

1989-90
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, March 29, 1990
2:30 - 4:30 p.m.
Forest Suite, University Union

INFORMATION

1. Academic Senate Meetings, Thursdays, 2:30-4:30 p.m.:
 - April 5, Forest Suite, University Union (G.E.)
 - April 12 - SPRING BREAK--No Meeting
 - April 19, Forest Suite, University Union
 - April 26, Forest Suite, University Union
 - May 3, Forest Suite, University Union (1990-91 Nominations)
 - May 10, Forest Suite, University Union
 - May 17, Forest Suite, University Union (1990-91 Elections)
 - May 24, Forest Suite, University Union
2. CSU Academic Senate actions:
 - a. Student Outcomes Assessment (Attachment A)
 - b. Faculty Involvement in Student Retention and Advising (Attachment B)

CONSENT CALENDAR

AS 90-39/Ex. COMMITTEE APPOINTMENTS--SENATE

Affirmative Action Committee:

JANIE LOW, 1991, Senator (repl. S. Jakob)

AS 90-40/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

Campus Educational Equity Committee:

MARJORIE LEE, Education, 1991 (repl. H. Murai)

Student Academic Development Committee:

LORI ALDEN, Instructional Faculty, 1990 (repl. T. Shoemaker)

Student Economic Support Committee:

WALLY AMER, SBA, 1991 (repl. D. Brecht)

AS 90-41/Ex. COMMITTEE APPOINTMENTS--CSU

Academic Council on International Programs (ACIP):

RICHARD SHEK, 1993 (repl. K. Smith)

CSU Governmental Affairs Specialist:

CRISTY JENSEN, 1991 (repl. J. Syer)

AS 90-42/Ex. ADMINISTRATIVE FELLOWS PROGRAM REVIEW COMMITTEE

The Academic Senate endorses expansion of the Administrative Fellows Program Review Committee as proposed by President Gerth in his March 1, 1990, memorandum (Attachment C).

CONSENT--INFORMATION

AS 90-37/FPDC, Ex. 1990-91 MINI-GRANT PROGRAM

The Executive Committee, on behalf of the Academic Senate, approves the 1990-91 Mini-Grant Program as prepared by the Faculty Professional Development Committee (distributed to Faculty on March 15, 1990).

REGULAR AGENDA

AS 90-38/Flr. MINUTES

Approval of Minutes of meetings of March 8 and March 15, 1990.

AS 90-43/FPDC, Ex. MINI-GRANT FUNDS, ALLOCATION OF 1990-91

The Academic Senate recommends approval of the allocation of 1990-91 mini-grant funds (Attachment D) as recommended by the Faculty Professional Development Committee.

AS 90-44A/Ex. UNIVERSITY ARTP DOCUMENT--AMEND SECTION 9.01

The Academic Senate recommends amending Section 9.01 of the University ARTP policy document, by adding:

9.01.S In any instance of evaluation, the written text of the committee's evaluation report and recommendation as it will appear in the candidate's file shall be approved by the evaluation committee. Each member of the committee shall be given the opportunity to approve or disapprove the same text. No amendment of the text shall be made except by the agreement of a simple majority to it after each member of the committee has had the opportunity to consider the amendment and to vote either to adopt or reject it. (See Section 9.07.P of this document.)

*Carried
at end of agenda
checked*

Delegated

*4/19/90
1/2/90*

AS 90-44B/UARTP UNIVERSITY ARTP DOCUMENT--AMEND SECTION 9.01
[Refer to Attachment E for rationale.]

Carried
The Academic Senate recommends amending Section 9.01 of the University ARTP policy document, by adding:

9.01.S In any instance of evaluation, the written text of the committee's evaluation report, and recommendation as it will appear in the candidate's file shall be approved by a simple majority of the evaluation committee in a meeting called for that purpose. (See Section 9.07.P of this document.)

AS 90-45/Ex. UNIVERSITY COMMITTEE FOR DIVERSITY AWARDS PROGRAMS

Carried
The Academic Senate endorses establishment of a University Committee for Diversity Awards Programs with the membership and charge as set forth in President Gerth's memorandum of March 1, 1990 (Attachment F). *revised to AS 87-49*

AS 90-46/FISA, Ex. FACULTY ALLOCATION MODEL

The Academic Senate adopts the Fiscal Affairs Committee report titled "Fiscal Affairs Committee Analysis of the Revision of the Faculty Allocation Model" (Attachment G). While recognizing that revisions of the Faculty Allocation Model proposed by the Deans (Attachment H) are intended to address many of the concerns raised in relation to the original model, the Academic Senate continues to have reservations regarding the details of implementation. Hence, the Academic Senate endorses, with qualifications, the revised model and recommends that the following additional revisions of the process be made for the next implementation cycle:

1. The final determination of the number of positions reserved for adjustments to model and level should only be made after the Vice President for Academic Affairs has had an opportunity to review and analyze the adjustment requests from the school deans. ✓
2. When considering the adjustments to model and level, the amount of flexibility in the reallocation of resources available in each school should be evaluated by reviewing all courses that generate significantly more faculty positions than they require for staffing. ✓
3. When adjustments are made to mode and level allocations, for facility limitations, low enrollment, etc., the adjustment should be made in reference to the "break even" enrollment levels rather than to the normal class sizes.

4. The Academic Senate's Executive Committee or its delegate should be provided opportunities for informal input regarding the process for considering adjustments to mode and level.
5. The process should allow for a final adjustment, as in its first implementation, to avoid major fluctuations in the allocation to a school.
6. Over time, a goal should be established to create "a priori" adjustments to model and level that are fair, efficient, and address recognized needs.

Finally, the Academic Senate recommends that implementation of the model itself be reassessed during the 1990-91 Academic Year.

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-1911-90/AA
January 4-5, 1990

"STUDENT OUTCOMES ASSESSMENT IN THE CALIFORNIA STATE UNIVERSITY"

- WHEREAS, In November 1987 the Chancellor established an Advisory Committee on Student Outcomes Assessment; and
- WHEREAS, Extensive local campus consultation has indicated general approval and commendation for the committee's August 1989 final draft report; and
- WHEREAS, The December 1989 final report has been revised in accordance with several of the suggestions made by local campuses; and
- WHEREAS, The report emphasizes that effective outcomes assessment programs must be faculty developed, multivariate, campus based, and adequately funded; and
- RESOLVED: That the Academic Senate of the California State University commend the Advisory Committee on Student Outcomes Assessment for its excellent work; and be it further
- RESOLVED: That the Academic Senate CSU urge the CSU Board of Trustees to endorse the recommendations expressed in the committee's report, "Student Outcomes Assessment in the California State University," as guidelines for assessment policy in the California State University.

APPROVED UNANIMOUSLY March 1, 1990

"Student Outcomes Assessment in the California State University" is not attached to this resolution. Copies are available in the Academic Senate office.

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-1913-90/AA
January 4-5, 1990

RESPONSE TO THE REPORT ON
"FACULTY INVOLVEMENT IN STUDENT RETENTION AND ADVISING"

- WHEREAS, The Chancellor of the California State University established a Task Force on Retention and Advising consisting of faculty, student, student services, and administration representatives for the purpose of making recommendations on ways to improve student retention in the California State University; and
- WHEREAS, The Task Force submitted a final draft of a report entitled "Faculty Involvement in Student Retention and Advising" to the statewide Academic Senate in January, 1990; and
- WHEREAS, The report places special emphasis on the importance of faculty-student interaction to student academic success; and
- WHEREAS, The report presents several recommendations pertaining to (1) activities to enhance student retention, (2) faculty involvement in advising, (3) incentives to encourage faculty to participate in retention and advising activities, and (4) methods of evaluating the success of retention efforts; and
- WHEREAS, The report fails to address adequately such issues as existing faculty workload, the role of the campus administration in assisting faculty to achieve the goals of the report, the availability of resources to support the recommendations, and the effect of an increasing dependence on part-time instructors on the ability of tenured and tenure-track faculty to conduct effective retention and advising activities; and
- WHEREAS, The report recommends the use of specific perquisites as incentives to advising activity, and thereby subverts the role of the faculty in identifying methods to enhance advising and retention appropriate to their own institution; and
- WHEREAS, The report appears to rank advising equally with activities to enhance student academic success, and in so doing fails to recognize that appropriate and effective advising is only one of many measures that should be employed in improving student academic success; therefore be it

(OVER)

- RESOLVED: That the Academic Senate of the California State University support and encourage efforts to find ways to increase student academic success; and be it further
- RESOLVED: That the Academic Senate CSU support in particular recommendations 4 through 6 of the Report of the Task Force on Retention and Advising, which address the special needs of at-risk and under-represented ethnic minority students; and be it further
- RESOLVED: That the Academic Senate CSU disagree strongly with certain of the remaining recommendations of the Report of the Task Force on Retention and Advising, especially Recommendation 8a, which appears to be unworkable because of the large number of students who would necessarily be assigned to each faculty member, and Recommendation 10, because it deals with criteria and standards, which are within the purview of campus academic senates to resolve; and be it further
- RESOLVED: That the Academic Senate CSU recommend that the Report be revised so as to subsume advising under retention as one of many factors influencing retention of qualified students; and be it further
- RESOLVED: That the Academic Senate CSU recommend that no provisions of the Report of the Task Force on Retention and Advising that require resources be implemented unless necessary additional funds are provided to the departments and other administrative units responsible for their implementation; and be it further
- RESOLVED: That the Academic Senate CSU recommend that the Report of the Task Force on Retention and Advising not be approved nor its recommendations implemented until the potential effects of the recommendations on faculty workload have been resolved through negotiations between the California Faculty Association and the California State University.

APPROVED March 1, 1990

"Faculty Involvement in Student Retention and Advising" is not attached to this resolution. Copies are available in the Academic Senate office.



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

MEMORANDUM

March 1, 1990

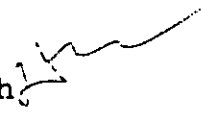
California State University, Sacramento
6000 J Street
Sacramento, California 95819

MAR 5 1990

Academic Senate Received

413

TO: Juanita Barrena, Chair
Academic Senate

FROM: Donald R. Gerth 

SUBJECT: Administrative Fellows Program Review Committee

By this memorandum I am eliciting formal consultation of the Academic Senate in expanding the size of the Administrative Fellows Program Review Committee.

Over the past seven or eight years, the committee that has recommended candidates for the Administrative Fellows Program consisted of one faculty member, one staff member, and a former Fellow. Several applicants over the years have felt a bias - either not enough faculty and therefore a staff bias (from faculty applicants), or not enough staff and therefore a faculty bias (from staff applicants).

I am proposing that the committee be expanded by two persons, an extra faculty member and an extra staff member. This provides a small committee (5) yet should address the issues raised.

/sjr



California State University, Sacramento

California State University, Sacramento
Sacramento, California 95819
SACRAMENTO, CALIFORNIA 95819-2694

FEB 22 1990

SCHOOL OF BUSINESS ADMINISTRATION
DEPARTMENT OF MANAGEMENT

Academic Senate Received
413 413

M E M O R A N D U M

February 22, 1990

To: Juanita Barrena, Chair
Academic Senate

From: Art Jensen, Chair
Academic Senate Faculty Professional Development Committee

Subject: Allocation of 1990-91 Mini-Grant funds

Since the exact allocation of available funds for the next cycle of the Mini-grant program is still unknown, the Senate Faculty Professional Development Committee requests that the dollars expected to be available for mini-grant funding during the 1990-91 academic year be allocated to the eligible program centers in the following manner:

1. The Student Affairs and Athletics program centers receive 3.5% of the total allocation. These funds are to be administered through the office of the Vice President for Academic Affairs.
2. The Library receive 4.5% of the total allocation. These funds are to be administered by the Library's Faculty Professional Development Committee.
3. The remaining dollars be allocated to the five schools, based on the proportional FTEF for each school.
4. Recommendations regarding funds not allocated or expended from any of the above categories will be made by the University Faculty Professional Development Committee to the Vice President for Academic Affairs according to the following schedule. A report will be prepared by the FPD committee by May 11, 1990, of the allocation of funds for the 1990-91 cycle, to determine whether there are allocated funds available for redistribution. A second report will be prepared by the FPD committee by January 30, 1991, of the allocation of funds for the 1990-91 cycle, to determine whether any funds allocated for the Fall, 1990 semester were not expended and are available for redistribution. A third report will be prepared by the FPD committee by April 1, 1991, of the allocation of funds for the 1990-91 cycle, to determine whether any funds allocated will not be expended and are available for redistribution.



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

M E M O R A N D U M


DATE: February 22, 1990

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

FEB 27 1990

TO: Juanita Barrena, Chair
Academic Senate

Academic Senate Received
413

FROM: 
William A. Dillon
Presiding Member
University ARTP Committee

SUBJECT: Adoption of Texts of Evaluation Statements and Final
Recommendations

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The University ARTP Committee recommends amendment of Section 9.01 of the statement of University ARTP policy and procedures as follows:

9.01.S In any instance of evaluation, the written text of the committee's evaluation report, and recommendation as it will appear in the candidate's file shall be approved by a simple majority of the evaluation committee in a meeting called for that purpose. (See Section 9.07.P of this document.)

This amendment makes clear that the actual text of evaluations and recommendations must be approved by a simple majority of an evaluation committee after opportunity for discussion in a meeting. At present, some evaluation committees are arriving at a consensus and delegating the task of composing a statement to the chairs. Having produced a draft, the chair is, in some instances, circulating it to each member of the committee who is free then to demand changes before he or she will agree to it. In effect, this way of proceeding occasionally produces a negotiated text which is sometimes substantially different from earlier drafts seen and agreed to by other members of the committee. Historically, University policy has not permitted any individual to determine the committee's action. As Sections 9.07.P and 9.01.Q make clear, the evaluation committee must adopt its report by a simple majority and take its action in a meeting. But because some faculty are asserting an interpretation of these sections which permits a negotiated text out of the context of a meeting, the University Committee recommends amendment of the document to preclude that interpretation.

WD:dp



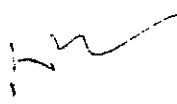
California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

M E M O R A N D U M

March 1, 1990

TO: Juanita Barrena, Chair
Academic Senate

FROM: Donald R. Gerth 

SUBJECT: Committee for Diversity Awards Programs

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

MAR 5 1990

Academic Senate Received
413

Over the past few years there have been several systemwide programs developed whose purpose is to increase the number of women and underrepresented minorities in our faculty, staff and administration. These programs currently include:

- Affirmative Action Faculty Development Grants
- Doctoral Incentive Forgivable Loans
- Minority Graduate Fellowships
- Pre-Doctoral Program

Each of these programs has in the past used an ad hoc committee structure to review applications and/or proposals and to recommend candidates or proposals for funding. While each committee has attempted to be fair and thorough, it is an understatement that this lack of coordination can create an atmosphere of confusion and a lack of linkage between similar programs.

In order to resolve this problem, I propose a university committee to provide oversight to these special programs. This committee would have a membership of:

7 faculty recommended by the senate, [3 faculty-at-large, (one of whom should be a student affairs professional), 1 member of the Affirmative Action Committee, 1 member of the Faculty Professional Development Committee, 1 member of the Graduate Policies and Programs Committee, 1 member of the campus Educational Equity Committee]

Juanita Barrena
March 1, 1990
page two

1 staff member, appointed by USA

2 students, appointed by ASI (recommend that at least one be a graduate student)

A designee of the Vice President of Academic Affairs,

Dean of Graduate Studies, ex officio

Affirmative Action Officer, ex officio

Director of University Outreach, ex officio

The recommendations and reports of the over-sight committee will be made to me through the Vice President of Academic Affairs. It's charge would be: to develop guidelines for the programs; to coordinate the implementation of the various programs; to recommend participants or proposals; and, to evaluate the program's effectiveness, making recommendations for change when necessary.

By this memorandum I am eliciting formal consultation of the Academic Senate in establishing this committee for Diversity Awards Program.

My hope is that the committee would be in place as quickly as possible because at least one of these programs, the doctoral incentive forgivable loan program, is ready to begin the 1990-91 cycle.

/sjr

cc: Dr. Burger

11/21/89

Fiscal Affairs Committee
Analysis of the Revision of the Faculty Allocation Model

The Faculty Allocation Model (FAM) is an attempt to allocate faculty positions on the basis of accepted measurements of need. It was first implemented during the 1988-89 academic year for the 89-90 budget. It replaced a system that was looked upon by many as being arbitrary. What follows is an explanation of mode and level calculations, a description of how FAM was implemented in its first year, a description of the changes in FAM that were recommended by the school deans, and recommendations regarding Senate endorsement of the model with the proposed changes.

Mode and Level

A basic part of the FAM is the use of mode and level as a starting point for figuring allocations, subject to adjustments. The mode of the course refers to the classification for the course, as a lecture, activity, laboratory, or supervisory course. Within this classification is a subclassification by specific description, for example a C-1 course is a large lecture course, and a C-2 course is described as lecture-discussion. The level of the course refers to whether it is taught at the lower division, upper division, or graduate level. For a given mode and level, there is a so-called "normal class size" that is used in computing the enrollment necessary for that class to be supported by the allocation it generates.

A pure mode and level model would allocate 3 wtu's (3 units of faculty workload), for example, to staff a lower division 3 unit C-4 class with 25 students. If that class has 10 students, then $(10/25) \times 3 = 1.2$ wtu's would be allocated. If that class has 40 students, then $(40/25) \times 3 = 4.8$ wtu's would be allocated. If it were an upper division C-4 class, then the CSU formulas dictate that 21 students would be sufficient for it to generate 3 wtu's, and so with 10 students it would generate $(10/21) \times 3 = 1.43$ wtu's, and with 40 students it would generate $(40/21) \times 3 = 5.71$ wtu's. The allocation is made by a tally of the number of students enrolled in the class as a proportion of the "normal class size" for courses with that classification at that level.

Faculty positions are allocated to the 19 campuses by the mode and level method, except that each campus receives only about 92% of the positions generated by mode and level. This has the effect of raising the target enrollments necessary for classes to generate sufficient positions to staff them. For example, the 3 unit lower division C-4 class with 28 students would seem to generate $(28/25) \times 3 = 3.36$ positions, but because of the 92% allocation it only generates $3.36 \times 92 = 3.09$ wtu's. So one way of looking at the effect of the 92% allocation is that it increases the "break even"

enrollment levels for each class to approximately 10% above the "normal class size" given by mode and level. Here the "break even" enrollment level is the enrollment necessary for a course of a given classification and level to generate the number of wtu's necessary to staff it.

First Year Implementation of FAM

The FAM was first implemented for the 89-90 budget for faculty positions. It involved four steps:

1. Set Aside

From the total faculty positions available, a number of positions were "set aside" (i.e., allocated, but not by mode and level) for new academic programs, program coordination, and for various other purposes that were not directly supported by student enrollments in a mode and level allocation;

2. Adjustments to Mode and Level

Adjustments were made to mode and level for five narrowly defined factors:

- a. anomalies in mode and level (certain courses classified as supervisory generate more resources than they actually require for staffing)
- b. overtenured departments (departments with more tenured faculty than their enrollments would justify)
- c. the cost of part-time faculty (the salaries of some part-time faculty and the method for accounting for their pay have the effect of not yielding a 15 unit workload for a position that is used to hire part-time faculty,
- d. facility constraints (C-16 classified labs that cannot accommodate sufficient enrollment)
- e. required courses that are run with enrollments that are below the usual cut-offs (13 for lower division, 10 for upper division, and 5 for graduate);

3. Mode and Level Allocation

The above steps were treated as reductions in the positions to be allocated, and what remained of the positions available to the University were allocated by mode and level. This can be reckoned as similar in effect to the CSU 92% allocation, with the combined effect of an 81% allocation to mode and level. This means that the normal class sizes must be raised by approximately 23% to find the "break even" enrollment levels. For example, a 3 unit C-4 lower division class would have a "break even" enrollment of $25 \times 1.23 = 30.7$;

4. Second Adjustment

The set aside allocations from the first step were re-examined. In addition, adjustments were made to the total allocations to schools to avoid changes that would be too sudden to accommodate.

Perceptions of the First Implementation

The first implementation of the FAM has been criticized for several reasons, primarily for the adjustments to mode and level, the second step above. These adjustments amounted to an allocation to compensate for factors that are not reflected in a mode and level description of a course. But the compensating allocation was 50% of the identified need for compensation, to serve as an incentive to the departments and schools to be reduce the need for adjustment. For example, if a C-16 laboratory class has only 14 student stations, and the "normal class size" for a C-16 course is 24, then an adjustment of 50% of the 10 unaccommodated students is made, i.e., the allocation is made as though the class had $14 + 5 = 19$ students. In this case it should be noted that the "break even" enrollment level for such a course would be 29.5, so the model only provides $19/29.5$ or approximately two-thirds of the required staffing for such a course. The policy of a 50% adjustment was criticized as being insufficient in some cases, especially where the flexibility implied by the use of an incentive did not exist.

There was also criticism of the narrowness of definition of the categories that were subject to the adjustments to mode and level. For example, although required lower division classes with less than 13 students were considered in the adjustment, there was no consideration of required lower division courses that enroll more than 13 but fewer than the "break even" number of students. The facility limitations were criticized for only extending to C-16 classes, when many other classes seem to have legitimate facility constraints. Indeed, any class offered in a room that will not seat its "break even" enrollment has a de facto facility constraint. The concept of core majors, those majors identified by the campus as being the sine qua non of a university campus, and the protection of the core courses in those majors, were not addressed in the first implementation of the FAM.

The recommended changes for the next implementation of the FAM address many of the criticisms that were noted in the initial year of implementation.

Changes Recommended by the Deans

The school deans have recommended a process that would:

1. Set Aside

As in the first implementation of FAM, a number of positions would be set aside from the available faculty positions for new academic programs, program coordination, and for various other purposes that would not be directly supported by student enrollments.

2. Reserve for Adjustments

A number of positions would be reserved for adjustments to mode and level, which is the fourth step below. The number of positions to be reserved is not specified in the deans's proposal.

3. Mode and Level Allocation

A mode and level distribution of the remaining faculty positions would be calculated to serve as a basis for discussion of adjustments to mode and level.

4. Adjustments to Mode and Level

The school deans would review with Academic Affairs any adjustments to mode and level that are necessary for their own schools. Thus the adjustments that were done by formula (e.g., 50% adjustment for C-16 facility constraints) would be up to the deans to propose on a course by course basis. Adjustments could be considered for the same factors as in the original FAM implementation, but there would not be such narrow definitions of the factors to be considered. An additional factor, excessive demand in G.E. has been added. Thus the six factors for which adjustments to mode and level could be made are:

- a. facility constraints,
- b. overtenured departments,
- c. part-time salaries,
- d. courses with low enrollment,
- e. excessive demand in General Education courses.

These adjustments would be made by the Academic Vice President by divvying the positions reserved for mode and level adjustments in the second step above.

5. Second Adjustment

The set-aside allocations from the first step would be re-examined, as in the first implementation of the FAM. According to the document the number of positions reserved for adjustment to mode and level in the second step is not subject to re-examination.

Analysis

The overall philosophy of the model has not changed. Its basic premise is to allocate the bulk of the positions according to a formula and to adjust for anomalies and constraints. Whereas in the first implementation the adjustments were made "a priori," in the proposed revision a fund of positions would be reserved for adjustments, and the deans would present cases for adjustment for various courses in their schools. Not every course would be examined, only those for which a dean believes a case can be made that it would not be supported adequately by a mode and level allocation. The deans proposal seems to remove some of the arbitrary nature of the previous implementation, by opening the process of adjusting the mode and level allocations.

Recommendations

The modifications proposed by the deans appear to address many of the shortcomings of the first implementation. It should be clear that, as the model is applied, additional anomalies may come to light and further modification might be needed in the future.

In order for the implementation of the faculty allocation model to result in an equitable distribution of resources, a careful analysis on a course by course basis will need to take place. While this may initially be a burden, in future years the process should become easier, more predictable, and perhaps more amenable to "a priori" adjustments.

The Fiscal Affairs Committee recommends that the Senate endorse this revision to the Faculty Allocation Model, subject to the following further recommendations:

1. The final determination of the number of positions reserved for adjustments to mode and level should only be made after the Vice-President for Academic Affairs has had an opportunity to review and analyze the adjustment requests from the school deans.
2. When considering the adjustments to mode and level, the amount of flexibility in the reallocation of resources available in each school should be evaluated by reviewing all courses that generate significantly more faculty positions than they require for staffing.
3. When adjustments are made to mode and level allocations, for facility limitations, low enrollment, etc, the adjustment should be made in reference to the "break even" enrollment levels rather than to the normal class sizes.
4. The Academic Senate's Executive Committee or its delegate should be provided opportunities for informal input regarding the process for considering adjustments to mode and level.
5. The process should allow for a final adjustment, as in its first implementation, to avoid major fluctuations in the allocation to a school.
6. Over time, a goal should be established to create "a priori" adjustments to mode and level that are fair, efficient, and address recognized needs.
7. The implementation of the model and the model itself should be reassessed next year.

California State University
Sacramento



Attachment H
Academic Senate Agenda
March 29, 1990
The President
Sacramento, CA 95819-2694
(916) 278-7737
FAX # (916) 278-6959

December 21, 1989

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

JAN 3 1990

Academic Senate Received
413

M E M O R A N D U M

TO: Professor Juanita Barrena
Chair, Academic Senate

FROM: Donald R. Gerth 

As you know, I have approved the faculty allocation model recommended to me by the Council for University Planning a number of weeks ago. This was a timely action in view of the need to allocate faculty positions for the coming year.

I would still be pleased to have input from the fiscal affairs committee/Senate on this matter.

DRG/rg

cc: Vice President Burger
Dean Moulds



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

OFFICE OF ACADEMIC AFFAIRS

M E M O R A N D U M

September 13, 1989

TO: Mary Burger
Vice President for Academic Affairs

FROM: William Sullivan *William Sullivan*
Dean, School of Arts and Sciences

Josef Moorehead *Josef Moorehead*
Dean, School of Business

Steve Gregorich *Steve Gregorich*
Dean, School of Education

Donald Gillott *Don Gillott*
Dean, School of Engineering and Computer Science

John Colen *John Colen*
Dean, School of Health and Human Services

SUBJECT: Revision to Faculty Allocation Model

A condition of the Council for University Planning's approval of the first year allocations under the Faculty Allocation Model was that the deans would revise the model to make it better reflect the instructional needs of the schools. The deans and associate deans met numerous times during the summer and early fall to evaluate and revise the model. Attached is the product of those discussions--a revised version of the Faculty Allocation Model. This revision has the support of the deans in all five schools.

The major changes from last year's document can be summarized as follows:

1. The new version eliminates all a priori percentage adjustments for facility constraints, over-tenured departments, part-time faculty salaries, and low-enrolled courses. Instead, school deans will provide data to demonstrate cases where mode and level-based allocations would not allow departments to meet instructional needs and priorities.

2. Excessive demand, particularly in General Education, is added as a factor to be considered when making adjustments to allocations, since such demand may cause departments to offer more sections than could be supported from a mode and level-based allocation.
3. The revised version states that courses which are part of core major programs are the highest priority within the major, and stipulates that those and other courses required for approved major programs will be protected, i.e. sufficient resources will be provided to ensure that those courses can be offered at least once every four semesters.
4. It is made clear that it is the responsibility of the departments and schools to manage resources and schedules in accordance with the above priorities, i.e. to ensure that core and required courses can be offered before scheduling electives or committing assigned time.
5. Deans are responsible for preparing "Faculty Resource Plans" which address the adjustments that were needed for facility constraints, low enrollments, etc. and describe what actions the school can take to minimize the need for adjustments in the future.
6. A new section called "Future Directions" is added suggesting that another revision may be desirable in the future. While this new version allows for all unique and special circumstances to be considered, it will involve a much greater workload for schools and will also remove the predictability of allocations that some schools felt beneficial. It is possible that once we learn more about individual departmental needs, we can reintroduce some a priori adjustment factors that will reduce the workload for schools and facilitate planning by making allocations more predictable.

In summary, the overall logic of the first version survived our review. The revised model continues to recognize mode and level student/faculty ratios as reasonable starting points, to be adjusted for the same factors as before. However, the revised model is far less formulaic than the previous one in making the adjustments. By basing adjustments on a review of data presented by each school, deans can be assured that all individual and unique circumstances can be considered.

We would like to discuss our proposed revision to the Faculty Allocation Model with you and President Gerth as soon as possible.

Attachment

cc: D. Gerth

FACULTY ALLOCATION MODEL
REVISED BY ACADEMIC DEANS
SEPTEMBER, 1989

PRINCIPLES OF A FACULTY ALLOCATION PROCESS

1. The instructional program is the highest priority in the allocation of faculty resources.
2. Within the major in the instructional program, courses designated as part of "core majors programs" are the highest priority. The faculty allocation process will provide resources sufficient to ensure that all core major programs and all other courses required for approved degree programs can be offered at least once within each two-year period.
3. Departments and schools are responsible for managing faculty resources, enrollments, and course schedules to meet instructional priorities, i.e. for ensuring that core and required courses can be offered before scheduling electives or committing assigned time. Central administration is responsible for providing the resources necessary to ensure that schools and their departments can meet this responsibility.
4. The faculty allocation process should be based upon accepted workload factors, agreed-upon data sources that measure those factors, and established criteria by which judgments can be made on the basis of the data.
5. The process should provide appropriate initial funding as recommended through the consultative process for approved new programs, after which funding will come from within the school's base allocation.
6. Academically-related programs and activities may be supported with faculty resources, consistent with approved University plans, but only to an extent that does not threaten the quality of instructional programs or the meeting of campus FTE targets.
7. After anomalies in the mode and level funding formula itself are adjusted for, mode and level student/faculty ratios are reasonable starting points for assessing school needs. It is then necessary to consider factors which prevent departments from meeting, on the average, the student/faculty ratios on which the mode and level formulas are based.
8. The process should provide the opportunity for schools to demonstrate that mode and level-based allocations would not meet their needs due to factors such as facility constraints, historical over-tenuring, high cost of part-time faculty, and

low enrollments in required courses.

9. The process should provide an incentive for schools to manage their faculty resources as efficiently as possible, allowing the retention of positions conserved through scheduling, provided FTE targets are met and curricular integrity is preserved.

DESCRIPTION OF FACULTY ALLOCATION PROCESS

There are five steps to the faculty allocation process:

1. Calculate Mode and Level Allocations as a Starting Point for Discussions

Academic Affairs will determine the faculty allocations that would result from application of the mode and level formula to each school. This calculation will reflect:

- a. adjustments for the anomalies of the formula with respect to "S-classified" courses;
- b. assumptions about the number of positions to be "set aside" for instructionally-related purposes;
- c. assumptions about the number of positions to be reserved to meet special school needs (Step 2) and to provide a small enrollment reserve; and
- d. proposed school FTE targets.

These allocations are theoretical only and provide the basis for discussions with school deans (Step 2).

2. Review Special Circumstances with School Deans

One important principle behind the model is that mode and level-based allocations are reasonable except where schools face constraints which prevent them from meeting, on the average, the student/faculty ratios contained in the formulas. The following factors can affect the ability of schools to meet the expectations of the mode and level formula:

- a. facility constraints can prevent departments from enrolling as many students in courses as would otherwise be possible;
- b. a department may have more tenured professors than the number of faculty needed to meet enrollment demand;
- c. part-time faculty salaries in some disciplines may be so high that an allocated position actually "buys" far fewer than 30 teaching units per year;
- d. departments may have to offer courses with low enrollments because of program requirements, core program

integrity, department size and structure, or a variety of other reasons;

- e. departments may have to offer more sections than could be supported from a mode and level-based allocation, due to excessive demand, particularly in General Education.

School deans will assemble data to demonstrate instances, if any, where mode and level-based allocations would not meet departmental needs and instructional priorities because of one or more of these situations. The kinds of data to be presented, and the procedures for evaluating the data, will be determined by the Vice President for Academic Affairs in consultation with the school deans. The objective of this review is to provide adjustments to mode and level-based allocations when it is shown that departments and schools have made all reasonable efforts to internalize the above factors through scheduling and other management decisions.

3. Develop Preliminary Allocations for Review by the Deans

After reviewing all data supplied by the school deans, the Vice President for Academic Affairs will develop preliminary recommendations for review by the deans. The Vice President and deans will also review the earlier assumption about the number of positions to be "set aside" for instructionally-related purposes in light of demonstrated instructional needs. Recommendations for changes in the "set asides" may be developed by the group for later presentation to the Vice President for Finance and the Council for University Planning.

4. Present Recommendations to the Council for University Planning

The Vice President for Academic Affairs will present the recommended faculty allocations to the Council for University Planning before the end of the Fall semester.

5. School Deans Prepare Faculty Resource Plans

The model provides for adjustments in resources to address needs caused by facility constraints, over-tenured departments, high cost of part-time faculty, and low-enrolled required courses. Each year schools will prepare Faculty Resource Plans (as part of their Unit Plans) to indicate how these circumstances are expected to change in the future and what schools are doing to attempt to minimize the need for such adjustments.

FUTURE DIRECTIONS

The initial version of the Faculty Allocation Model contained percentage adjustments (implemented at 50 percent) for four factors (facility constraints, over-tenured departments, cost of part-time faculty, and low-enrolled required courses) which can prevent schools from using their faculty resources as efficiently as would

otherwise be possible. These adjustments were applied to all schools, based on summary data compiled by Academic Affairs and criteria agreed to by the deans. This feature of the model was criticized as failing to address numerous special circumstances within schools and departments.

This revision to the model responds to this criticism by eliminating all a priori percentage adjustments for the four factors. Instead, school deans will provide data to demonstrate cases where mode and level-based allocations would not allow departments to meet instructional needs and priorities. The advantage of this approach is that it allows for consideration of all unique and special situations faced by departments. The disadvantage is that it involves considerable work for schools and does not provide a predictable basis for allocations. In order to achieve "the best of both worlds", it may be desirable to reintroduce some a priori adjustment factors, once more information about individual school and department needs is available and can be incorporated into a model. Such an approach would make the development of allocations each year less burdensome for the schools and would facilitate academic resource planning by making faculty allocations more predictable.

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AS 90-41/AP, Ex. TRANSFER EVALUATIONS

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- WHEREAS, The Academic Senate, in AS 89-13, recommended and the President approved a new academic advising policy to improve the quality of advising to all CSUS students; and
- WHEREAS, Community College transfer students constitute the majority of students at CSUS; and
- WHEREAS, It is the intent of the California Master Plan for Higher Education and other legislation (e.g., AB 1725) that students who attend Community Colleges and transfer to CSU campuses shall not be delayed in their progress toward completion of a baccalaureate degree; and
- WHEREAS, Timely availability of transfer evaluations is a service that CSUS is obligated to provide and is essential to advising of transfer students; and
- WHEREAS, Currently, transfer students often do not receive their transfer evaluations until their second semester at CSUS, a situation that may result in inappropriate selection of courses and delay in completion of degree requirements; and
- WHEREAS, Production of accurate transfer evaluations is a time-consuming, personnel-intensive task; and
- WHEREAS, The workload of the Evaluations Office is directly affected by enrollment increases; and
- WHEREAS, There are now two fewer positions in Student Services than there were in 1986 despite the fact that enrollment has increased by almost 2,000 students; therefore, be it
- RESOLVED, The Academic Senate recommends that a study be conducted, in Spring 1990, to determine the factors that contribute to delays in production of transfer evaluations; and, be it further
- RESOLVED, The Academic Senate recommends that, by the end of Spring 1990, a plan be developed to improve the timeliness of production of transfer evaluations. Specifically, the plan should provide that students entering in Fall 1990 shall receive transfer evaluations prior to CAR registration for the Spring semester and that, by Fall 1992, students shall receive transfer evaluations prior to their first semester of enrollment at CSUS; and, be it further
- RESOLVED, The Academic Senate recommends that the total resource allocation to Student Affairs and its internal distribution be examined and adjusted, as necessary, to insure that there is adequate funding to implement the plan to provide timely transfer evaluations and provide other basic services to students.