is intended to provide a vehicle for students to work part-time while they are in school, to gain valuable experience related to their educational goals and partially to assist them with financial support during the period when they are in school.

(NOTE: See Attachment re: Differences - Student Assistants & Work-Study Assistants)

- B. The CSU classification codes established for Student Assistants and On-Campus/Off-Campus College Work-Study Program (Codes 1870, 1871, 1872) are maintained by the Faculty & Staff Affairs Office.

III. ELIGIBILITY FOR EMPLOYMENT

- A. Students must meet the criteria as described in item IIA. above.
- B. International Students holding F1 visas must secure approval of the International Student Center in order to become employed in the Student Employment Program.
- C. Eligibility for employment as a Work-Study Student (Class Codes 1871 & 1872) is established by the Office Of Financial Aid. A student securing such employment must present to the hiring supervisor a valid "College Work-Study Referral Form" before he/she may be employed. Work-Study Students are subject to Federal Work-Study Guidelines which take precedence.

IV. EMPLOYMENT PROCEDURES

- A. Administration of Student Employment Programs shall be in accordance with good management principles and practices of equal employment opportunity and affirmative action.
- B. The heads of Administrative Units are responsible for the implementation of the classification and salary aspects of this policy. Classification key characteristics, standards (attached) and pay scales are outlined below. Salary rates are meant to provide consistency in application as well as alignment for all CSUS schools and departments, and are to be assigned at the beginning of each fiscal year. Pay schedules in Auxiliary operations/organizations may differ.

- C. Student Employment Classifications are designated with three ranges of pay as follows:

Level I \$4.25 - \$4.75
Level II \$4.75 - \$5.75
Level III \$6.00 - \$7.25

Merit adjustments may be considered in light of a minimum number of hours worked (300) and job performance, via the standard practice of conducting and submitting a Student Performance Report (attached).

- D. The employing unit is accountable for monitoring both classifications and pay rates used by each administrative unit on campus for compliance with the standards established herein.
- E. Procedures and other information/forms consistent with CSUS practices, established by Payroll Services and College Work-Study are attached to this document.
1. Student Employment Payroll Transaction Form
 2. CWS' Employment Vacancy Listing & Flow Chart
- F. Starting Date - A newly appointed student employee may not start work until such time as all necessary paperwork has been completed and approval(s) obtained.
- G. Rate Placement In Original Appointment - Students being employed by CSUS for the first time will be placed at the beginning rate of the pay range for the appropriate job level. Only in exceptional cases where, in the judgment of the employing unit, the student has gained skills and experience relevant to the job through previous employment may he/she be placed at a higher rate of pay within the range.

V. WORK SCHEDULES

- A. Student Employees should be scheduled to work not more than twenty (20) hours per week, during the normal times when classes are in session.
- B. When school is not in session, Student Employees may work up to forty (40) hours per week but shall not be scheduled to work overtime.

- C. Student Employees may, work in more than one department. Supervisors are responsible for monitoring work hours carefully.
- D. Supervisors are responsible for assignment of regular work schedule(s) and are also responsible for ensuring that Student Employees receive a fifteen minute break when assigned to work a four-hour daily work schedule.

VI. COMPENSATION PLAN

The salary rate for Student Employees is determined by comparing the duties and responsibilities assigned to the student's position with the classification standards detailed in Sections II and IV.C. of this document.

A. Student Performance Reports & Pay Increases

In order to encourage continuing employment, periodic performance reports (minimum threshold of 300 hours), should be conducted to assess the work of the student employee and to determine whether a pay increase is warranted. The supervisor can recommend an increase dependent upon the unit's budgetary resources. The supervisor is responsible for completing the Report, and discussing it with the student, prior to granting an increase. If approved by FSA, the salary increase form must be completed and submitted to the Payroll Services Office.

B. Promotion To A Higher Job Level

If a Student Employee is promoted to a job with a higher level of responsibility or difficulty he/she will be placed in the appropriate salary range within such level.

C. Fringe Benefits

Student Employees are covered by Workers' Compensation. They do not accrue other benefits including holiday pay.

VII. PAYROLL PROCEDURES

- A. Student Employee timesheets are available through Central Stores. They are to be turned in to the Payroll Service Office according to the published schedule. Checks will be issued to student employees, also according to a published schedule, provided timesheets and other documents are submitted correctly by the established due dates.

B. Social Security Identification

All student employees, including aliens, must present a valid social security card to Payroll Services.

VIII. RETENTION

- A. Student employment is a temporary employment status within CSUS.
- B. Once a student is hired, he/she should be considered for retention each semester his/her work performance is satisfactory, he/she meets all requirements for student employment, and as long as budget resources and the need for the service exist.
- C. Student Employees are subject to similar regulations as those which exist for regular workforce regarding violations of department/ school work rules (e.g., poor performance, insubordination, absenteeism, dishonesty, theft, substance abuse, misuse of university property, etc.), and may be disciplined accordingly.
- D. Should there be a performance problem, the Student Employee should be advised in writing by the employing unit. If the infraction results in termination, the student may appeal to the Student Employment Task Force. The decision of the Task Force will be final.

- Attachments -
- #1. Classification Key Characteristics/Standards
 - #2. Differences Between Student Assistants & Work Study Assistants
 - #3. Forms
 - (a) Student Performance Report [Payroll]
 - (b) Employment Vacancy Listing & Flow Chart [Financial Aid - CWS]
 - (c) Payroll Transaction Form
 - (d) Student Sign-In/Sign-Out Sheet
 - (e) International Student Verification

STUDENT EMPLOYMENT
CLASSIFICATION KEY CHARACTERISTICS
AND SALARY SCHEDULE

JULY 1, 1988

LEVEL I:

SALARY RANGE: \$ 4.25 to \$ 4.75

WORK IS CHARACTERIZED BY:

- Close supervision
- Minimal experience
- Brief training period (one month or less)
- Specific guidelines necessary for most situations
- Routine work of average difficulty involving clerical and /or manual tasks

TYPICAL DUTIES WITHIN THIS LEVEL MAY INCLUDE:

- Check and maintain routine office clerical records
- Type file cards, forms, labels, etc.
- Answer telephone and take messages, greet visitors and give out information
- Serve as a test proctor
- Score objective tests by hand or machine
- Compile simple statistical information
- Assist in a stockroom or laboratory
- Perform simple data entry
- Assist maintenance personnel

LEVEL III:

SALARY RANGE: \$ 6.00 to \$ 7.25

WORK IS CHARACTERIZED BY:

- Independent work using specialized complex skills at a high level of competence
- Monitoring the work of several student assistants with varying levels of expertise
- Assignment to a variety of special or difficult tasks, or substantial responsibility for an entire program or project, or a major segment of such programs or project requiring judgment, maturity, or other special qualifications
- Assignment to academically demanding duties and responsibilities in a laboratory, research, or instructional support program which requires knowledge and understanding typically gained with a Bachelor's Degree in a relevant field

TYPICAL DUTIES WITHIN THIS LEVEL MAY INCLUDE:

- Laboratory assistant, or research assistant meeting one or more of the above criteria
- Accompanist
- Computer specialist/analyst; identifying computer applications for a unit
- Building trades assistant

DIFFERENCES BETWEEN STUDENT ASSISTANTS & WORK STUDY ASSISTANTS

Student Assistants

1. Need not be eligible for Federal financial aid.
2. May earn an indefinite amount during the fiscal year,
3. Are paid entirely from State funds.
4. May only be employed on campus.
5. Funds are controlled by the various campus units, and the amounts available depend upon the budget allocations of the Trustees.
6. Employment is governed by the student employment policies established within the University and the CSU system.

Work Study Assistants

1. Must be eligible for Federal financial aid.
2. May earn only the maximum CWSP eligibility established for the individual student by the Financial Aid Office.
3. Are paid with a combination of State or private and Federal funds.
4. May be employed on- or off-campus for non-profit, public or private agencies that are participating in the College Work-Study Program.
5. Funds are controlled by the Financial Aid Office according to the availability of eligible students. Required funding comes with each student referred on-campus. Off-campus employers provide matching funds up to pre-established levels, which are part of the agreement between each agency and the University.
6. Employment is governed by the work-study policies established by the University and the CSU system, which must also be in accordance with Federal and State regulations. Off-campus, work-study employment is governed by written agreements between the University and the agency. These agreements must also be in accordance with Federal, State, and campus regulations and guidelines.

**DEPARTMENTAL
STUDENT PERFORMANCE REPORT**

I. Name of Student	Social Security No.	Class Level (Fr. Sr. etc)
Department or Work Location	Dates of Rating Period: From: To:	
Student's Job Title	Class:	Step:
Brief description of duties:		

II. INSTRUCTIONS: Please evaluate for each criterion listed below. Circle the appropriate number to correspond with the following rating system:

- 1) Unacceptable
- 2) Improvement Needed
- 3) Satisfactory
- 4) Above Average
- 5) Outstanding

CRITERION 1: WORK HABITS (organization of work; care of equipment; safety; punctuality; industry; attendance)	1	2	3	4	5
CRITERION 2: ATTITUDE (enthusiasm for the work; willingness to conform to job requirements and to accept suggestions for work improvement)	1	2	3	4	5
CRITERION 3: QUALITY OF WORK (Accuracy; precision; completeness, neatness)	1	2	3	4	5
CRITERION 4: QUANTITY OF WORK (Amount of acceptable work turned out)	1	2	3	4	5
CRITERION 5: RELATIONSHIPS WITH PEOPLE (Getting along with others; effectiveness in dealing with the public)	1	2	3	4	5
CRITERION 6: INITIATIVE (Self-reliance; resourcefulness; willingness to accept and carry out responsibilities)	1	2	3	4	5
CRITERION 7: DEPENDABILITY (Degree to which employee can be relied upon to do the job and to meet deadlines without close supervision)	1	2	3	4	5
CRITERION 8: PERSONAL FITNESS (Integrity; sobriety; emotional stability; physical condition; appearance, habits)	1	2	3	4	5

III. ADDITIONAL COMMENTS:

Signature of Supervisor	Date
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IV. This Report has been explained to me and I understand the contents. I also understand that my signature does not necessarily indicate my agreement/concurrence with the above Report.

Checking this box indicates I authorized the information to be released to future employers for reference purposes.

Student's Signature	Date
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STUDENT EMPLOYMENT
PAYROLL TRANSACTION FORM

FALL YEAR
 SPRING YEAR

TO: PAYROLL SERVICES

DATE _____

FROM: _____

(Hiring Department)

(Hiring Authority Signature)

THE FOLLOWING IS TO BE COMPLETED IN ITS ENTIRETY BY THE HIRING DEPARTMENT:

STUDENT'S NAME _____ HIRE DATE _____
(Please Print)

SOCIAL SECURITY # _____
(You must show an original SSN card in Payroll)

HOURLY RATE _____ PROJECTED HOURS PER WEEK _____

POSITION # _____
(Agency / Unit / Class / Serial)

SUPERVISOR _____ EXT. _____
(Please Print)

TIMEKEEPER _____ EXT. _____
(Please Print)

THE FOLLOWING QUESTIONS MUST BE ASKED OF THE STUDENT BY THE HIRING DEPARTMENT, AND THE STUDENT MUST SIGN BELOW.

1. Are you currently working for any other department(s)? Yes _____ No _____
If YES, in what position(s)? _____

2. Have you been awarded workstudy? Yes _____ No _____

3. Are you an International Student? Yes _____ No _____

4. MAILING ADDRESS: _____
(For W-2 Form) (Number) (Street)

(City) (State) (Zip)

HOME PHONE: (_____) _____

5. a) In accepting this employment I agree to abide by the CSUC System Policy which mandates that student assistants may not be employed more than 20 hours per week during the academic term and not more than 40 hours per week during the vacation breaks.

b) I am a STUDENT at CALIFORNIA STATE UNIVERSITY, SACRAMENTO and all statements made are true and complete to the best of my knowledge. I understand that any false statement on this Payroll Transaction Form may be considered grounds for termination.

(Student's Signature)

(Date)

FOR REGISTRAR ONLY: YES NO CSUC Student meets minimum 2.0 GPA requirement. (This does not apply to those entering college for the first time.)

FOR PAYROLL ONLY: SPAR: _____ Completed _____ Already on computer
I-9: _____ Completed _____ Pending - okay to work-temporary for 21 days until replacement document _____ is shown in Payroll.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO STUDENT ASSISTANT TIMESHEET

NAME _____ Last First MI MONTH YEAR PAY PERIOD _____ CHARGE TO AGENCY # _____ UNIT # _____

SOCIAL SECURITY NUMBER [] [] [] - [] [] []

	DATE	IN	OUT	TOTAL	DATE	IN	OUT	TOTAL	DATE	IN	OUT	TOTAL	DATE	IN	OUT	TOTAL
SUNDAY																
MONDAY																
TUESDAY																
WEDNESDAY																
THURSDAY																
FRIDAY																
SATURDAY																

Report fractions of hours as hundredths.
 Minutes = Hundredths
 1-6 = .10
 7-12 = .20
 13-18 = .30
 19-24 = .40
 25-30 = .50
 31-36 = .60
 37-42 = .70
 43-48 = .80
 49-54 = .90
 55-60 = 1.00

HOURLY RATE [] X TOTAL HRS WORKED [] = []

TOTAL PER WEEK [] TOTAL PER WEEK [] TOTAL PER WEEK [] TOTAL PER WEEK []

AMOUNT OF PAY []

A MAXIMUM OF 20 HOURS MAY BE WORKED PER WEEK WHEN SCHOOL IS IN SESSION, OR 40 HOURS PER WEEK WHEN SCHOOL IS NOT IN SESSION

During this month, in addition to this job, I have worked for CSUS at _____ for _____ Hours
 Department or Office

I certify that I have worked the hours as recorded on this time sheet and that all statements made are true and complete to the best of my knowledge. I understand that any false statement on this timesheet may be considered grounds for termination.

STUDENT'S SIGNATURE _____ DATE _____

I certify that I have both authorized and verified the hours worked as stated, that the work was performed in a satisfactory manner, and that there is sufficient money in the Student Assistant fund authorized for my use to cover this timesheet.

SUPERVISOR'S SIGNATURE _____ DEPARTMENT _____ PHONE # _____

STREET ADDRESS _____ CITY _____ ZIP _____ PHONE # _____ TAFF TIMEKEEPER'S SIGNATURE _____ PHONE # _____

STUDENT EMPLOYMENT
INTERNATIONAL STUDENT VERIFICATION

DATE: _____

TO: INTERNATIONAL CENTER

FROM: PAYROLL SERVICES

The following International Student has been offered a job as a Student Assistant:

Name: _____ VISA _____

SSN: _____ NO. of Units _____ Class Level _____

Please verify eligibility to work:

- Student may accept part-time employment on campus.
- Student may not accept part-time employment on campus.
- Please refer student to International Center.

Signature

Date

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-1834-88/AA
October 27-28, 1988

CHILD CARE SERVICES FOR THE CHILDREN
OF STUDENT PARENTS IN THE CSU

WHEREAS, The Board of Trustees of the California State University adopted the Policy Framework for the California State University Children's Center Programs on July 15, 1987 to guide the various children's centers operated by the Associated Students; and

WHEREAS, The Policy Framework states that "no student be denied access to any CSU campus or have his/her academic progress impaired because of lack of adequate and affordable campus child care service"; and

WHEREAS, The Board of Trustees of the CSU has received the recommendations of the Evaluation and Training Institute and the Summa Associates, Inc., independent firms who undertook a comprehensive study of child care services throughout the California State University; and

WHEREAS, Plan Element C calls for coordination and integration of the instructional aspects of the CSU campus "children's centers" and the "child study centers"; therefore be it

(OVER)

RESOLVED: That the Academic Senate of the California State University endorse the five recommendations made by the Summa Associates, Inc. and the Evaluation and Training Institute in the attached document; and be it further

RESOLVED. That the Academic Senate CSU recommend that campuses be allowed to coordinate and integrate the "children's centers" and the "child study centers," provided that the primary focus of each program is maintained; and be it further

RESOLVED: That the Academic Senate CSU recommend the active involvement of students, faculty, and staff in the development of the initial five-year plan.

SECOND READING *January 5-6, 1989*

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

ATTACHMENT B-2
2/09/89 Senate Agenda

AS-1832-88/FA
October 27-28, 1988

SUPPORT FOR ACCESS TO CHILD CARE SERVICES FOR FACULTY

- WHEREAS, Inadequate access to child care services has a negative impact on faculty work effectiveness; and
- WHEREAS Finding suitable child care arrangements is a problem for faculty parents no less than other parents; and
- WHEREAS, Access to adequate child care facilities and services has an impact on work scheduling problems, on-the-job performance and productivity problems and increased stress levels; and
- WHEREAS, Inadequate child care makes it difficult for faculty to engage in non-classroom activities; and
- WHEREAS, The *Chronicle of Higher Education* (February 17, 1988) indicates the availability of child care is already prominent in the minds of young faculty, both men and women, now joining universities; and
- WHEREAS Nationwide projections of faculty growth indicate that one-third of faculty will be replaced in the next fifteen years, and the majority of new faculty recruits will come from dual-career families; and
- WHEREAS, There are inadequate child care facilities in communities surrounding CSU campuses (licensed child care is available to approximately one out of four children who require child care); therefore be it
- RESOLVED: That the Academic Senate of The California State University support the principle of child care services to which faculty have access; and be it further
- RESOLVED: That the Academic Senate CSU urge the CSU and California Faculty Association to explore avenues for child care for faculty; and be it further
- RESOLVED: That any such plans be coordinated with student-parent child care services.

SECOND READING January 5-6, 1989

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-1831-88/FA
October 27-28, 1988

SUPPORT FOR THE RECOMMENDATIONS OF THE STUDY OF CHILD CARE SERVICES

WHEREAS, The California State University contracted with Summa Associates, Inc. for a study of Child Care Services; and

WHEREAS, The study presented at the Committee on Educational Policy at the July 1988 Trustees' meeting addressed issues of child care services for student-parents and faculty and staff parents; and

WHEREAS, Child care problems affect student access to education and employee performance that affect the overall quality of the institution; and

WHEREAS, Experts report that child care is now a critical educational issue; and

WHEREAS, The Child Care Services Report makes five primary recommendations:

- (1) Develop a policy regarding the CSU's position on child care for students and employees of the CSU, its effects on access to education and on work, and priority of treatments;
- (2) Develop a five to ten year Child Care Plan;
- (3) Develop a permanent Body (e.g. CSU Child Care Policy Advisory Committee) to oversee the Child Care Plan;
- (4) Initiate a systemwide facility planning process for child care; and
- (5) Establish uniform limits and standard criteria for insurance policies obtained by the CSU Child Care Centers;

; and

WHEREAS, The CSU Child Care Policy Advisory Committee has been formed and is being appointed by the Chancellor; therefore be it

(OVER)

RESOLVED: That the Academic Senate of The California State University support the five primary recommendations stated in the Study of Child Care Services while taking no position on the elements outlined in the study; and be it further

RESOLVED: That the Academic Senate CSU urge that the CSU Child Care Policy Advisory Committee develop policy recommendations which are flexible enough to address the diversity of populations served on the various campuses.

SECOND READING January 5-6, 1989



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

ACADEMIC SENATE



M E M O R A N D U M

TO: Ray Geigle, Chair
CSU Academic Senate

DATE: December 15, 1988

FROM: Juanita Barrera, Chair
CSUS Academic Senate

SUBJECT: Child Care Report to
the CSU Board of Trustees: CSU
Resolutions 1834-88, 1832-88,
1831-88

A handwritten signature in cursive script that reads "Juanita Barrera".

As requested in your memorandum, dated September 15, 1988, on the Child Care Report to the CSU Board of Trustees, the report was distributed to various constituencies involved with child care services and child development programs on the CSUS campus. The constituencies included faculty/departments providing instructional programs in child development, Associated Students, faculty representatives to relevant advisory boards and committees, and the directors of the campus children's center and the child student center. Copies of responses from individuals representing these constituencies are enclosed for information.

Although our original intent was to formulate a set of recommendations on the report, as requested in your memorandum, in the hope that our recommendations would be considered in the formulation of Statewide Senate resolutions for the January 5-6, 1989, plenary session, the appearance of resolutions AS 1834-88, 1832-88, and 1831-88 as first reading items on the October 27-28 agenda requires that we submit a different type of response.

In our judgment, the appearance of the resolutions on the October agenda was premature, and we urge that final action on the items not be taken at the January meeting. Based on responses from relevant constituencies on this campus, the CSUS Academic Senate is opposed to the adoption of the resolutions as stated. Further, it is our view that the Statewide Academic Senate should formulate a single resolution that addresses the report in its entirety and makes specific recommendations, based on campus advice, for change in the recommendations and plan elements of the report, rather than presenting a series of overlapping resolutions that are limited in scope.

Although our preference is that the three resolutions be referred to committee, we are compelled to express our position on the individual resolutions since, despite our preference, the question of their adoption may be put before the Statewide Academic Senate. The position and concerns of the CSUS Academic Senate on the resolutions are provided below.

AS 1834-88 Child Care Services for the Children of Student Parents in the CSU.

The plan element that is of greatest concern to this campus is the plan element that calls for coordination and integration of the instructional aspects of the CSU campus "children's centers" and "child study centers" (plan element C). Although we can appreciate the need for "cooperation" between the programs, we are apprehensive about the use of the terms "coordination" and "integration" in the plan element. Since the Summa Study was designed to examine children's centers and child care for children of student parents, and did not include a systematic study of academic programs and child study centers, the inclusion of plan element C in the report is premature, and certainly not based on assessment of need. We would like to note, parenthetically, that information about the CSU, Sacramento Child Study Center was not solicited or included in the CSU study of the need for child care services. Further, it is our view that the plan element is flawed by its lack of clarity in defining terms (e.g., what is meant by "instructional purposes" and "integration"). For these reasons, the CSUS Academic Senate opposes adoption of a resolution that appears to accept the unsubstantiated and poorly developed plan element. On the matter of plan element C, the CSUS Academic Senate recommends that the Statewide Academic Senate urge that a systematic study be conducted that examines the relationships among academic programs, children's centers and child study centers to assess whether there is a need for greater cooperation, coordination or integration of the programs.

AS 1832-88 Support for Access to Child Care Services for Faculty

The CSUS Academic Senate opposes adoption of AS 1832-88 for the following reasons:

- (1) It is our view that issues related to child care for faculty fall within the realm of collective bargaining (i.e., a working condition issue) and should be kept separate from issues pertaining to providing child care services for student-parents (i.e., an access and retention issue) and academic programs (i.e., issues related to student learning).

December 15, 1988

(2) Adoption of the resolution may have (and already has had on this campus) a negative effect on faculty access to student-run child care service programs. Specifically, the resolution raises the specter of a faculty "take-over" and displacement of children of students by children of faculty. In perceived self-defense, student-run child care service programs may further limit faculty access to these programs.

AS 1831-88 Support for the Recommendations of the Study of Child Care

The CSUS Academic Senate opposes the adoption of a resolution that supports report recommendations without consideration of specific plan elements. It is our view that the recommendations and plan elements are interrelated, and that endorsement of the recommendations carries implicit acceptance of the plan elements. Since the CSUS Academic Senate has serious reservations regarding selected plan elements, particularly B and C, we cannot support an unqualified resolution of support for the recommendations in the study.

At this time, we would also like to raise objection to the composition of the CSU Child Care Policy Advisory Committee established in response to report recommendation #3. It is our understanding that fewer than half of the campuses are represented on the committee. Given the "diversity of populations served on the various campuses" (AS 1831-88) and the very different arrangements developed by individual campuses, it is our position that all campuses should be represented on the committee and that care must be taken to ensure that the campus position (not the position of student-run or academic department-run programs) is represented by the membership.

The CSUS Academic Senate appreciates the opportunity to provide input on the very important issues addressed in the study of child care for student parents in the CSU. Your assistance in conveying this input to the appropriate Statewide Senate committees and the full body of the Senate will be appreciated.

JB/CD

Enclosures

cc: G. Healy, Director, Child Development Center
M. Ballard-Campbell, Convenor, Child Development/ECE Area Group
H. Neal, Professor, Teacher Education
A. Moylan, Faculty Representative, Children's Center Parent Advisory Group
H. Grain, Director, Child Study Center
D. Loewe, Executive Vice President, Associated Students, Inc.
E. Schwartz, Lecturer, School of Education
S. Holl, Professor, Faculty Representative, Child Care Advisory Committee

Memo re: Child Care Report
to CSU Board of Trustees

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December 15, 1988

W. Sullivan, Dean, School of Arts and Sciences
J. Ware, Professor, Home Economics
C. Gray, Associate Dean, School of Arts and Sciences
M. Burger, Vice President for Academic Affairs
D. Gerth, President
D. Raske, Dean of Students
J. Thornall, President, Associated Students, Inc.
S. Uplinger, Associate Dean, Student Affairs
J. Lonam, CSU Academic Senator
A. Wade, CSU Academic Senator
E. Kelly, CSU Academic Senator
W. Prentice, Chair, Department of Teacher Education

California State University
Sacramento



ATTACHMENT C-1
2/09/89 Senate Agenda
The President
6000 J Street, Sacramento, CA 95819-2694
(916) 278-7737

May 9, 1988

M E M O R A N D U M

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

MAYO 9 1988

TO: Professor Juanita Barrera
Ms. Daphne Gibson-Taylor
Mr. Kevin Mencarelli
Professor Warren Prentice
Associate Professor Jeline Ware

Senate Received
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FROM: Donald R. Gerth

In accordance with Code Memo: AA 87-27 (attached), I am establishing a Child Care Advisory Committee.

I have expended the charge to the Committee to include not only concern for student child care needs but also that of faculty and staff.

At the outset, the following should be addressed by the Committee.

- (1) Review data pertaining to CSUS which was developed through the child care needs study commissioned by the Chancellor's Office.
- (2) Review the adequacy of information provided through campus outreach activities regarding campus child care.
- (3) Review opportunities available to campus academic programs, field work, and observation.
- (4) Review the need for additional permanent housing for child care services on campus and, if needed, give consideration to include such a facility in the campus master plan.
- (5) Design systems and timelines to conduct campus surveys to determine needs for child care.

(over)

May 9, 1988

Page 2

- (6) Design and implement periodic evaluations of the CSUS Child Care Program.

The composition of the Committee will be as follows:

One faculty	Members of the Child Development
One student	Parent Advisory Committee
One staff member	Recommended by USA

Ex-officio members will be: the Director of the Child Development Center, faculty representatives of Home Economics and Child Development Department, and the Dean of Student Affairs or his designee.

I would appreciate your recommendations for representatives from your areas as soon as possible. If you have any questions, please contact Shirley Uplinger who is coordinating this effort.

Please send your recommendations for representatives to Dr. Uplinger. Thank you.

DRG/rg

Attachment

cc: Dean David Raske
Associate Dean Shirley Uplinger

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275
(213) 590-

R
CALI

ATTACHMENT C-2
2/09/89 Senate Agenda

SACRAMENTO
PRESIDENT'S OFFICE

Code: AA 87-27

Date: July 22, 1987

To: Presidents

From: John M. Smart
Deputy Provost
Academic Affairs

Subject: Child Care for Student Parents

At its July, 1987 meeting, the Board of Trustees reaffirmed its commitment to provide stable and affordable child care for student parents. In addition to endorsing a policy framework for the operation of campus Children's Centers and the development of a comprehensive systemwide data base, the Board adopted a resolution that requires each President to:

1. Establish a Campus Child Care Advisory Committee
2. Include information about the availability of campus child care in campus outreach activities
3. Continue to provide opportunities to campus academic programs for field work and observation
4. Conduct periodic campus surveys to determine students needs for child care
5. Implement periodic evaluations of the campus child care program
6. Review the need for the permanent housing of child care services on campus and, where such does not exist, give consideration to including such a facility in the campus master plan, when appropriate

Distribution: Vice Presidents, Academic Affairs
Vice Presidents, Administration
Vice Presidents/Deans of Students
Vice Presidents/Business Affairs
Directors, Children's Centers
Presidents, Associated Students
Chancellor's Office Staff

Presidents
July 22, 1987
Page Two

AA 87-27

The Board of Trustees declared that child care shall continue to be designated as a student service on each campus. Absent new monies for the program, child care shall not compete with existing student service programs for funding. Child care shall receive appropriate administrative oversight and coordination given to other student service programs on the campuses.

It is the responsibility of each President to implement the above actions. Should you have any questions, please call Dr. David Kagan, State University Dean, Academic Affairs, at ATSS 635-5712 or (213) 590-5712.



Memorandum

To: Juanita Barrena, Chair
Academic Senate

Date: 30 January 1989

Subject: Sabbatical Leave

California State University
6000 J Street
Sacramento, California 958

FEB 3 1989

From: Murray S. Work, Chair
Professional Leave Committee

Academic Senate file

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In her letter to you of February 8, 1988, Professor Moon raised a number of questions about sabbatical leave policy and practices that have been the subject of much confusion, rumor, conflicting opinion, and speculation among the faculty. A timely and conscientious response to her specific questions as well as those raised by the Executive Committee in its charge to the Fiscal Affairs Committee (March 9, 1988) would have gone a long way towards clearing the air and providing the basis for constructive action in this area. Unfortunately, the Fiscal Affairs Committee Report (Sabbatical Leaves; November 14, 1988) leaves most of these questions (and its charge) untouched. (See attachments.)

Having been Chair of our own Professional Leave Committee for the past four years, since the inception of current Policy on Leaves With Pay (PM 84-05), I have gained some insight into the concerns expressed by Professor Moon and the Executive Committee. I offer them herewith not because they are authoritative or exhaustive; preliminary though they are, I believe my views will carry the discussion of these issues far beyond the level of the Report. More importantly, I hope to forestall any precipitous action by the Senate that might otherwise follow from the errors of commission and omission in the Report.

I will take the questions in order as raised by Professor Moon and the Executive Committee:

- (1) How does this lengthy period (ten or eleven years, the estimated seniority presently required to obtain a sabbatical leave at CSUS) compare to sister campuses?

No other data than that requested here would go further to dispel the clouds of rumor that befog a sensible discussion of these issues. This figure is presented from any other campus, much less for the system. These data are but a few phone calls away - possibly a single one, to the Chancellor's office. So we still do not know if our situation is good, bad, or indifferent in comparison to our sister institutions. And for strategic purposes, it would be useful to have comparable data from the UC system, private schools, in state and out. Again, this information is not hard to come by.

While comparative data were not developed, in the Report, it would surely be relevant to consider whether or not the average waiting time at CSUS has been stable over recent years, increasing or decreasing. Is the situation getting worse or better? Faculty and Staff Affairs (Sheila Orman) should have this information, as I do from the records of the Professional Leave Committee which show that the situation has been relatively stable over the past four years, the minimal waiting time varying between 10 and 11 years.

- (2) How do sister campuses that award sabbaticals closer to seven years manage the funding?

Since (1) remains unanswered, we do not know who these sister campuses might be. However, FAC chose three campuses, "...reputed to grant sabbaticals in a more timely manner than CSUS," i.e., Chico, Long Beach, and San Diego. Reputed by whom? Is the reputation justified? What, in short, are the facts? Without the facts, the Committee may be straining to explain differences that do not exist. What is clear from the Report is that these three campuses use a rather different process than ours in awarding sabbaticals. But there is no basis for imagining how these procedural differences might or might not contribute to the "reputed" discrepancies in waiting times, if any. A less conjectural source of differences between campuses, that would contribute to variations in waiting time are demographic in nature: differences in size, growth rates, age distribution among faculty, etc.

Actually, the literal answer to the question is that all campuses are funded in exactly the same way. (See below.)

- (3) How are we funded for sabbaticals?

Here the Report does supply the basic formulation: the pool of eligible faculty on a given campus, divided by 12.7. (The Report incorrectly attributes this formulation to Article 23 of the Memorandum of Understanding (MOU). In point of fact, Sabbatical Leaves are covered in Section 27, and nowhere in the MOU is this or any other formulation for the distribution of sabbatical funds presented.) Obvious questions need to be pursued here: what is meant by "eligible faculty"? Have the criteria changed over the years? Where does this mysterious denominator, 12.7, come from? Has it changed over the years?

My guess is that the CSU starts with the total lump sum budgeted for sabbaticals, then estimates the size of the eligible pool, and finally jiggles the denominator until it comes up with a value that will generate about as many sabbaticals as the year before. What one would like to know here is: what trends, if any, are evident in the total budget for sabbaticals in the system over the past several years? Have increases (if any) kept up with growth in the pool of eligible faculty? Has this critical denominator been subject to systematic changes? I should think this information would be readily available from resources in our own library, certainly from the Chancellor's office.

(4) What efforts are being made to increase funding?

This is not touched upon in any way by the Report, and yet it is precisely here - at the proverbial bottom line - where new and interesting and hopeful things are happening that the faculty should know about.

Two years ago, as the result of (gasp!) collective bargaining, i.e., our bargaining representatives from CFA kicking, screaming, threatening, cajoling, reasoning, and shaming management, CSU was prevailed upon for the first time in history to go beyond the tired old formula (above) and augment those funds by an additional \$1,000,000 per year for the remainder of the contract. (See MOU, Supplementary Agreements, #2, p. 100.) This year alone on our campus, our share of these augmentation funds resulted in five additional sabbatical leaves over the 38 awarded by the old formula. FAC appears to be totally unaware of these developments.

In addition to addressing these specific questions raised by Professor Moon, FAC was charged by the Executive Committee to develop recommendations to enhance funding for sabbatical leaves, and shorten the period between leaves.

With respect to funding, the issue is simply ignored in the Report. Being unaware, apparently, that sabbatical funding has been enhanced recently (see above), FAC is unprepared to learn from this experience. The lesson is clear enough: use what has been demonstrated to work. Strengthen the hand of the bargaining agent by promoting CFA membership. Come up with the sort of hard, comparative data that Professor Moon had asked for which would show, I am confident, how pitifully CSU sabbatical funding compares with that of other institutions of higher learning, both public and private, in California and elsewhere. Write your assemblyman!

As for recommendations for ways to, "...shorten the period between leaves.", also requested by the Executive Committee, the Report's sole response is to, "...encourage the coordination of sabbatical leaves with other opportunities for release time.". Frankly, I am at a loss as to what this means, or how it might relate to the question at hand.

The obvious answer to the question of how to reduce time between sabbaticals is to seek an increase in budgetary support for this vital program. To try to reduce waiting time by changing the rules of the game (vaguely hinted at in the Report, essentially by making the awards more "competitive" on the Chico-Long Beach-San Diego model), would be an unconscionable step backward, in effect ending a sabbatical program at CSUS.

What, after all, is a sabbatical: The origin of the term is biblical: "And on the seventh day God ended his work which he had made; and he rested on the seventh day from all his work which he had made." (Genesis 2:2). The term "sabbatical" is mistakenly, if commonly, thought to be related to the number seven. In fact, it derives from the Hebrew shabbath, meaning rest. And, indeed, at proper universities, that is what sabbaticals are about. They are for restorative processes and activities. And that is precisely the rationale for the overwhelming weight given to time-since-

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last-leave in the awarding of sabbaticals at CSUS. To be sure, our present procedures do allow for an exception to be made in the case of the outstanding leave proposal which may go to the head of the last irrelative of seniority. The inclusion of this lapse from the traditional and proper concept of the sabbatical was reluctantly accepted by the faculty as a trade off for what was otherwise generally agreed upon as an excellent, workable, and fair set of procedures.

Since PM 84-05 has been in effect, there has not been a single instance of the demoralizing "competitive" back-biting and back-stabbing that too often characterized the more haphazard procedures of the past. The President has supported the recommendations of the Professional Leave Committee since its inception 100%. I think this is ample testimony to the confidence both he and the faculty have in our present procedures. And, "If it ain't broke, don't fix it.". I see nothing in the Report that would suggest that PM 84-05 needs to be tinkered with.

As we have seen, the problem is essentially budgetary. United faculty action has proven effective in raising the level of financial support for sabbatical leaves and thereby reducing the waiting time still scandalously long. Our strength at the bargaining table is directly proportional to the percentage of faculty with membership in the bargaining agent, CFA. Management know this; it is time the faculty did as well. That is where future improvements will come from. It is up to us.

MM:rm

cc: Professor Joan Moon
Professional Leave Committee

Attachments: Academic Senate Agenda, Attachment F-1, F-2, December 8, 1988

Substitute motion for AS 88-135A

To establish an ad hoc committee to include membership from Fiscal Affairs, Professional Leave Committee, Faculty Affairs Committee, and the body of the Academic Senate to address more fully the questions and issues raised on the subject of sabbatical leaves in the following documents:

1. J. Moon's memorandum to Chair Barrena, dated Feb. 9, 1988;
2. Barrena memorandum to M. Lewis, chair, Fiscal Affairs, dated March 9, 1988;
3. Fiscal Affairs Report on sabbatical leaves, dated Nov. 14, 1988; and
4. M. Work's memorandum to Chair Barrena, dated Jan. 30, 1989

The ad hoc committee is charged to prepare a report that addresses these questions and issues for submission to the Senate by the end of the 1988-89 Academic year.