

YOU'LL NEED YOUR DECEMBER 6 AGENDA FOR DISCUSSION OF THE DROP POLICY!

1990-91  
ACADEMIC SENATE  
California State University, Sacramento

AGENDA

Thursday, December 13, 1990  
2:30 - 4:30 p.m.  
Forest Suite, University Union

INFORMATION

HAPPY HOLIDAYS!

1. Spring 1991 Academic Senate Meetings (Tentative Schedule)  
Thursdays, 2:30-4:30 p.m.  
Forest Suite, University Union:

February 14	May 2
February 28	2:30-3:00, 1991-92 Senate nominations
March 7	3:00-4:30, 1990-92 Senate meeting
March 14	May 9
March 21	May 16
April 11	2:30-3:00, 1991-92 Senate elections
April 25	3:00-4:30, 1990-92 Senate meeting

CONSENT CALENDAR

AS 90-125/Ex. COMMITTEE APPOINTMENTS--SENATE

ad hoc Committee on Course Orientation:

Christye Peper (repl. H. Johnson)

Curriculum Committee:

SANDRA HUNTER, At-large, 1991 (repl. P. Milchrist)

Faculty Professional Development Committee:

RHONDA KRAVITZ, Library, 1992 (repl. S. Marsh)

LEAH VANDE BERG, At-large, 1992 (new position)

ROBERT PLATZNER, At-large, 1992 (new position)

ANGUS WRIGHT, Senator, 1991 (new position)

AS 90-126/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

KXPR Board of Directors:

RICHARD SHEK, At-large, through July 1, 1992

AS 90-127/CC, Ex. GRADES--MINIMUM REQUIREMENT FOR CHEMISTRY MINORS

The Academic Senate recommends approval of the Department of Chemistry's proposal to require that all courses required for the Chemistry Minor be passed with a minimum grade of C-.

AS 90-128/CC, GPPC, Ex. LABOR STUDIES, ESTABLISH CERTIFICATE AND MINOR IN

The Academic Senate recommends approval of the new certificate and minor in Labor Studies (Attachment A-1) and <sup>sub. to approval of funding</sup> ~~and~~ <sup>The AS</sup> urges that every effort be made to identify resources sufficient to offer the courses included in the academic programs. The Academic Senate notes that full implementation of the program proposal would require considerable resources (see Fiscal Affairs Committee analysis, Attachment A-2) and that the School of Arts and Sciences has indicated that their approval of the program is subject to a commitment by the University to provide new funds (Attachment A-3).

The Academic Senate recommends that the Department of Economics consider providing for initial program implementation (e.g., clerical support) and that the School of Arts and Sciences consider whether some funding can be reallocated from existing resources to facilitate implementation at a minimal level in the event that no additional University funding can be made available.

AS 90-129/AP, Ex. LIBRARY COMMITTEE

The Academic Senate amends Senate statute 3.08.01, membership and charge of Academic Policies Committee, to delete the Library Subcommittee from the list of Academic Policies' subcommittees and enacts a new Senate statute which establishes a Library Committee as a standing Senate committee, as follows:

LIBRARY COMMITTEE

Charge:

The function of the Library Committee is to provide liaison between the University and the Library. The committee will review and recommend policies regarding the role of the Library in the academic community. The committee will:

- a. Review and evaluate library services, policies, and long-range plans to the extent that they affect the academic goals, missions, and programs of the University. In particular, the committee will

1. provide the Library with information as to how the faculty views the level and quality of library services, and
  2. develop processes that will increase communication between the Library and the faculty.
- b. Identify problems and initiate policy recommendations which will improve services provided to the campus community and promote the excellence of the Library and the goals and mission of the University.
  - c. Provide faculty input to the Library with respect to its long-range planning concerning collection development and services and allocation of Library budgetary resources.
  - d. Before implementation, routinely review for comment, recommended policies, procedures and long-range plans proceeding from the Library faculty, the Public Service Heads, the Administrative Council, the Library Administration, the Library Budget and Planning Committees, if these proposed actions would potentially affect any element(s) of the academic community.

Membership:

Ten faculty members appointed by the Academic Senate, to include representatives as follows:

- 3 Arts and Sciences faculty members
- 1 Business Administration faculty member
- 1 Education faculty member
- 1 Engineering and Computer Science faculty member
- 1 Health and Human Services faculty member
- 1 Library faculty member
- 2 Academic Senators

One staff member from the Library recommended by the University Staff Assembly and appointed by the President

Two ex-officio administrators appointed by the Vice President for Academic Affairs

One student appointed by the Associated Students, Inc.

AS 90-130/AA, Ex.      AFFIRMATIVE ACTION COMMITTEE, REVISE NAME AND CHARGE OF (Revises Senate Statute 3.08.02)

The Academic Senate 1) changes the Affirmative Action Committee name to Committee on Diversity and Equity (Affirmative Action) and 2) revises Senate statute 3.08.02 (charge to the Affirmative Action Committee) to read as follows:

Committee on Diversity and Equity (AA): Based on federal equal opportunity and affirmative action guidelines, develops, reviews, and recommends goals, policies, and procedures in accordance with University non-discrimination policies. Develops and implements policies in consultation with the University's Affirmative Action Office. Participates in establishing both short- and long-term goals for equity and diversity and evaluates progress toward achieving those goals. Heightens faculty's awareness of equity and diversity goals, policies, and procedures, and recommends training for department affirmative action representatives on search committees. Reviews and recommends programs to improve recruitment and retention of diverse faculty. Reviews department and school long-range plans for equity and diversity hiring and retention. Meets 2-3 hours per month with additional subcommittee meetings, liaison activities, and service on administrative search committees. Members should have strong commitment to promoting equity and diversity.

AS 90-131/CC, Ex. UNIVERSITY TEACHER EDUCATION COUNCIL--  
POLICIES AND PROCEDURES (Revises Senate  
Statute 3.08.03)

The Academic Senate amends Senate Statute 3.08.03, membership and charge of the University Curriculum Committee, to delete the University Teacher Education Committee as a subcommittee, and enacts a new Senate statute which establishes a University Teacher Education Council as a standing Senate committee, as follows:

UNIVERSITY TEACHER EDUCATION COUNCIL  
POLICIES AND PROCEDURES

I. Definition

"Teacher Education Program" is a general term encompassing competencies in academic subject matter and competencies in teaching performance leading to approved teacher credentials for the multiple subject and/or single subject. It is a coordinated program developed by appropriate University administrative units in consultation with public schools, the community, the CSU system, and appropriate state agencies.

"Professional Education Program" refers to courses and field work designed to provide intensive, thorough, and realistic experiences with emphasis on classroom instruction.

"Waiver Programs" are a collection of courses usually required of a major in a discipline and approved by the University and the CSU system. They are accepted by the Commission on Teacher Credentialing (CTC) as complying with the CTC guidelines to establish subject matter competence in lieu of the CTC mandated examinations.

## II. Authority

A. The University Teacher Education Council (UTEC) is a standing committee of the California State University, Sacramento, Academic Senate. It shall coordinate its execution of responsibilities with the standing committees of the Academic Senate. The committee shall:

1. review all waiver programs for compliance with the University's academic policies and regulations; for compliance with the CTC guidelines; for submission through appropriate review procedures of the University and for subsequent submission to the president for action and transmittal to the CTC for approval by that agency;
2. review policies and programs pertaining to the professional education programs for the multiple subject and single subject credentials;
3. be responsible for the revision of programs to comply with changes and revisions in the University's policies and regulations, and changes and revisions in State laws and the CTC guidelines.

### B. Charge to UTEC

1. Stimulate cooperation among all areas concerned with teacher preparation.
2. Identify and define problems.
3. Encourage cooperative resolution of defined problems.
4. Review, study, and make recommendations concerning the single-subject and multiple-subject waiver major programs, and all aspects of the professional education program. Also included are any other programs relevant to teacher education.

5. Recommend policy concerning curricular aspects of the credentials program and all-university aspects of teacher education.
6. Propose criteria for program approval and evaluation. Determine if an attempt has been made to coordinate the professional program with the academic areas.
7. Recommend long-range goals.
8. Monitor information concerning curricular matters and refer such information to the proper organizations and persons.
9. Consult with the deans and associate deans of Arts and Sciences, Education, and Health and Human Services about agenda items.
10. Identify resource needs, including attendance at systemwide meetings, to support the responsibilities of the committee and communicate such needs to the Senate.

### III. Procedures and Implementation

- A. All new waiver programs and proposed revisions in waiver programs shall be reviewed first by UTEC in relation to their academic scope and content, the CTC standards, Statement Department Frameworks, and Title 5. Any programmatic change affecting degree requirements shall be sent to the Curriculum Committee.

All programs and program changes submitted for UTEC review must have been reviewed and approved through the accepted university process.

- B. UTEC review shall include consultation with academic departments and schools, compliance with the University's policies and regulations, and compliance with requirements of the CTC and other State agencies.
- C. UTEC shall review all proposed changes in professional education programs pertaining to the multiple-subject and the single-subject credentials.
- D. UTEC shall establish review procedures to assure a timely review of proposals.

## IV. Membership

Voting members:

Six members from the School of Education:

4 members at large

1 member from Field Services

1 member, Chair of Teacher Education

Six members from the School of Arts and Sciences:

4 members from 4 departments with single-subject waiver programs

2 members representing the Liberal Studies Program

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

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

Ex-officio (non-voting) members:

Dean or designee of the School of Education

Dean or designee of the School of Arts and Sciences

An appointee or a representative of the Los Rios District

Site-specific appointees, one each from American River College, Consumnes River College, Sacramento City College, Sierra College

Appointed Liaison from the University Curriculum Committee

CTC Liaison(s), when appropriate

Members for the Schools of Arts and Sciences, Education, and Health and Human Services shall be nominated by the school deans to the Academic Senate Executive Committee for appointment to UTEC.

The UTEC Chair shall be elected by and from the UTEC membership each year to serve for the academic year.

Terms of membership:

A student term will be one year with the possibility of reappointment.

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

Two members from the School of Arts and Sciences and two from the School of Education will be nominated

annually on a rotating basis. Nomination of members and election of the chair will be in spring semester.

Quorum:

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

REGULAR AGENDA

Old Business

AS 90-101/AP, Ex. DROP POLICY

[Refer to page 1 of December 6, 1990, Senate Agenda.]

New Business

AS 90-124/Flr. MINUTES

Approval of Minutes of meeting of November 29 (#11), 1990.

AS 90-132/GE G.E. PROGRAM, RACE AND ETHNICITY REQUIREMENT--  
IMPLEMENTATION

The Academic Senate recommends that:

Courses accepted to satisfy the Race and Ethnicity requirement may be upper or lower division courses. A student may also satisfy the requirement at a community college upon completion of an appropriate course.

To ensure that courses taken at other institutions meet the established general education criteria, the G.E. Administrator and the Articulation Officer shall develop a system of regular consultation on general education with area community colleges.

As part of the pattern of consultation, the Articulation Officer shall request meetings of community college administrators and faculty with CSUS administrators and faculty regarding the CSUS Race and Ethnicity requirement. Among other goals, these meetings will do the following:

1. Inform community colleges of the intent and criteria used to evaluate courses proposed for the requirement at CSUS;
2. Offer to work with community colleges in developing or selecting courses;



3. Request that community colleges send course information (catalog description, syllabus, etc.) on any course identified as meeting the requirement to the G.E. Administration; and
4. Inform community colleges that CSUS wishes to work in a collegial environment but that it might object to the listing of a course if the CSUS G.E. Administrator had serious reservations.

The Articulation Officer shall inform the other California Community Colleges of the CSUS requirement and inform them that their students upon matriculation at CSUS would be able to request (with documentation) that an appropriate course be reviewed for acceptance.

AS 90-132A/Ex. G.E. PROGRAM, RACE AND ETHNICITY REQUIREMENT--  
IMPLEMENTATION

[The Executive Committee introduces a motion to substitute the following text for AS 90-132.]

The Academic Senate recommends that:

Courses taken to satisfy the Race and Ethnicity in American Society requirement may be upper or lower division courses, but must be taken in residence at CSU, Sacramento. As in all other cases with regard to General Education requirements, students may petition for exception.

AS 90-133/GE, Ex. G.E. PROGRAM, RACE AND ETHNICITY REQUIREMENT--  
-CRITERIA STATEMENT (Translates AS 89-91)

The Academic Senate recommends that the following criteria statement be added to the CSUS "General Education--Breadth Requirements" after the criteria statement for Categories A-E:

Race and Ethnicity in American Society

Courses approved for this category must meet the criteria for this category and one of the other categories (A-E) in the General Education program. Courses in this category shall be designed to examine the culture, contributions and social experience of historically underrepresented ethnic/racial minority groups in the U.S. including, but not limited to, Asian American, ~~Black~~ African Americans, Mexican Americans and Native Americans. The content of the courses must focus on at least two of these groups or, if one group is the focus, then there must be evidence that the experiences of the groups are compared and contrasted with those of another group. In addition, the courses shall include an analysis of concepts of ethnicity, ethnocentrism and racism and how they

shape and explain the ethnic experience in the U.S. How factors such as race, class, gender, age and sexual preference orientation shape the ethnic experience in the U.S. should be examined ~~when appropriate to the course content.~~ \*Courses to satisfy this requirement must be taken in residence.

\*Added only if AS 90-132A is adopted.

AS 90-134/AA, Ex. DIVERSITY GOALS, GUIDELINES FOR DEVELOPING FACULTY

The Academic Senate recommends the following "Guidelines for Developing Faculty Diversity Goals":

GUIDELINES FOR DEVELOPING FACULTY DIVERSITY GOALS

Preamble

AS 88-20B, dated April 14, 1988, requested that all academic units update their faculty diversity goals (affirmative action plans) in accordance with CSU Executive Order No. 340 and AS 88-20B.

Additionally, AS 88-20B established hiring process guidelines as support for achievement of faculty diversity goals. Moreover, President Gerth, in a memorandum dated May 1, 1989, specified that departmental diversity goals statements (affirmative action plans) generally should contain elements that serve as the basis for the guidelines elaborated below.

These guidelines underscore the fact that CSUS is committed to increasing the diversity of its faculty and to meeting the needs of a diverse student population. This commitment remains strong because it is recognized that a diverse faculty contributes to enriching the curriculum and to providing role models for students.

In accordance with these diversity goals, each department shall develop and/or update its statement of diversity goals using the guidelines provided below. The department's plan shall be submitted to the Affirmative Action Office. Plans shall be reviewed by the Affirmative Action Committee which shall forward its review to the President. Departmental diversity goals are subject to approval by the President. Diversity goals shall be updated and resubmitted every five years for review and approval, with a brief statement of any changes to the original plan provided annually.

**1. Statement of Philosophy**

This is the basis of the plan. It is important to include a statement of commitment to affirmative action. This should go beyond a statement of equal opportunity for employment. It should demonstrate awareness of the changing demographics in California, as well as in the USA, and how this impacts on the mission of the department, as well as that of this university. It should indicate the philosophy of the department toward diversity. Ideally, it should include recognition of the significant role diversity will have in shaping future directions in the departmental field of knowledge, expertise and practice.

Resources: University Affirmative Action Office; School Deans; Office of Institutional Research; Affirmative Action Committee; Campus Educational Equity Committee; Affirmative Action Representatives; Ethnic Studies; Women's Studies; the Committee on Persons with Disabilities; Office of Services to Students with Disabilities.

**2. Current Department Diversity Profile**

Include a narrative or graphic description of the actual number of individuals from each diverse group, the percentage of that number relative to the departmental population, and the desired proportional percentage of that underrepresented group in not only the national availability pools, but beyond to achieve a diverse faculty. Be sure to separate gender and disability from ethnicity. Describe the faculty population (departmental) by age and rank, and how this will impact the department in the future. Indicate plans to hire across rank and age, to ensure age and rank heterogeneity.

The student population in California is rapidly changing in diversity. Provide a profile of the student population within the department. Describe anticipated changes in the student population, and activities to attract diverse student populations.

Resources: Affirmative Action Officer; Office of Institutional Research.

**3. Use of Statistics--Description of what a unit should attain with timetables.**

Describe the department's current utilization of diverse faculty in relation to national availability data. Include a work force analysis, and the minimum number of diverse

faculty the department should have, based on national availability.

Describe departmental goals beyond parity with national availability by linking faculty diversity goals to current and projected student diversity and to changing demographics in the State of California.

Identify the outcomes that the department plans to attain. These should be stated in behavioral terms. List the specific activities in which the department will engage to accomplish these outcomes. Activities may include efforts to encourage diverse students to become university educators. Indicate timetables for achievement of outcomes.

#### **4. Strategies of Recruitment**

This section should describe mechanisms the department uses for notifying prospective applicants. For example, describe statements in advertisements that indicate a preference for individuals with diverse backgrounds, and efforts to advertise and recruit early in the academic year.

Describe the networking activities of faculty with organizations and institutions that attract a diverse student population. Describe participation in conferences, and contacts with professional associations. List the publications in which the positions have been advertised. Indicate the efforts the department has made to work with the Affirmative Action Officer to enhance recruitment strategies.

Resources: Affirmative Action Officer; Affirmative Action Representative; School Deans; Ethnic Studies; Women's Studies, Committee on Persons with Disabilities.

#### **5. Description of Departmental Appointment Process**

This section provides the department the opportunity to describe how they demonstrate sensitivity to the importance of diversity in the appointment process. Actions taken may include representation across disability, gender and ethnicity on selection committees. Include a copy of the criteria provided to hiring committees describing departmental goals for diversity. List interview questions regarding a candidate's experience, values, and beliefs regarding diversity. Provide a description of resources the department is willing to commit (or interested in committing) to encourage diverse faculty to select this

university. Examples of these types of resources are release units for research, moving costs, program and curriculum development, and so forth.

#### 6. Plan for Evaluation

Indicate the criteria and methodology your department will use to evaluate the effectiveness of your departmental affirmative action plans. You may refer to your department's previous Affirmative Action Plan and Diversity Goal document. You may also wish to discuss interim hiring opportunities not discussed in the previous plan.

#### AS 90-135/Ex. FACULTY PROFESSIONAL DEVELOPMENT PLAN-- PARTICIPATION OF ADMINISTRATORS

[Substitute motion for AS 90-135A from Executive Committee, presented for action. See Research and Creative Activity Committee and Faculty Professional Development Committee positions in Attachments B-1 and B-2.]

- Whereas, The membership of the Faculty of CSUS, as defined in the Constitution of the Faculty of CSUS includes administrators holding appointments in academic departments or the Library; and
- Whereas, Faculty serving as administrators are governed by the same policies and procedures for retention, tenure, and promotion as other full-time faculty in the unit (University ARTP Policy, Section 8.03.A); and
- Whereas, Competent teaching performance and scholarly or creative achievements are criteria for retention, tenure and promotion (University ARTP Policy, Section, 5.05); and
- Whereas, All faculty who teach, including those who are no longer in the promotion cycle, are expected to maintain teaching effectiveness and currency in the field ("Periodic Review of Tenured Faculty--Guidelines"); and
- Whereas, University ARTP policy specifies that "to be considered for retention, tenure and/or promotion, faculty serving as administrators should teach at least one (1) course per year on this campus..."; and

Whereas, Faculty serving as administrators holding tenured full professor appointments in academic departments also often teach courses; and

Whereas, The intent of The Faculty Professional Development Plan recommended by the Academic Senate (AS 90-6) and approved by the President is "to provide faculty members with a broad range of activities which focus on increasing their effectiveness as teachers and scholars"; and

Whereas, In the 1990 Report of the WASC Visiting Team, the team recommends "Extending opportunities for scholarly and creative activities beyond the faculty so as to include administrators."; therefore, be it

Resolved: The Academic Senate recommends that The Faculty Professional Development Plan (AS 90-6) be amended as shown in the attachment to provide that administrators holding faculty appointments in academic departments or the Library be considered eligible to apply for awards from and/or participate in selected faculty professional development programs, subject to the following conditions:

1. The administrator has taught at least one course in the two-year period preceding the date of application for the program;
2. The program is not an assigned time program or funded by conversion of faculty positions; and,
3. The program is not restricted by legislation, systemwide policy or collective bargaining agreements to the Unit 3 bargaining unit; and, be it further

Resolved: Under the above conditions, administrators holding faculty appointments would be eligible to apply for monetary awards for programs such as the Monetary Grant Award Program and the Mini-Grant Program and to participate in faculty professional development programs such as the Writing in the Disciplines Program and Peer Coaching Program, but would not be eligible for programs such as the Research Assigned Time Program or any of the programs subsumed under the state supported Research and Scholarly and Creative Activity Program; and, be it further

Resolved: Programs recommended by the Academic Senate for which faculty serving as administrators are eligible

(as described above) shall not discriminate against faculty serving as administrators for serving in this role; and, be it further

Resolved: The Academic Senate encourages faculty serving as administrators to teach classes and to take advantage of opportunities to maintain teaching effectiveness and currency in the field.

. . . . . Attachment  
AS 90-135/Ex. Faculty Professional Development  
Plan--Participation of Administrators

[Note: Underlining indicates proposed addition to approved Plan (AS 90-6)]

Faculty Professional Development Plan Page 2

I. UNIVERSITY FACULTY PROFESSIONAL DEVELOPMENT PLAN  
ACTIVITIES

Two kinds of programs are offered: grant/award and support. The activities are described below. Contact persons and appropriate deadlines are published annually for the current academic year.

Probationary and tenured faculty, and FERP faculty during the period of employment, are eligible for all programs except where noted. An individual faculty member may receive no more assigned time than a total of 12 wtu's per year and no more than 9 wtu's in any one semester from any one or combination of these programs. Temporary faculty, whether full-time or part-time, are not eligible to apply for assigned time. However, they may apply for other awards in any program for which they are eligible. Administrators holding faculty appointments in academic departments or the Library are eligible for selected programs, provided the administrator has taught at least one course in the two-year period preceding the date of application for the program. Administrators are not eligible for programs that involve assigned time, are funded by conversion of faculty positions, or are otherwise restricted by legislation, systemwide policy, or collective bargaining agreements.

AS 90-135A/FPDC FACULTY PROFESSIONAL DEVELOPMENT PLAN--  
PARTICIPATION OF ADMINISTRATORS

The Academic Senate recommends that administrators be ineligible for Faculty Professional Development Programs funds and, further, recommends that a separate fund be established

from funds other than Faculty Professional Development funds for academic administrators in order for them to stay current in their discipline.

. . . . . Attachment  
AS 90-135A/Ex. Faculty Professional Development  
Plan--Participation of Administrators

[Note: Underlining indicates proposed addition to approved Plan (AS 90-6)]

Faculty Professional Development Plan

I. UNIVERSITY FACULTY PROFESSIONAL DEVELOPMENT PLAN  
ACTIVITIES

Two kinds of programs are offered: grant/award and support. The activities are described below. Contact persons and appropriate deadlines are published annually for the current academic year.

Probationary and tenured faculty, and FERP faculty during the period of employment, are eligible for all programs except where noted. An individual faculty member may receive no more assigned time than a total of 12 wtu's per year and no more than 9 wtu's in any one semester from any one or combination of these programs. Temporary faculty, whether full-time or part-time, are not eligible to apply for assigned time. However, they may apply for other awards in any program for which they are eligible. Faculty serving in administrative positions are not eligible to participate in the programs specified herein.

AS 90-136/UARTP, FA, Ex. ENDOWED PROFESSORSHIPS, ADMINISTRATIVE GUIDELINES FOR CAMPUS IMPLEMENTATION OF CSUS POLICY ON

The Academic Senate endorses the establishment of endowed professorships as specified in the following "Guidelines for Campus Implementation of CSUS Policy on Endowed Professorships" with the recommendation that the category referred to as "Endowed Lectureship" be changed to "Endowed Junior Faculty Position."



ADMINISTRATIVE GUIDELINES FOR CAMPUS IMPLEMENTATION  
OF CSUS POLICY ON ENDOWED PROFESSORSHIPS

CATEGORIES OF ENDOWMENTS

The minimum corpus stated will create the position in a particular academic area. Income from the endowment provides significant support for the position. Categories will be uniform throughout the campus.

ENDOWED CHAIR -- \$1,500,000 minimum

Chair holders are recruited from the ranks of distinguished scholars at CSUS and from other institutions in the United States and around the world.

An endowed chair fully funds the salary and other support for the position without the use of state funds.

ENDOWED UNIVERSITY PROFESSORSHIPS --\$500,000 minimum

An endowed university professorship enables CSUS to provide increased compensation support to outstanding senior faculty members already employed by the University, or to recruit outstanding faculty from other institutions.

An endowed professorship provides funds to augment a state-supported position.

ENDOWED LECTURESHIP -- \$250,000

An endowed lectureship enables CSUS to provide increased support to outstanding junior faculty members already employed by the University, or to recruit outstanding junior faculty from other institutions. By providing increased opportunity for professional growth, the endowment enables CSUS to reward and encourage career development in the best junior faculty members.

An endowed lectureship provides funds to augment a state-supported salary.

CSUS POLICY ON ENDOWED PROFESSORSHIPS

I. PURPOSE

Endowed university professorships enable CSUS to recruit and retain distinguished and accomplished scholars and teachers.

## II. POLICY

- A. Appointment to an endowed professorship may be made from distinguished individuals, including CSUS current tenured professors and those outside the University. The holder of an appointment to an endowed professorship is expected to carry a teaching responsibility. The appointee shall contribute to the scholarly and creative activity of the department in which he or she resides and, through seminars and other contact with students, add to the enrichment of the academic life of the CSUS campus as a whole.
- B. A minimum corpus will be required to establish an endowed professorship in a particular academic area, as defined in "Categories of Endowments." Endowed professorships may be established to fully fund the position or to augment state supported positions.
- C. The subject area of the endowed professorship must be consistent with the mission of California State University, Sacramento and the academic plan of the school and campus. The gift instrument shall permit appropriate alternative distribution of the income by the dean if the subject area of the endowed professorship ceases to be consistent with the University's mission or the academic plan of the campus. Such alternative distribution shall be as closely related to the donor's original intent as is feasible.

## III. PROCEDURES

A. Establishment of an Endowed Professorship

1. Preliminary discussion concerning the establishment of an endowed professorship shall include the appropriate department faculty and deans, Vice President for Academic Affairs, and the Vice President of University Affairs concerning the subject area and the resource needs of a proposed professorship.
2. Following preliminary discussion, and in consultation with primary unit faculty, the dean shall prepare a proposal for review by the Vice President for Academic Affairs for approval by the President.
3. The President, after receiving the recommendation of the dean and primary unit faculty, shall act

upon the request. No commitment for establishing and naming an endowed professorship shall be made to a prospective donor prior to approval by the President.

4. All contacts and discussions with prospective donors shall be coordinated with the Office of University Affairs. The proposal shall be presented to the donor by the dean and others as may be appropriate.

B. Appointment to the Professorship

1. An endowed professorship may be filled by one individual for an indefinite period, with tenure granted at the time of appointment, or successively by a series of individuals appointed for prescribed periods.
2. Appointments to endowed professorships for an indefinite period shall be in accordance with established University policies and practices for regular tenured appointments.
3. Appointments to endowed professorships for prescribed periods, as may be determined by the deans and departments, shall be in accordance with practices and policies established by the appropriate academic unit and school.

C. Naming of the Endowed Professorship

Subject to approval by the President, an endowed professorship may be named in honor of the donor (or an honoree proposed by the donor) if the gift is sufficient to fully endow the professorship.

D. Annual Reporting

Each holder of an endowed professorship shall annually submit to the chair and dean a brief narrative of the past year's activities, including explanation of expenditures of the endowment income, along with a budget request for use of the endowment income for the following year.

E. Use of Endowment Income

1. The fund principle of an endowed professorship will remain inviolate and only earned income may be expended.

2. Income made available to holders of endowed professorships shall be used to support their teaching, research, and creative activities in accordance with University policies and procedures and consistent with a budget recommended annually by the professorship holder to the department chair and approved by the appropriate dean.
3. Endowment income support may also include, but is not limited to, the following:
  - Secretarial support;
  - Research assistants;
  - Computation and data collection;
  - Travel;
  - Research equipment and professional materials;
  - Conferences or seminars.
4. During periods when the professorship is unoccupied, the department may request approval from the dean to use income from the endowment for collateral purposes.
5. The occupant of the professorship shall be entitled to the normal support funds and services available to other faculty members within the department. Such support shall not be charged against endowed income of the professorship.

AS 90-129

→ AS 90-128

AS 90-130

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
Department of Economics

M E M O R A N D U M

JUN 1 1990  
RECEIVED  
ACADEMIC AFFAIRS

TO: Mary W. Burger, Vice President  
Academic Affairs

FROM: Herbert A. Perry, Professor  
Economics Department

DATE: June 1, 1990

SUBJ: Labor Studies Proposal Progress Report

This proposal has been through the relevant Arts and Sciences committees and in the fall semester will be considered by the University Curriculum Committee and the Academic Senate. My feedback so far indicates that while there are no serious objections to the proposed program, the budget may be a problem because of the scarcity of funds on this campus. I believe there is room for the necessary adjustments in this area. Space, secretarial help and computer services can be shared and there is surplus office furniture on hand. A decision on this proposal should be made before the end of the fall semester. If the proposal is approved with or without an optimum budget, then action can be taken to secure outside funding.

I have been working with the Sacramento Central Labor Council Education Committee and Stan Foster, Dean of the Business Division at Sacramento City College and the result is two labor studies courses being offered in the fall 1990 semester. See the enclosed brochure.

cc: Colene Koester, Assistant Vice President,  
Academic Affairs

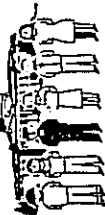
Members of the Labor Studies Academic Advisory Committee



BUSINESS DIVISION

LABOR STUDIES

Sacramento Labor Studies



Sacramento City College

Los Rios Community College District

Every year thousands of union members are chosen to represent their co-workers in the workplace and in the community. In an increasingly complex world, this responsibility requires a high level of skill and knowledge. Labor studies courses are designed to develop and sharpen leadership skills to help union officers, stewards and active rank and file members strengthen their union and more effectively represent their members. Courses are conducted by teachers experienced in labor relations and knowledgeable about current developments in the labor field.

FALL 1990 LABOR STUDIES CLASSES

The Business Division is offering two courses on an experimental basis. If these courses are well attended and enough interest is shown for an ongoing labor studies program, including ten or more offerings tied in with the advanced labor studies program at California State University, Sacramento, then a Labor Studies Department may be established at City College. The two courses offered this Fall beginning August 27, 1990 and ending January 17, 1991 are:

Business 72: The American Labor Movement

What it is, how it got that way, how it works, a historical look at the struggles and philosophy of American workers and their unions. Current issues, including problems of growth and decline, economic changes, and strategies and tactics for labor will be covered. 3 units.  
Tues. 7 p.m. - 9:50 p.m. Room B141

Business 73: Labor Law

An overview of Federal and State labor laws, including the National Labor Relations Act, the Railway and Airlines Labor Act, California labor laws, rights of union members, and employment discrimination laws.  
Thurs. 7:00 p.m. - 9:50 p.m. Room B141

Sacramento City College is located at 3835 Freeport Boulevard, across from William Land Park. For further information, call Stan Foster, Dean, Business Division or Sherri Pagliari, Division Secretary. (916) 449-7581 FEES: \$15.00 per course.

M E M O R A N D U M

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
PROGRAM CHANGE PROPOSAL

TO WHOM IT MAY CONCERN:

Academic Unit: Arts & Sciences-Labor Studies Date of Submission to School Dean: Nov. 2, 1989  
Requested Effective Fall xx Spring     , 1990

FROM: Herbert A. Perry  
Professor of Economics

*Handwritten signature: H. A. Perry*

DATE: October 31, 1989

SUBJ: Labor Studies

Attached is a proposal to establish a Labor Studies Program at CSUS beginning in the Fall semester of 1990. I have been working on this project since 1986 and in 1988 obtained commitments for support from President Donald R. Gerth and the Sacramento Labor community. President Gerth granted me six units of released time in the Spring of 1989 to undertake the following:

1. Develop a detailed proposal with a budget.
2. Present the proposal to the appropriate deans and committees within the University.
3. Identify supportive faculty advisors on campus.
4. Organize a local Labor Community Advisory Committee.

I have completed items 1, 3, and 4 and am now presenting the proposal to the Office of the Dean of the School of Arts and Sciences for consideration.

If this request is approved, I am available to serve as interim director for the first two years to organize the program and conduct a search for a permanent director with the help of a selection committee which should include members chosen by the faculty advisors, the Labor Community Advisory Committee, the Academic Senate and the Dean of Arts and Sciences.

Type of Program Change: Required forms attached:

- \* Modification in Existing Program  Form C
- Substantive Change  no form required
- Non Substantive Change  Form D
- Deletion of Existing Program  Form E
- Initiation (Projection) of New Program  Form F
- Implementation of New Program  Form F
- Addition of New Minor, Concentration  Form G
- Option, Specialization, Emphasis  Form G
- Addition of New Certificate Program  Form H

Briefly describe the change requested and the justification for the change:

The goal of the change requested is to establish within the School of Arts & Sciences an interdisciplinary program leading to a Certificate of Academic Achievement and a Minor in Labor Studies. All except one of the courses are currently in the University curriculum.

Justifications for the program include (1) labor is an important constituency which does not have an element within the University (such as business, nursing, engineering, education, etc.); (2) the University is expanding its role as a publically funded regional university and has a responsibility to serve all sectors of the greater Sacramento area community; (3) the President of the University and the Sacramento Central Labor Council both support this effort and believe it is timely to begin a Labor Studies program at CSUS.

Transaction: School Review Completed (date):  
University Review Completed (date):  
Chancellor's Review Completed (date):

Approvals: Department Chair: \_\_\_\_\_ Date: \_\_\_\_\_  
School Dean: \_\_\_\_\_ Date: \_\_\_\_\_  
Associate Vice President \_\_\_\_\_ Date: \_\_\_\_\_  
Curriculum: \_\_\_\_\_ Date: \_\_\_\_\_

1. Academic Unit Submitting Proposal  
School of Arts and Sciences - Labor Studies
2. Program Title  
Minor in Labor Studies and Certificate of Academic Achievement in Labor Studies
3. Purpose of the Program  
The purpose is to establish a program in the field of Labor Studies at California State University, Sacramento. The objectives of this program include (1) an academic certificate in the field of labor relations for trade unionists and industrial relations practitioners as well as for students who aspire to work in this field; (2) a minor in Labor Studies for practitioners and students who are in a degree program; and an entree into this state supported, regional university for the labor community. (See Attachment #1 for a definition of Labor Studies)
4. Need for the Program  
California State University, Sacramento is located in a rapidly growing metropolitan area. It is the seat of state government, a center of finance and investment for a large agricultural industry and a growing electronics industry, and is the site of important federal military installations.  
California is fast becoming an important Pacific Rim economy and needs to ensure that its work force is productive enough to compete effectively in world markets. A large proportion of the growing labor force is organized, and despite some recent setbacks for unions in the private sector, there is a new impetus for change and growth. Innovations are also developing in the area of industrial and labor relations worldwide.  
The administrators of this university are expanding its role in the greater Sacramento community. The School of Business Administration identifies with the local business community, as does the Engineering School, and Communications Studies while the School of Education and the Division of Nursing work closely with their respective constituents. Organized labor as well as the thousands of unorganized workers in this area should also have an element within the University. (See Attachment #2 for statistics and background information and Attachments #3 and #4, letters from President Donald R. Gerth and Sacramento Central Labor Council Executive Secretary, Wayne Harbolt)
5. Programmatic or Fiscal Impact  
The Labor Studies Program should have little or no programmatic or fiscal impact on other academic units because it is interdisciplinary and with only one exception, the courses are already established in existing departments. This program has been discussed with the deans of Business Administration, Arts and Sciences, the President of the University, academic and associate vice presidents, the chair of the Academic Senate and various department chairs and relevant faculty members.
6. Program Description and Requirements  
The Labor Studies Program is concerned with the world of work, workers, and their organizations. It investigates the cultural, economic, and political forces which provide the environment in which people make a living. It is an interdisciplinary program which combines broad perspectives with specific skills.  
This program will emphasize the world of work from the view of the individual in the workplace, in the labor market, and as a member of a work group or labor union. The roles of employers, government, and labor unions, both as adversaries and cooperators in an increasingly competitive world, will be covered. Courses will combine analytical and practical elements, bridging academia with the everyday world of work.  
Labor Studies students will be prepared for jobs with local or national labor unions as organizers, representatives, researchers, negotiators, trainers, and administrators. They will also be qualified to work for government agencies such as the National Labor Relations Board, U.S. Department of Labor, California Department of Industrial Relations, Occupational Safety and Health Agencies, etc. There are also opportunities as labor educators in the fifty or so Universities and College Labor Education Programs throughout the United States, and as labor journalists or labor relations officers in both the private and public sectors. Labor Studies is also a good prelegal program for those interested in labor law.  
A minor or certificate in Labor Studies will be advantageous for Business Administration majors, or majors in Social Science disciplines such as Economics, Sociology, Government, and Psychology.

Economics 104 Introduction to the American Economy  
 An introduction to macro and microeconomic analysis and economic policy. Especially designed for non-economics majors. Not open to students who have had Econ 1A or equivalent. 3 units.

Economics 150 Labor and Manpower Economics  
 An economic analysis of manpower development and labor markets with special reference to employment, theory and practice of wage determination, and the roles of organized labor, management, and government. Prerequisite: Econ 1A and 1B recommended. 3 units.

21 UNITS  
 Labor and the American Social Structure 3  
 Introduction to the American Economy 3  
 (Economics 104 substituted for Economics 104)  
 Labor and Manpower Economics 3  
 International & Comparative Industrial Relations 3  
 Organizational Behavior & Environment 157 3  
 From among those listed below on approval of the Labor Studies Advisor 21

Economics 151 International and Comparative Industrial Relations  
 Following an historical overview of the industrialization process, this course examines the theories of labor movements and industrial relations systems. The systems of the United States and other advanced industrial societies are compared. The role of developing nations, technological advance, the changing terms of international trade and global political relationships are analyzed. 3 units.

18 UNITS  
 Labor and the American Social Structure 3  
 Labor and Manpower Economics 3  
 Industrial Relations 3  
 Conflict Resolution through Communication 3  
 From among those listed below on approval of the Labor Studies Advisor 6  
 18

Economics 184 Women and the Economy  
 An investigation of the current economic status of women in the United States, of past and present economic discrimination experienced by women in the labor market, of the historical reasons for that discrimination and of the means and methods of ending that discrimination. 3 units.

The program is open to students already enrolled in the University and those who wish to enter through the Open University. Participation in the program requires counseling with and approval from the Labor Studies Advisor.

COURSES INCLUDED IN THE MINOR/CERTIFICATE PROGRAM

History 189 American Labor History  
 A survey of the history of work and workers in the United States from colonial times to the present. Topics include theories of labor history and the labor movement; changing the nature of the working class; conditions and goals of industrial, agricultural, clerical, and domestic workers; the struggles to form unions, and the changing nature of unions; political action and ideologies of labor, including republicanism, socialism, anarchism, and pure and simple unionism; the relationship of race, ethnicity, and gender to class; and contemporary prospects and problems of labor. 3 units.

Labor Studies 10 Labor and the American Social Structure  
 An introduction to the study of labor in the United States. It includes the nature of work, characteristics of the work force and an overview of contemporary labor and industrial relations systems in the United States within the framework of current economic and political developments. 3 units.

Economics 1A Introduction to Macroeconomic Analysis  
 An introductory inquiry into the workings and interrelationships of the aggregate economic system. The primary focus is on total production and its distribution, employment and price levels, and the forces influencing them. Other considerations are the roles of government, the monetary sector, and related areas. 3 units.



Comm. Studies 119 Conflict Resolution through Communication  
 Students learn to identify, clarify, and resolve conflicts in dyads, groups, and organizations. Conflict is contrasted with disagreement, aggression, incompatible values, etc. The costs and benefits of conflict are explored. 3 units.

Labor Studies 195 Labor Studies Internship\*

Supervised work experience or research on labor studies topics in government, business, labor organizations or other relevant institutions to provide the student an opportunity to apply the principles and theories learned in the classroom to the real world. Partial supervision to be supplied by persons in the institutions under study. Credit/No Credit. 3 units.

Labor Studies 199 Special Problems\*

Individual projects or directed reading. Admission requires approval of a faculty sponsor and the Labor Studies advisor. Credit/No Credit. 3 units.

\*These courses will relate to one of the existing disciplines and participating faculty will be the sponsors or supervisors, e.g., Economics, OB&E, History, Sociology, Comm. Studies, etc.

7. Labor Studies Advisory Faculty

Faculty Name	Tele. #
Dean Robert V. Arellanes, Extended Learning Programs	923-9677
Professor Duane E. Campbell, Teacher Education	278-6618
Professor Emanuel Gale, Social Work	7050
Professor Joseph R. Heller, Psychology	5609
Professor John F. Henry, Economics	6193
Professor Ernest J. Isaacs, History	6465
Professor Robert M. Kloss, Sociology	6865
Professor Hubert E. Knepprath, Communication Studies	6335
Dr. Jeffery Lustig, Center for California Studies	6906
Professor Gerald R. McDaniel, Government	6330
Professor Phyllis L. Mills, Nursing	7264
Professor Thomas R. Phelps, Criminal Justice	7048
Professor M. Ali Raza, Business Administration	6003
Professor Otis L. Scott, Ethnic Studies	6645

Organizational Behavior and Environment 157 Industrial Relations  
 Employer-employee relations in historical and contemporary contexts, with emphasis on the development of labor and management institutions and philosophies, public policies, collective bargaining, and contract administration in the private and public sectors. 3 units.

Organizational Behavior and Environment 158 Labor Relations Law

Development and current status of legislation, courts' and government agencies' decisions in union-management relations in private and public sectors; protective legislation particularly concerning health and safety, and equal employment opportunity. Also included is study of emerging personnel law covering nonunionized employees. Case study. 3 units.

Sociology 175 Industrial Sociology

Industrialization and industrial society; the social organization of economic activity as it has responded to changing technology and changing control of the means of production; a sociological view of industrial relations and the means of production; a sociological view of industrial relations and the employment relationship. Prerequisite: Soc 1 or equivalent. 3 units.

Sociology 120 Ethnic and Race Relations

Relations among various racial, religious and nationality groups in the United States and the world. 3 units.

Women's Studies 138 Women and Work

Explores topics basic to discussion of women's paid and unpaid work from historical and cross-cultural perspectives. Consideration is given to popular conceptions and stereotypes of work and "women's issues" in the industrialized world; the private and public lives of women and men with emphasis on work and social realities; and the maintenance of patriarchy under capitalism, socialism and communism, with some possible feminist "solutions." 3 units.

because it will be taught by the director as part of the released time granted for establishing and directing the program.

c. Budget

8. Duration of the Program

It is intended that Labor Studies will be offered on a continuing basis. There will be an annual evaluation of the program's progress presented to the Dean of Arts and Sciences, the Labor Studies Advisory Faculty and the Labor Community Advisory Council. After the second year of full operation a decision will be made whether to go on with the program as scheduled, modify it, or phase it out. If the program is successful, a major in Labor Studies and research activities can be considered for future development.

9. Expected Number of Participants and their Probable Academic Background

Experience indicates that during the first two years there may be only five to ten students enrolling in the certificate program. Their academic background may vary from first degree to high school dropouts. They will probably be practitioners, trade unionists and possibly students already enrolled in degree programs. Most will probably enter through the Open University. Participation in the minor may be somewhat greater and will be mostly students already enrolled in business or social science disciplines.

The success or failure of a new labor studies program in the local community colleges and promotional efforts of the Labor Studies director and Sacramento Central Labor Council will have a bearing on the growth of the program. The Labor Studies program at Dominguez Hills has been stable at less than a dozen students for over five years. At San Francisco State the enrollment grew from five to over one hundred and twenty-five over the last five years.

10. Resources Needed

- a. Labor Studies 10, Labor and the American Social Structure, is the only new course in the program. It will introduce the philosophy of labor studies and the basics of employment relationships in the United States. There will be one section taught once a year by the Labor Studies director. At the outset enrollment will probably be small and can only be estimated.

Labor Studies 10	one section	enrollment	staffing	FTE
	Fall	Fall 10-12	0	1-2

- b. Initially the change in FTE will be small for IS 10 and will require no additional assigned teaching units



(Forms C & H Combined)

LABOR STUDIES

F. Memberships, Conference Fees and Publications

	YR 1	YR 2	YR 3	YR 4
1. UCLEA Institutional*	0	300	300	300
2. UCLEA Individual	60	0	0	0
3. Conference fees and expenses	600	600	600	600
4. Publications:				
Labor Studs. Jnl	45	45	45	45
AFL-CIO news & other labor pub.	100	100	100	100
<b>TOTAL MEMBERSHIP, CONFERENCE FEES &amp; PUBLICATIONS</b>	<b>805</b>	<b>1045</b>	<b>1045</b>	<b>1045</b>
<b>TOTAL OPERATING BUDGET</b>	<b>\$3005</b>	<b>\$10,694</b>	<b>\$7545</b>	<b>\$7545</b>

\* The University College Labor Education Association is an international association of over 50 institutions of higher education in the United States and Canada which have Labor Studies Programs. The annual meeting is of considerable importance for the exchange of information and collective support.

The concept of a comprehensive Labor Studies Program is relatively new in the university setting. On the one hand, it acknowledges insights into the labor field which have recently emerged from several decades of university-union cooperation in labor education. On the other, it expresses an academic need to study labor affairs from the traditional framework of industrial relations.

According to this concept, Labor Studies is the academic examination of problems which confront people in the pursuit of their need for rewarding employment. It is not the study of problems which face administrators in the management of people in their public and private enterprises. Thus, Labor Studies is not Business Administration, or Public Administration, or Administrative Science; it does not pose the same set of questions.

People in pursuit of rewarding jobs and careers employ a variety of individual and concerted strategies to cope with the dynamics of change in modern society. This flux of labor phenomena, generated by the labor force, of which over ninety percent are wage and salary earners, constitutes its own legitimate area of academic inquiry. Admittedly, the most conspicuous and articulate employees are the members and leaders of unions and employee associations which engage in collective bargaining. However, because these organizations also conduct autonomous economic, social, and political programs which transcend their labor relations nexus with management, Labor Studies now reaches beyond industrial relations; it addresses an additional set of questions and concerns.

A comprehensive Labor Studies Program takes as its focus the various organizations of workers and the internal and external relations of their unions to other societal institutions in the United States and around the world. The scope of this program is dictated by the needs and interests of workers and employees, including their individual, group and organizational problems at the workplace, their relationships with their employers, and their transactions with the larger community, economy, and policy.

Generally, Labor Studies conducts this examination under the rubric of the liberal arts, grounding its analyses in the modes of the social and behavioral sciences, and its assessments in those of the arts and humanities.

Within the university, the Labor Studies unit provides the leadership for this inquiry. Its research program develops new knowledge in the field of labor according to the disciplinary

## BACKGROUND INFORMATION

specialties of its staff. It disseminates its own studies and those of related fields through its resident instruction (degree) and labor education (non-degree) programs. Thus a comprehensive Labor Studies Program engages students at every level of educational experience for which they are prepared, from the informal through the associate and baccalaureate to the graduate levels. The integration of the research, resident instruction, and labor education functions within one administrative unit promises the most effective utilization of resources toward the achievement of Labor Studies goals.

The employed civilian labor force in California was 13,409,000 as of July 1988. Labor union membership was approximately 2,500,000. In the Sacramento area, wage and salary employment was 594,800 with union membership about 100,00 (about 25 percent of the potential, given that many salaried employees are in the ranks of management). The Employment Development Department projects a 36 percent growth between 1985 and 1995 to a work force of over 700,000. (See Annual Planning Information, Sacramento County 1988-1989 and Projections of Employment 1985-1995 for the Sacramento Metropolitan Statistical Area, both issued in May 1988. Also see Greater Sacramento Area Guide to Organized Labor-- December 1987, A Graphic View of the Four-County Greater Sacramento Area, Published by the Sacramento Area Commerce and Trade Organization and prepared by the Real Estate and Land Use Institute, School of Business, CSUS.)

At the present time, there are over fifty universities and colleges throughout the United States which have Labor Studies Programs. In California, there are Labor Studies Programs in the Los Angeles, San Francisco, Oakland, and San Jose Community College districts. In the CSU system, there are programs at Dominguez Hills and San Francisco State. The Institutes of Industrial Relations at UCLA and UC Berkeley have Labor Research and Education Centers which work in tandem with the community college and CSUC programs in their areas. Staff from the UC Berkeley Center have been working with the Sacramento Central Labor Council Education Committee to develop labor studies in this area.

The Labor Studies Program will be interdisciplinary. The Advisory Faculty group includes representatives from departments offering courses relevant to the program, e.g., economics, organizational behavior, sociology, womens studies, government, history and communications. The role of this group is to guide the development of the academic credit program. The Labor Community Advisory Committee, with representatives from the Central Labor Council and major groups in organized labor, will present the needs of organized labor and help coordinate the activities of participating unions in promoting the program.

The program director needs to be academically qualified to teach at the university level, but also able to teach applied courses, and have experience in union labor education work. It is recognized that while a need and a constituency have been identified, a program such as this will take time to develop, and needs promoting in its early stages. The program at San Francisco State University started with four or five students. After three years, there were fifteen students taking the major, and since a permanent director was appointed four years ago, the number of students has grown to over one hundred and twenty-five.

NOTE: This definition was developed by representatives of several existing Labor Studies Programs.



**SACRAMENTO CENTRAL LABOR COUNCIL AFL - CIO**  
*Embracing, Amador, El Dorado, Nevada, Placer, Yuba and Sacramento Counties*  
2840 El Centro Road, Suite 111 • Sacramento, California 95833 • Telephone: (916) 927-9772

John Capogreco, President  
Wayne Harbott, Executive Secretary-Treasurer

June 22, 1989

President Donald R. Gerth  
California State University  
Sacramento, CA 95819


Dear President Gerth:

This letter is to inform you that the Sacramento Central Labor Council fully supports Professor Herbert A. Perry's proposal for a Labor Studies Program at California State University, Sacramento. The Council and its members have been working with Professor Perry for over two years in developing ideas and priorities in the area of labor education and to bring the Sacramento area labor community and CSUS together to achieve mutual goals.

This year the Labor Council established an Education Committee, chaired by Ms. Ruth Holbrook, to act as liaison to work with the University in developing a viable program. Ms. Holbrook sits as a member of the Executive Board of this Labor Council as well as being a representative of the Service Employees International Union, Local 22, AFL-CIO.

When the program is established, we will commit to work for its success. The educational and training needs of our members, and the work force in general, are considerable and growing due to the changing technology and complexity in our rapidly expanding metropolitan community.

Your consideration and support in this matter will be greatly appreciated.

Sincerely,  
  
Wayne Harbott  
Executive Secretary-Treasurer

WHD:mv  
opei# 29/af1-cio

cc: William Sullivan, Dean, Arts and Sciences  
Herbert A. Perry, Professor of Economics  
Ruth Holbrook, Chair, SCLC Education Committee



**California State University  
Sacramento**

The President  
Sacramento, CA 95819-2694  
(916) 278-7737  
FAX • (916) 278-6959

June 9, 1989

M E M O R A N D U M

TO: Professor Herbert A. Perry  
Economics Department

FROM: Donald R. Gerth  
Thank you very much for taking the time to meet with me to talk about the proposal for beginning a labor studies program.

I would encourage you to proceed with the discussions underway with your colleagues in the School of Arts and Sciences and with Vice President Burger. You make a very important point in your memorandum of June 5. It is that there be a thorough evaluation of the progress of this effort, should it be undertaken, after the second year of operation. I think this makes substantial sense.

Thank you again. Have a good summer.

DRG/rg  
cc: Vice President Burger  
Dean Sullivan

FISCAL IMPACT EVALUATION

LABOR STUDIES CERTIFICATE AND MINOR

This proposal calls for a certificate program in Labor Studies and the establishment of a minor in Labor Studies. The new minor and the certificate program would have different requirements:

Minor

- Labor Studies 10 (new) - Labor and the American Social Structure (3 units)
  - Economics 104 - Introduction to the American Economy (3 units)  
 (Economics 1A can be substituted for Economics 104)
  - Economics 150 - Labor and Manpower Economics (3 units)
  - Economics 151 - International and Comparative Industrial Relations (3 units)
  - Organizational Behavior & Environment 157 - Industrial Relations (3 units)
  - Electives (on approval of Labor Studies Adviser - 6 units)
- TOTAL UNITS = 21

Certificate

- Labor Studies 10 (new) - Labor and the American Social Structure (3 units)
  - Economics 150 - Labor and Manpower Economics (3 units)
  - Organizational Behavior & Environment 157 - Industrial Relations (3 units)
  - Communication Studies 119 - Conflict Resolution Through Communications (3 units)
  - Electives (on approval of Labor Studies Adviser - 6 units)
- TOTAL UNITS = 18

Staffing

The proposal states the following:

Year	89-90	90-91	91-92	92-93
FTEF (15 units)	.2	.4	.4	.7
Secretary	0	.5	.5	.5
Student Assistant (\$6.00/hour)	\$1200.	\$2400.	\$3600.	\$3600.

Space

The proposal requests 250 sq. ft.

Furniture

The proposal requests \$1,384 for furniture for the 1990-91 year and nothing after that.

Equipment

The proposal requests \$2,965 for equipment for the 1990-91 year and nothing after that.

Travel

The proposal requests \$1,100 a year, or \$4,400 from 1989-93 years.

Other

The proposal requests \$9,240 from 1989-93 years for other expenses.

Recommendations

The Fiscal Affairs Committee is concerned with the Communication Studies 119 (Conflict Resolution Through Communication) course which is a required course of the certificate in labor Studies. All other courses in this proposal (for both the certificate and the minor) appear to be offered regularly and with seats available for Labor Studies students except for the Communication Studies 119 course. Although 4 to 5 sections of Communication Studies 119 are offered each semester, there is an excess demand for this course from 100 to 150 students each semester. This committee is concerned with making a course required for the certificate which the student will have an extremely difficult time obtaining.

The committee also notes the unusually extensive resource requirements for a minor and certificate program. Minor and certificate programs typically augment enrollment in existing courses, and do not require furniture, equipment, travel, and other expenses.

9/24/90





# California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

SCHOOL OF ARTS AND SCIENCES  
OFFICE OF THE DEAN  
FAX (916) 278-5787

## M E M O R A N D U M

April 10, 1990

TO: Jolene Koester, Interim Assistant Vice President  
Academic Affairs

*Cecilia D. Gray*

FROM: Cecilia D. Gray, Associate Dean  
School of Arts and Sciences

SUBJECT: Proposed Labor Studies Minor and Certificate

APR 1990  
RECEIVED  
CALIFORNIA STATE UNIVERSITY  
ACADEMIC AFFAIRS

Based on the recommendation of the Academic Council and its Budget/Finance and Curriculum Committees in the School of Arts and Sciences, I recommend approval of a new minor and certificate program in Labor Studies. The Council had the following stipulation with which I concur:

Since implementation of the program would have a significant fiscal impact on the School's budget, the Council approved the program subject to a commitment by the University to provide new funds.

Please forward to the appropriate University level committees for review.

Thank you.

CDG/ph

Enclosures

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

MEMORANDUM

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

DECO 6 1990

Academic Senate Minutes

413

To: Juanita Barrena, Chair  
Academic Senate

From: Herb Kutchins, Chair *Herb Kutchins*  
Faculty Professional Development Committee

Date: 11/30/90

Re: Participation of Administrators in Faculty Professional Development Programs.

On October 31, 1990 the Faculty Professional Development Committee unanimously adopted the following motion:

It is recommended that administrators not be eligible for mini-grant funds, but that a separate fund be established, from funds other than faculty professional development funds, for academic administrators, in order for them to stay current in their disciplines.



# California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

DEPARTMENT OF ELECTRICAL  
& ELECTRONIC ENGINEERING

California State University Sacramento  
6000 J Street  
Sacramento, California 95819

DECO 5 1990

Academics Senate Minutes  
413

## memo:

TO: Juanita Barrera  
Chair  
Academic Senate

FROM: Rory Cooper  
Chair  
Research & Creative Activity Committee

SUBJECT: Recommended Policy on Eligibility for RCA Programs

DECEMBER 3, 1990

The RCA Committee deliberated the issue of eligibility for RCA programs earlier this semester. On October 21, 1990, the Committee came to the decision that a policy be recommended to the Faculty Professional Development Committee that only persons whose primary responsibilities are to teaching be eligible for RCA programs. I would like to add that although this may have some detrimental affects on RCA programs it does not represent a change in atmosphere. In other words, the legislature has set guidelines for the System Wide Program excluding administrative personnel, the Research Assigned Time Program has traditionally been funded from faculty positions, and as we understand it this makes administrative personnel ineligible. Therefore, only the monetary grants are under consideration within the present environment. Basically, the rationale of the committee was two fold: 1) resources for faculty development are presently inadequate and further dilution was unacceptable and, 2) there is presently only one program under the present environment that is up for discussion, and it was thought that the faculty would like to have it brought in line with the other programs.