

1994-95
ACADEMIC SENATE
California State University, Sacramento

AGENDA
Thursday, March 23, 1995
Forest Suite, University Union
2:30-4:30 p.m.

INFORMATION

1. Moment of Silence:

ROGER WALTERS, Professor Emeritus
Communication Studies
CSUS 1960-1992

EUGENE N. SALMON
Librarian Emeritus
CSUS 1964-1982

2. Report on March 9-10, 1995, CSU Academic Senate meeting--Senator Juanita Barrena

3. Spring 1995 Schedule of Meetings (tentative):

March 30

April 6, 20, 27 (also 1995-96 Nominations)

May 4, 11 (also 1995-96 Elections), 18, 25

CONSENT CALENDAR

AS 95-17/Ex., CODE COMMITTEE APPOINTMENTS--UNIVERSITY

Advisory Committee for the Selection of Dean, School of Business Administration:

GEETHA RAMACHANDRAN, Faculty At-large

JOHN HWANG, Committee on Diversity and Equity Representative

AS 95-18/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

Advisory Committee for the Selection of Associate Director of Financial Aid:

MERLE MARTIN, Faculty At-large

AS 95-19 /UARTP, Ex. UNIVERSITY ARTP POLICY--Amend Sections 4.04 and 9.01.C

The Academic Senate recommends amendment of Sections 4.04 and 9.01.C of the University ARTP Policy as follows (underscore = proposed addition):

4.00 PERSONNEL ACTION FILE

...

4.04 Basis of Evaluation

- C. Evaluative statements and recommendations adopted at all levels of review shall in each case of periodic evaluation and performance review be based on the entire contents of the Working Personnel Action File in that case. The conclusion about performance under each criterion of evaluation (e.g., Teaching Performance, Scholarly or Creative Activity, etc.) recorded in the evaluative statement required to accompany each recommendation shall be based on a preponderance of the evidence in the file relative to that criterion.

Note: Preponderance in this context refers to the weight or persuasiveness of evidence in the mind of the evaluator. Weight is a function of the quantity, quality and source of evidence, including the knowledge and trustworthiness of the source. Under a preponderance requirement, the evaluator must consider all of the relevant evidence and resolve conflicts in the evidence by means of the idea of preponderance.)

CD. ...

DE. ...

9.00 EVALUATION

9.01 In General

...

- C. For purposes of implementation on this campus, evaluation shall mean an analytical qualitative statement establishing an observable and valid relationship between the criteria/standards and the faculty member's performance in each of the prescribed categories (namely, teaching; scholarly/creative activities; university, school, department service; and community service) as evidence in the Working Personnel Action File. The evaluative statement(s) should be specific enough to provide reinforcement on those aspects of performance in which the candidate has met or exceeded the prescribed criteria/standards as well as to provide guidance on other aspects which need improvement or further strengthening. Such evaluative statements shall be based on the entire contents of the Working Personnel Action File of the faculty unit employee being evaluated. The conclusion about performance under each criterion of evaluation (e.g., Teaching Performance, Scholarly or Creative Activity, etc.) recorded in the evaluative statement shall be based on a preponderance of the evidence in the file relative to that criterion. (Please see Section 4.04.C and Note following.)

AS 95-20/GPPC, Ex. CREDIT/NO CREDIT GRADING OPTION FOR GRADUATE STUDENTS

The Academic Senate recommends amendment of the Credit/No Credit grading option (1994-96 Catalog, page 76) to allow classified and unclassified graduate students to take courses for credit/no credit under specific conditions (see Attachment A).

REGULAR AGENDA

Carried
AS 95-16/Flr. MINUTES

Approval of the Minutes of the meeting of February 23 (#12), 1995.

Carried
AS 95-11A/FisA, CC, GPPC, Ex., Flr. PROGRAM CHANGES--GRADUATE

The Academic Senate recommends approval of the following program change proposal to:

• M.A. in Government [FisA, 11/1/94; GPPC, 9/19/94; Ex, 2/14/95]:

- 1) Raise the minimum grade point average required for admission to 3.0 from 2.5, 2) set a minimum acceptable achievement level on the Graduate Record Examination of 50th percentile, 3) increase the required courses from 9 to 15 units; all students will take GOVT 200 (3 units), and then choose between GOVT 210 or 219, 230 or 240, 250 or 260, and 280 or 284, for a total of 15 units, 4) reduce from 12 to 6 the number of units from 100-level courses that may be offered toward the M.A.

Carried
AS 95-21/FA, Ex. LEAVES WITH PAY, POLICY ON

The Academic Senate recommends amendment of the Policy on Leaves with Pay, as shown in Attachment B.

Carried
AS 95-22/FPDC, Ex.^{FIR*} CENTER FOR TEACHING AND LEARNING--ESTABLISH

Consistent with the University Strategic Plan, the Academic Senate recommends the establishment of a Center for Teaching and Learning¹ (CTL) whose purpose (and responsibilities) is the development, implementation and coordination of professional development efforts/programs on this campus.

¹The phrase "teaching and learning" refers to such professional activities as research and scholarly activities that contribute to and improve the overall teaching and learning environment at CSU, Sacramento.

A. Programmatic efforts of the CTL will be guided by the following goals:

1. The fostering of a teaching and learning environment which consistently reflects the multicultural environment in which we teach and learn (CSUS Strategic Plan Action Steps re: Teaching and Learning, pgs. 16-18).
2. The development and nurturing of teaching and learning practices that are effective in a multicultural teaching and learning community (CSUS Strategic Plan Action Steps re: Pluralism, pgs. 26-28).

B. The operating philosophy and practices of the CTL will be consistent with the philosophy and practices of those programs already in existence and currently under the Faculty Professional Development Committee².

The effectiveness of

C. Programs and activities of the CTL shall be evaluated annually by the *Faculty Policies Com.*

AS 95-23/FPDC, Ex. ^{FLR} CENTER FOR TEACHING AND LEARNING--SUPPORT FOR *responsibility for direction of*

Carried

The Academic Senate requests that ^{assigned to current} the Center for Teaching and Learning (CTL) be ~~administered~~ by a faculty member at nine units of release time (who would serve as an ex-officio member of the Academic Senate Faculty Policies Committee and be guided by it) and ^{that} such clerical support and operating monies, appropriate for carrying out the responsibilities and activities of the Center, *be provided*.

AS 95-24/FPDC, Ex. ^{FLR} CENTER FOR TEACHING AND LEARNING--TEACHING AND LEARNING FELLOWSHIP PROGRAM *provided*

The Academic Senate recommends the program known as the Teaching and Learning Fellowship Program (see Attachment C) be the major professional development effort of the faculty, and that ~~this program be funded with University funds traditionally set aside for professional development activities.~~

²Cognitive/Peer Coaching, Writing Across the Disciplines, Beyond the Canon.

1. Paragraph "d" of the catalog section on the credit/no credit option (p. 76) be deleted.
2. The title of the existing section be amended to read, "Credit/No Credit Grading Option for Undergraduate Students"
3. A new section be added to catalog copy entitled, "Credit/No Credit Grading Option for Graduate Students", with content as follows:
 - a. Classified (or conditionally classified) graduate students have the right to elect, with the consent of their adviser and department, Credit/No Credit grading in courses normally letter graded. Units earned in this manner may not count toward the graduate student's degree requirements.
 - b. Unclassified graduate students and post baccalaureate credential students also may elect to Credit/No Credit grading in courses normally letter graded. Units earned in this manner may not be used to meet course requirements for admission to classified status or be applied to meeting second bachelors or certificate/credential requirements (unless department policy specifies otherwise).
 - c. Graduate students seeking to exercise the Credit/No Credit grading option must submit the appropriate form requesting CR/NC grading to the Records Office by the end of the fourth week of the semester. Instructors shall assign letter grades on the grade roll and the Registrar's Office shall convert the grade to Credit or No Credit.
 - d. If a student chooses the CR/NC option, then the grade "CR" will be given (by the Registrar's Office) if the student accomplishes work equivalent to C- or better. The instructor shall assign a letter grade on the grade roll.

ACADEMIC LEAVES WITH PAY, POLICY

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POLICY ON LEAVES WITH PAY

Traditionally, paid academic leaves are not a privilege, but a right. In affirming that tradition, the Statement of Principles on Leaves of Absence, adopted by the American Association of University Professors in 1972, states:

Leaves of absence are among the most important means by which a [...] faculty member's [members'] teaching effectiveness may be enhanced, his [their] scholarly usefulness enlarged, and an institution's academic program strengthened and developed. A sound program of leaves is therefore of vital importance to a college or university, and it is the obligation of every [all] faculty member [members] to make use of the available means, including leaves, to promote his [their] professional competence. The major purpose is to provide opportunity for continued professional growth and new, or renewed, intellectual achievement through study, research, writing, or travel.

The Statement further states that leaves should "be provided with reasonable frequency and preferably be available at regular intervals because they are important to the continuing growth of the faculty member and the effectiveness of the institution." At many reputable institutions of higher learning, sabbatical leaves are granted automatically as an incentive for professional growth. Sabbatical and other paid leaves are among the most precious assets that the University and its faculty possess and should be used as instruments of policy. Through the leaves faculty development and renewal occurs, faculty advance their disciplinary knowledge, attain additional competence in related or new fields of inquiry, and produce impressive scholarly and creative works. Through the experience gained by faculty on leaves the University benefits from revitalized people who bring new insights, vigor, and enthusiasm to their teaching assignments and other scholarly pursuits. The University promotes program development by assisting faculty through paid leaves to gain new awareness, knowledge, and skills in advancing and new fields. By not adhering to this standard policy on sabbatical leaves, the California State University has long been doing a disservice to its faculty, its students, and the people of the State.

Because the California State University does not provide sabbatical leaves according to the ideal pattern, a limited number of leaves must be allocated to a larger number of eligible faculty. CSU policy is defined in Articles 27 and 28 of the Memorandum of Understanding. The following shall be the policy of CSU, Sacramento; it conforms to and elucidates Articles 27 and 28.

The President shall allocate professional leaves on the basis of recommendations of a Professional Leave Committee. The Professional Leave Committee will be a University Committee, composed of nine elected members serving staggered three-year terms; to include four members elected by and from faculty members in Arts and sciences, and one each elected by and from faculty members in Business and Public Administration, Education,

Engineering and Computer Science, Health and Human Services, and the Library. Persons applying for sabbatical or difference-in-pay leaves shall be ineligible for election to the Professional Leave Committee. Normally, the term of membership shall be three years. Persons elected previously to membership on the Professional Leave Committee who apply for sabbatical or difference-in-pay leaves shall become ineligible to serve during the year in which their application is to be considered and shall be replaced for the remainder of their term by an appropriate election. The Professional Leave Committee shall recognize the importance to individual faculty members and to the University of professional leaves. The Committee shall function according to the following process and criteria.

I. APPLICATION PROCESS FOR PROFESSIONAL LEAVES

- A. An eligible faculty member who applies for a sabbatical leave must submit four copies of his/her proposal with the application form provided, by the announced University deadline, to the Office of Faculty and Staff Affairs.
- B. The Dean of Faculty and Staff Affairs shall send a copy of the proposal to the Professional Leave Committee and to the faculty member's home department or unit.
- C. The Department or Library unit shall prepare a statement regarding the possible effect on the curriculum and the operation of the department during the time of the leave should it be granted. This statement shall be forwarded to the School Dean.
- D. After reviewing all leave proposals against the specified criteria in Section II the Professional Leave Committee shall sort the proposed projects into no more than three categories as follows:
 1. Those that are judged by the Professional Leave Committee to be not acceptable;
 2. Those that are judged by the Professional Leave Committee to be meritorious;
 3. Those that are judged by the Professional Leave Committee to be outstanding and exceptional.

Of the three categories, it is the intention of this policy that the third category, those projects judged to be outstanding and exceptional, be reserved for those projects which, by virtue of some feature or features of extraordinary value or promise, warrant that the proposals be approved for funding regardless of equity, defined as accrued service since the establishment of initial eligibility for sabbatical leave.

The Professional Leave Committee shall rank any proposals in the third category ahead of those in the second category. Proposals in the second category shall be ranked in order of accrued service. The Professional Leave Committee shall forward

through the appropriate School Dean to the President a recommendation for approval ~~of the number of top-ranked leaves for which there is funding all proposals in the third category, and then of all proposals in the second (ranked) category.~~ The recommendation that those leaves be approved shall also be a recommendation that they be considered for granting, contingent upon the possible effect on the curriculum and the operation of the institution. ~~Those proposals in the second or third category that are not included in the above-mentioned recommendation shall be recommended as alternates for approval. The alternates list will be constructed by order of ranking.~~

The Professional Leave Committee shall provide a written statement of the reasons for ~~recommending or not recommending approval of each a given proposal, including, when appropriate, a justification for recommending outstanding and exceptional projects for approval irrespective of accrued service or for designating a proposal as "outstanding".~~ The Committee's recommendation shall be forwarded to the President via the appropriate School Dean.

- E. After considering the departmental statement and the recommendation of the Professional Leave Committee, the Dean shall forward to the President an assessment of the implications to the department's program, other campus programs, and the budget, should the leave be granted, and may comment concerning the merit of the proposal as compared with the specified criteria. The Dean shall include the departmental statement and the recommendations of the Professional Leave Committee with the material forwarded to the President. A copy of the Dean's recommendation shall also be sent to the Professional Leave Committee.
- F. Upon receipt of comments from a School Dean concerning the merit of a proposal, the Professional Leave Committee shall have the opportunity to respond to those comments by submitting a statement directly to the President.

II. EVALUATION OF APPLICATIONS

A. Dimensions of Evaluation

The Committee shall assess the quality of the proposal by considering the appropriateness of the substance of each proposal, the benefits which would ensue from its being undertaken, and its practicability. A copy of the Dean's recommendation shall also be sent to the Professional Leave Committee. Upon receipt of comments from a School Dean concerning the merit of a proposal, the Professional Leave Committee shall have the opportunity to respond to those comments by submitting a statement directly to the President.

B. Criteria

1. Appropriateness. Appropriate sabbatical leave activities may include the following; this list implies no ranking of relative worth among the categories. The PLC will evaluate each proposal on the basis of standards relevant to its character.
 - a. A course of study leading to increased mastery of the applicant's own field, or the development of an additional area of specialization within his/her field, or the development of a new field of specialization;
 - b. A plan for professionally beneficial travel, which will enable the applicant further to develop his/her knowledge, skill, or expertise in a discipline or area of specialization within a discipline;
 - c. Professional development of a scope or nature not possible through normal workload assignment;
 - d. Pursuit of a scholarly, research, or creative project of a scope or nature not permitted through normal workload assignment;
 - e. Study or experience designed to improve teaching effectiveness;
 - f. Study or experience designed to improve professional practice.
2. Benefit. Sabbatical leave projects should demonstrate clear promise of producing results beneficial to students, to the development of the profession or a discipline within the profession, to the University, and/or to the faculty member as a teacher, scholar, or professional practitioner.
3. Practicability. The PLC shall determine whether ~~the proposed project is clearly defined and articulated, and conforms to the requirements of Contract Article 27.3, and the stated objectives of the proposal are realistically attainable~~ objectives of the proposed project are both clearly defined and realistically achievable.

III. DIFFERENCE-IN-PAY APPLICATIONS

- A. Faculty members eligible for Difference-in-Pay leaves shall submit four copies of their proposals with the application form provided to the Office of Faculty and Staff Affairs. The PLC will forward to the President via the appropriate School Dean all Difference-in-Pay proposals which meet minimal quality standards. After considering the departmental statement and the recommendation of the Professional Leave

Committee, the Dean shall forward to the President an assessment of the implications to the department's program, other campus programs, and the budget, should the leave be granted, and may comment concerning the merit of the proposal as compared with the specified criteria. The Dean shall include the departmental statement and the recommendations of the Professional Leave Committee with the material forwarded to the President.

- B. Deadlines for Difference-in-Pay applications shall be flexible; it shall be campus practice to grant Difference-in-Pay leaves whenever possible in the interests of faculty members, departments, and schools.
- C. Sabbatical leave applications that have been recommended by the PLC shall also be considered to have been recommended for Difference-in-Pay leaves if requested.

Policy Administrator: Chair of Academic Senate

Ref: Amended by AS 91-73B; Amends AS 84-39; PM 84-05

Last Revision: November 5, 1991

TEACHING AND LEARNING FELLOWSHIP PROGRAM

Background

For the past eight years, CSUS has sponsored traditional forms of faculty professional development opportunities such as colloquia, workshops, and guest speakers with the hopes that instruction-related change will occur on a universitywide level. At the same time, a modest but growing number of creative and innovative faculty have experimented with new forms of teaching, learning, assessment, and technology. It has been difficult to communicate and share these successful findings and programs or effect change on a campuswide scale.

The opportunity as described below would enable the transmission of these creative and innovative endeavors to faculty across the campus. This type of program will facilitate change in our educational methods to more closely reflect our multicultural environment. It will allow CSUS to develop an institutional commitment and effort focused on fostering a campus community engaged in education in a multicultural environment.

Teaching and Learning Fellowship Program (Basic Framework)

1. Twenty faculty will be selected each year (for three years) to participate in a two week intensive training program (either during the summer or winter intersession). The program training will focus on building and enhancing the teaching and learning skills of each Fellow, using cognitive coaching strategies, cross-cultural and multidimensional teaching perspectives, and the use of technology. Additionally, Fellows will receive intensive training in cross-cultural, cognitive coaching, and student mentoring strategies that can be used to support the successful education of our students.
2. Each Fellow will receive a stipend for the training and 3 units per semester (for 2 semesters maximum) which are to be used to facilitate faculty development and curricular change in the home department or discipline of the Fellow and participation in bimonthly colloquia.
3. Faculty from the Cognitive/Peer Coaching, Writing Across the Disciplines, and Beyond the Canon programs, and faculty recognized as Outstanding Teachers, will be the Teaching and Learning Program mentors/teachers.
4. Fellows will be expected to transmit their acquired knowledge/skills to their department curriculum and colleagues.