

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California 93407  
ACADEMIC SENATE

Meeting of the  
Academic Senate Executive Committee  
Tuesday, February 17, 1998  
UU220, 3:00-5:00pm

1.27.98  
minutes  
were removed

- I. Minutes: Approval of the Academic Senate Executive Committee minutes for January 27, 1998 (pp. 2-3).
- II. Communication(s) and announcement(s):
- III. Reports:
  - A. Academic Senate Chair:
  - B. President's Office:
  - C. Provost's Office:
  - D. Statewide senators:
  - E. CFA campus president:
  - F. Staff Council representative:
  - G. ASI representatives:
  - H. Other:
- IV. Consent agenda:
- V. Business item(s):
  - A. **Academic Senate/university-wide committee vacancies:** (p. 4).
  - B. **Selection of faculty to the Consultative Committee for Vice Provost for Academic Programs -- request for reconsideration.**
  - C. **Resolution on Integrated Modes of Instruction:** Freberg, Chair of the Instruction Committee (p. 5).
  - D. **Resolution on External Review:** Riener, Chair of the Program Review and Improvement Committee (pp. 6-8).
  - E. **Resolution to Approve Procedures for External Program Review:** Riener, Chair of the Program Review and Improvement Committee (pp. 9-14).
- VI. Discussion item(s):
- VII. **Setting another Academic Senate meeting to discuss CETI.**
- VII. Adjournment:

02.04.98

**Academic Senate Committee Vacancies  
For 1997-1998**

<u>Academic Senate committees:</u>	<u># of vacancies/interested faculty</u>
Curriculum Committee	CSM vacancy
Library Committee	CLA vacancy
<u>University-wide committees:</u>	
Resource Use Committee	one vacancy 1997-1999

**DRAFT**

Adopted:

**ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California**

**AS- -98/  
RESOLUTION ON  
INTEGRATED MODES OF INSTRUCTION**

- WHEREAS, Faculty have developed a new and effective modes of integrated instruction, such as the studio/lab; and
- WHEREAS, The campus and CSU administrations have supported new modes of instruction by providing funds and facilities; and
- WHEREAS, Current system and campus policies regarding facility use, scheduling and faculty assigned time do not always accommodate these new modes of instruction, causing considerable difficulties for faculty and students; therefore, be it
- RESOLVED: That the Academic Senate endorse the development of new instructional modes as intrinsic to the evolution of current curriculum and pedagogy of the University ; and, be it further
- RESOLVED: That the Academic Senate shall request that the President communicate to the CSU administration the need to update system policies regarding facilities use, scheduling, and faculty assigned time in order to accommodate these new modes of instruction; and, be it further
- RESOLVED: That Curriculum Committee course proposal paperwork be updated to reflect flexibility in modes of instruction.

Proposed by the Academic Senate  
Instruction Committee  
January 15, 1998

RECEIVED

JAN 27 1998

Academic Senate

# Cal Poly Memorandum

**Date:** 1/23/98

**To:** Annie Morobel-Sosa, Chair, Academic Senate

**From:** Ken Riener, 1997-98 Chair, *Ken Riener*  
Program Review and Improvement Committee

**RE:** Resolutions on External Review

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The Program Review and Improvement Committee met today and approved the attached resolutions, AS-xxx-98 and AS-yyy-98, on External Program Review. They are nearly identical to resolutions AS460-96, and AS461-96, as edited by our committee last year, in response to changes requested by the President's office. We have further edited the section on Coordination between Internal Review and External Review, in AS-yyy-98, to specify the timing of internal review of accredited programs.

We hope that, despite the Academic Senate's heavy schedule this academic year, you will be able to agendaize these resolutions.

Draft, January 23, 1998

ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California

Background

The purpose of external review is to provide the opportunity for objective outside evaluation of academic programs and departments. For some academic programs, accreditation review serves this purpose. For programs which are not subject to accreditation review, formal external review should occur.

In academic departments that offer more than one degree, external review of the degree programs may be combined into a single review. Non-degree granting academic departments will also undergo external review. Where accreditation review occurs at the College level, this review can be considered as an external review of a program within the college as long as the accreditation report makes substantive comments about individual programs within the College.

Interdisciplinary degree programs may be evaluated by a single external review, as long as the review team is appropriately constituted.

RESOLUTION ON EXTERNAL REVIEW

AS-xxx-98/PRAIC

WHEREAS, the Academic Senate approved a resolution (AS460-96/PRAIC) calling for External Review of Academic Programs, which was approved by the President's office, but with a number of procedural changes, and

WHEREAS, the Program Review and Improvement Committee in 1997 further revised the resolution, to improve coordination between accreditation and internal Program Review, but the revised Resolution was returned to the Program Review and Improvement Committee by the Academic Senate Executive Committee, thus leaving the status of the original resolution unresolved, and

WHEREAS, The Commitment to Visionary Pragmatism document has identified external program review as necessary; and

WHEREAS, specialized accreditation is not available for some degree programs or available accreditation may be deemed unnecessary by the department and the Chief Academic Officer, be it therefore

RESOLVED, that all degree programs, in consultation with their college dean, will either undergo external review as part of specialized accreditation or separately; and be it further

RESOLVED, that the timing of external review be coordinated with the Academic Senate Program Review & Improvement Committee to minimize the workload of the program faculty in preparing for review; and be it further

RESOLVED, that the results of specialized accreditation review or external review will be communicated to the college dean, the Academic Senate Program Review & Improvement Committee, and to the President or his/her designee; and be it further

RESOLVED, that program faculty will have an opportunity to respond in writing to all findings and recommendations raised during the review process; and be it further

RESOLVED, that the President or his/her designee will report to the program, the college dean, and to the Academic Senate Program Review & Improvement Committee within six months regarding recommendations made to the program during the review process.

Proposed by the Academic Senate Program  
Review and Improvement Committee

Draft, Jan 23, 1998

RESOLUTION TO APPROVE PROCEDURES  
FOR EXTERNAL PROGRAM REVIEW

AS-yyy-98/PRAIC

WHEREAS, the Academic Senate approved a resolution (AS461-96/PRAIC) outlining procedures for External Review of Academic Programs, which was approved by the President's office, but with a number of procedural changes, and

WHEREAS, the Program Review and Improvement Committee in 1997 further revised the resolution, to improve coordination between accreditation and internal Program Review, but the revised Resolution was returned to the Program Review and Improvement Committee by the Academic Senate Executive Committee, thus leaving the status of the original resolution unresolved, therefore be it

RESOLVED, that the attached procedures for external program review be approved, and be it further

RESOLVED, the attached procedures for external program review be forwarded to the President for approval and implementation.

Proposed by the Academic Senate Program Review  
and Improvement Committee



## PROCEDURES FOR EXTERNAL PROGRAM REVIEW

The purpose of external program review is to provide the opportunity for outside evaluation of academic programs and departments, resulting in suggestions for program improvement. The purpose of this document is to provide minimum standards for external review. Many accreditation reviews will meet or exceed these minimum standards, and will serve as the only required external review.

### Coordination between Internal Review and External Review

The schedule for internal review will be coordinated with external review. It is recommended that internal review by the Academic Senate Program Review and Improvement Committee occur the year after the program is scheduled for external review, so that the effort is not duplicated.

Accredited programs (or programs seeking accreditation) with accreditation schedules of four, five, or six years will undergo internal Program Review the year after their accreditation review. Programs with three year accreditation cycles will undergo internal program review after every other accreditation review, and the two most recent reviews will be submitted with the internal program review material. Programs with accreditation cycles of seven or more years will undergo internal review the year after accreditation, as well as at least once between accreditation reviews, so that no more than five years will elapse between internal reviews.

Programs which are not accredited by a major accrediting agency in their discipline will undergo external review every five years, followed by internal review the following year. Thus, all programs, whether accredited or unaccredited, will undergo external review on a regular basis.

### The Review Panel

The review panel will be composed of at least three persons not affiliated with Cal Poly. The panel will include at least one academic representative of the discipline from another institution, and may include a representative from industry or a public agency where appropriate. The panel may also include an academic member from a closely related discipline or an academic administrator.

The selection of reviewers should involve consultative offices beyond those of the department chair(s) and dean(s), and should include national professional associations, accrediting bodies, other institutions, and appropriate organizations to identify qualified reviewers. The list of reviewers should be determined through mutual agreement of the department, college and Chief Academic Officer.



One of the members of the review team (preferably an academic member) will be selected to chair the committee. The chair will be responsible for submitting a final report.

### Preparation for Review

A valuable component of the program review process will be a self-study conducted by the faculty and staff of the program. Such a self-study, which is required as part of the process for specialized accreditation, goes beyond the mere collection of data and entails a thorough examination of the various aspects of the program. A self-study should be conducted as part of an external program review.

In preparation for external review, the following items are to be submitted to the reviewers at least one month prior to their campus visit:

1. Faculty vitae
2. Statement of department/program mission, goals, and objectives. This should be accompanied by an assessment of how well the program has met its mission and accomplished its goals and objectives. This assessment might take a variety of forms and address several measures, such as those suggested in the WASC material on assessment, in "Commitment to Visionary Pragmatism," the discussions of the Cal Poly Plan, and other campus documents. This information should be consistent with information requested in program and course proposals.
3. Curricular requirements, including a comparison to similar programs in California and the nation.
4. An expanded course outline, statement of learning objectives, and syllabus for each course offered by the department/program. Samples of course materials, student work, exams and other assessments, grading policy, and grade distributions need not be sent prior to the visit unless requested by the review team, but should be available for review during the campus visit.
5. Description of relevant facilities, including library and computer facilities.
6. Program data, including:
  1. Faculty demographics and faculty recruiting plan
  2. Student demographics and student recruitment efforts
  3. Demand for the program, including number of applications received and percent admitted.
  4. Average GPA and SAT scores for entering students and MCA criteria
  5. Retention and graduation rates
  6. Assessment of job market for graduating students

7. Awards and honors received by students (please specify)
8. Involvement with the professional community and industry

### Campus Visit

The department/program will develop a schedule for the campus visit. The campus visit should include meetings with department/program faculty individually or in small groups, meetings with appropriate administrators including the Department/program Chair/Head, Dean, and Chief Academic Officer, and a meeting with representative students. The campus visit should conclude with an exit interview with the Department/Program Chair/Head, the Dean, and the Chief Academic Officer.

### Reviewer Guidelines

Reviewers should consider the following issues in conducting their review, and should address these issues in their report:

1. Department/Program Objectives
  - a. What are the program goals of the department/program for the next five years?
  - b. Are department/program goals and objectives judged to be appropriate given general trends in the discipline?
  - c. How does the department/program plan to meet its five-year goals?
  - d. How will the department/program assess how well it has met the goals and objectives listed above?
2. Academic Program
  - a. Program
    - i. How does the academic program compare to that of comparable institutions?
    - ii. What are the distinguishing features of the academic program?
    - iii. What significant changes have been made in the academic program in the last five years?
    - iv. Is the department/program offering the number and variety of courses appropriate to the size of the faculty and program needs--that is, neither too many nor too few courses.
    - v. What is this program's relationship to the co-curriculum, and Student Affairs?
  - b. Curricular Content

- i. Are there emerging trends or areas within the discipline which should be included or expanded in the curriculum?
    - ii. Are there out-of-date elements which should be phased out or deleted?
  - c. Instructional Methods
    - i. Are instructional methods employed and use of technology appropriate given the learning objectives of the program?
  - d. Learning Objectives
    - i. Are course learning objectives appropriate and linked to observable behaviors that demonstrate or imply competence?
    - ii. What evidence is there about the degree to which students attain these objectives?
  - e. Strengths and Weaknesses
    - i. In what ways could the program be strengthened and improved?
- 3. Faculty
  - a. What are the department/program's statement/s and definition/s of activities acceptable as professional development, scholarship, research, and creative activity?
  - b. Are the faculty active in curricular development, instructional design, and university service?
  - c. Is there an appropriate level of professional development across the department/program faculty?
  - d. What research and creative projects are each of the department/program faculty pursuing?
  - e. What consulting and special projects are each of the faculty pursuing, and how are they linked to the academic program?
  - f. Is there an appropriate faculty recruitment plan that addresses gender and ethnic diversity goals, consistent with the principles in the Mission Statement of the University?
- 4. Summary
  - a. Is the department/program meeting its program, instructional, and learning objectives?
  - b. What are the strengths and achievements of the program?
  - c. What suggestions for improvement can be made?

- d. What are the most important challenges facing the department/program?

#### Written Report

The chair of the review team is responsible for the written report organized around the above guidelines. A draft report should be submitted to the Department/Program for an accuracy check of factual information at least 10 days prior to submission of the final report. The final written report should be submitted no later than 45 days after the review. The report will be submitted to the Chief Academic Officer, with copies to the Dean and Department/Program Chair.

The process for responding should complement the regular review schedule of the Program Review and Improvement Committee.

#### Expenses

The Chief Academic Officer will cover the expenses of external review.

#### Post Review Recommendations

The President or his/her designee will respond to the department/program, the college dean, and the Academic Senate Program Review and Improvement Committee within six months regarding the recommendations of the external review team. The department /program, in consultation with the Dean, will respond to any concerns, problems, or issues identified in the external review and in the President's response by developing an action plan that addresses these issues. The department's/program's response and action plan shall be presented to the Program Review and Improvement Committee, which will work in consultation and collaboration with the department/program to implement the plan and monitor its progress.

"In general, I believe that the greatest single trend in the reorientation of program efforts within American higher education, as already in Western Europe, will (and should) be toward more emphasis on . . . polytechnic type skills and . . . polytechnic type applied research and technology transfer. This is where the competitive battles will focus increased attention."

Clark Kerr, *Troubled Times for American Higher Education* (1994)

# CAL POLY

California Polytechnic State University  
San Luis Obispo

California Polytechnic State University offers distinctive polytechnic programs that have continually evolved to meet critical needs in California since the institution was founded in 1901. The University's applied learning in nationally recognized programs attracts substantially more students than the University has the present capacity to serve.

Master Plan Size: 15,000 AYFTES		Fall 1997, Student Profile	
6,051 Acres		94 % Undergraduate	16,735 Total students
1,096 Faculty; 1,166 Staff & Admin.		91 % Full-time	3,396 New students
Largest Colleges:		32 % Non-white	18,273 Applicants
Engineering = 3,967 Students		50 % Live on or near campus	Freshman SAT = 1159 (avg.)
Agriculture = 3,537 Students			Freshman GPA = 3.60 (avg.)

## Polytechnic Mission

Cal Poly's mission as a "predominantly undergraduate, comprehensive, polytechnic University" emphasizes education in applied fields.<sup>1</sup> A number of the University's undergraduate programs in all six colleges are unique in the CSU – e.g., Architectural Engineering, Dairy Science, Ecology and Systematic Biology, Environmental Engineering, Food Science, and Graphic Communication. Also, Cal Poly offers singular joint graduate degrees, such as the MBA with Architectural Management and Engineering Management.

- The College of Agriculture offers the largest non-land grant agriculture program in the country. When compared to land-grant colleges of agriculture, it is the third largest undergraduate agriculture program in the country.
- The College of Architecture and Environmental Design includes synergistic professional disciplines related to the building industry and urban development. The College enrolls the largest number of undergraduate architecture students in the State, and has trained a significant proportion of licensed California architects.
- The College of Engineering is a leader in undergraduate engineering education, graduating more engineers than any other university in the State. *U.S. News and World Report* has named it the top public undergraduate engineering program in the country. The College has been a leader in the NSF sponsored Synthesis Coalition, a partnership of seven educational institutions, linked in an experiment to create more effective approaches to engineering education.

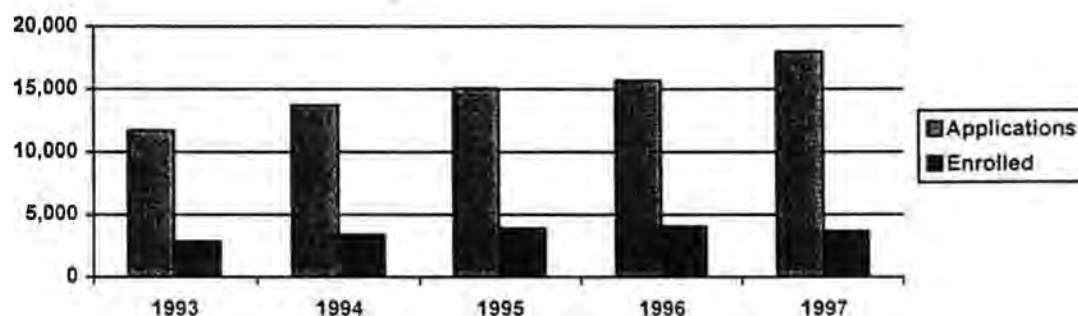
<sup>1</sup> The California Education Code authorizes Cal Poly: "to emphasize the applied fields of agriculture, engineering, home economics, business, and other occupational and professional fields. This section shall be liberally construed" (Title 5, Section 40051, Education Code, 90404, State of California). Chancellor Glenn S. Dumke elaborated that "a substantial majority of all the students taught will be in the applied fields [listed above], and the necessary closely related supporting fields of physical sciences, natural sciences and mathematics" (Letter to President Julian A. McPhee, April 24, 1963).



### Selectivity

For more than a decade, Cal Poly has received substantially more applications from CSU-eligible students than the University can accommodate. For Fall 1997, Cal Poly could offer admission to only 39 percent of freshman and 32 percent of transfer applicants. Competition for admission to certain majors is particularly intense. For example, of 943 freshman applicants in Biology, the University could accept only 287 (30 percent). In Architecture, only 214 of 677 (32 percent) were accepted; and in Computer Engineering, only 197 of 624 (32 percent). Data from the applicants and Educational Testing Service demonstrate that Cal Poly competes most directly for undergraduates with six University of California campuses and a few selective private universities in the state.

Trends in Applications and Enrollments  
1993 to 1997



All Cal Poly students are admitted directly into the academic program of their choice. The campus uses a "multi-criteria" admission system developed by the faculty to admit undergraduates with the strongest academic preparation (e.g., calculus, advanced foreign languages, honors courses, grades in preparatory courses, and high test scores). Most Cal Poly students are residential, full-time students, who come to Cal Poly from all parts of the State of California (80 percent from outside our geographic region).

### Learn by Doing

While polytechnic programs are grounded in the sciences, mathematics, and liberal arts, each reinforces classroom instruction with practical, "hands-on" learning in the laboratory, studio, or field. For example, in the College of Architecture and Environmental Design over 40 percent of each student's major curriculum is in studio instruction. In Agriculture, Engineering, and the laboratory sciences, 15 to 25 percent of each undergraduate program involves laboratories and related fieldwork. These concentrations of applied work stand in sharp contrast to typical social sciences and humanities curricula, which stress lecture and discussion. However, at Cal Poly, even these programs share in the University's "learn by doing" philosophy by involving students in internships and service learning. In addition, all undergraduate majors require a senior project, which involves independent applied research. Thus, one-fourth of all upper division learning at Cal Poly occurs in a setting other than the lecture classroom.

Technology is central to "hands-on" learning. Many of Cal Poly's programs focus on the design and application of new technologies. These students and faculty need state-of-the-art equipment to advance knowledge and skills in their fields. In addition, students and faculty in all disciplines require the infrastructure to integrate new information technology into teaching and learning – to bring industry resources to campus as well as to provide "distributed" learning opportunities for students in their dormitory rooms, homes, or internship locations away from the campus.

## Strong Links to the California Economy and K-12 Education

As a result of the judicious mix of theory and practice they experience at Cal Poly, the University's graduates enjoy a strong reputation for the quality of their preparation and for their capacity to function as fully trained professionals from their first day of employment. Employers consistently praise their ability to learn continuously and to move through a succession of responsibilities. In 1996-97, 520 companies scheduled recruiting visits to the campus, and 110 more participated in the campus job fair. Data from the Office of Career Services shows that the percentage of undergraduates employed full-time has climbed to 90 percent for Engineering, 85 percent for Architecture and Environmental Design, and 79 percent for Agriculture in the year immediately following completion of their degrees. An additional 5-15 percent from these three colleges go directly to graduate school.

Cal Poly maintains strong links to industry and the professions through an extensive system of departmental, college and University advisory councils. The more than 700 members of these councils help Cal Poly's programs maintain the relevance and currency of their course offerings. The companies and other organizations represented on these councils typify the industries that provide internship opportunities for students and that are interested in applied research by Cal Poly faculty and students. Advisory council members also are instrumental in bringing direct corporate support to the University. (Copies of the mission statement and current membership roster of Cal Poly's President's Cabinet are attached.)

Cal Poly's University Center for Teacher Education offers a unique approach to preparing teachers, administrators, and school counselors to work in K-12 schools. Indeed, Cal Poly requires more classes in mathematics and science of future elementary school teachers than any campus in the CSU system. Also, Cal Poly is the only campus in California belonging to the prestigious National Network for Educational Renewal (NNER) organized around the principle of simultaneous renewal of K-12 schools and teacher education.

## Chief Issues for the Future

As Cal Poly looks toward the next century, the following issues stand out:

- Funding to Maintain Quality of Distinct Programs: Cal Poly's "learn-by-doing" approach has proven very successful in producing well-prepared graduates, ready for responsible roles in workplaces and in their communities. While effective, the high quality approaches to teaching and learning perfected over many years at Cal Poly involve costs that are higher than those required by more traditional colleges and universities. For example, Cal Poly maintains a number of specialized laboratories and over 6,000 acres of land for field studies, agriculture and production classes and architectural field projects. The "mode and level" funding formulas in place until the early 1990s recognized the higher cost of polytechnic programs. While the base budget differential achieved by Cal Poly prior to 1990 remains in place, subsequent enrollment growth has been funded at the System average. Unlike most CSU campuses, the majority of Cal Poly students are enrolled in lab-intensive, polytechnic programs. Therefore, Cal Poly cannot sustain its high quality programs with "average" funding. A funding policy that recognizes program-specific instructional costs is needed so that Cal Poly can maintain its unique qualities and emphasis on state-of-the-art education.
- Campus Academic Fees: During 1995-96 Cal Poly developed its innovative Cal Poly Plan in response to the analysis above (summary attached). Cal Poly students supported an academic fee to help maintain educational quality and accelerate student progress to degree completion. However, the implementation of the recent Trustees' Policy on Student Fees, as well as fee reductions by the State Legislature, have created a challenging climate for asking students and their parents to assume more financial responsibility for their education.
- State-of-the-Art Facilities and Equipment: Cal Poly's plans for future enrollment focus on continuing to meet demand in programs not otherwise broadly available in California. However, facilities limit this



growth to summer quarter because enrollment during the academic year has reached campus capacity. Further, advanced learning in the polytechnic fields requires direct access to state-of-the-art equipment that cannot be housed in obsolete and deteriorating facilities. Thus, Cal Poly sees a need for significant classroom renovation to accommodate advanced instructional technology and new building construction to meet emerging needs in Architecture and Environmental Design, Engineering, and Molecular Sciences.

- **Recruitment and Retention of Faculty and Professional Staff:** Cal Poly is blessed with highly talented faculty and professional staff dedicated to the academic and personal development of our students. Yet, heavy workloads and cutbacks in support staff and resources have made it more difficult for faculty and professional staff to remain current in their fields and to explore new approaches in and out of the classroom. In addition, as more than 60 percent of Cal Poly's faculty are over the age of 50, we anticipate the need to replace a large percentage of our present faculty over the next decade. Rigidity in the present System faculty salary structure, non-competitive entry-level salaries in many of the disciplines represented at Cal Poly, high living costs in the San Luis Obispo area, and limited local opportunities for spousal employment jeopardize our ability to replace retiring faculty with the best possible new faculty. Additional resources and flexibility are needed to support faculty development and permit recruitment of talented new faculty.
- **Maintaining Diversity:** Over the past twelve years Cal Poly increased its non-white students from 16 to 32 percent, in part through implementation of the "multi-criteria" admissions system, that considered race and gender among a number of supplemental admissions criteria. (At the same time, measures of student academic potential and preparation remained very strong.) With the courts' recent affirmation of Proposition 209, Cal Poly will no longer be able to take race and gender into account in its admissions decisions. The search for alternative, legally acceptable methods for reaching out to and serving the State's increasingly diverse population is an urgent priority for the campus.

### Conclusion

Cal Poly looks forward to continued collaboration with the Chancellor and with all of the campuses of the California State University to realize our shared mission of service to the State of California. We feel that our distinctive mission offers the means to apply innovative ways to enhance student learning, to prepare our students to lead meaningful lives, and to be productive workers and effective citizens in the twenty-first century. To accomplish this, we need to continue balancing support from the State, private donors, applied research enterprises, and students and their families with institutional productivity improvements.

*"The Trustees have empowered the system administration and the 23 campus chief executives to join in shaping a flexible and adaptable university – determined not to impose one single operating model, reward system and curricular pattern on differentiated components. The Board believes strongly that society's interest is best served, and quality academic priorities best strengthened, by cultivating distinct campus orientation and encouraging different academic priorities within a defined mission value and core public role, and staying responsible to one system administration charged with acquiring, allocating, sharing, and evaluating resources."*

California State University, *Reference Workbook*,  
California Citizens Commission on Higher Education (1997)

**CALIFORNIA POLYTECHNIC STATE UNIVERSITY**  
San Luis Obispo, California 93407  
**ACADEMIC SENATE**

**B A L L O T**

**For**  
**Faculty representatives to the**  
**CONSULTATIVE COMMITTEE FOR VICE PROVOST**  
**FOR ACADEMIC PROGRAMS AND UNDERGRADUATE EDUCATION**

Nominees (vote for one individual):

elected	COLVIN, MICHAEL	(CSM)
elected	TONG, PHILLIP	(CAGR)
elelcted	VILKITIS, JAMES	(CAGR)
ineligible	Diaz, Joe	(PCS)
ineligible	Spradlin, Wendy	(PCS)
_____	Farkye, Nana	(CAGR)
_____	Lucas, Michael	(CAED)
_____	Solomon, Kenneth	(CAGR)

Additional names brought forth:

_____	Fetzer, Phil	(CLA)
_____	Lewis, George	(CSM)
_____	_____	
_____	_____	
_____	_____	

Adopted:

**ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California**

**AS- -98/  
RESOLUTION ON  
INTEGRATED MODES OF INSTRUCTION**

- WHEREAS, Faculty have developed new and effective modes of integrated instruction, such as the studio/lab; and
- WHEREAS, The campus and CSU administrations have supported new modes of instruction by providing funds and facilities; and
- WHEREAS, Current system and campus policies regarding facility use, scheduling and faculty assigned time do not always accommodate these new modes of instruction, causing considerable difficulties for faculty and students; therefore, be it
- RESOLVED: That the Academic Senate endorse the development of new instructional modes as intrinsic to the evolution of current curriculum and pedagogy of the University ; and, be it further
- RESOLVED: That the Chair of the Academic Senate be charged with communicating this Resolution to the Statewide Academic Senate; and, be it further*
- RESOLVED: That the Academic Senate shall request that the President communicate to the CSU administration the need to update system policies regarding facilities use, scheduling, and faculty assigned time in order to accommodate these new modes of instruction; and, be it further
- RESOLVED: That Curriculum Committee course proposal paperwork be updated to reflect flexibility in modes of instruction.

Proposed by the Academic Senate  
Instruction Committee  
January 15, 1998  
*Revised February 12, 1998*

# The Cost of a Public Education

Public colleges have long been the bargains of higher education. But a College Board survey shows that costs are rising. There is also more student debt, and a clear trend of colleges giving more loans rather than grants.

## Undergraduate Student Charges, 1997-98

College	Resident Tuition & Fees	Non-resident Tuition & Fees	Room & Board
Calif. Maritime Academy	\$2,304	\$9,684	\$5,020
Cal Poly San Luis Obispo	2,231	9,611	4,826
Cal Poly Pomona	1,946	9,326	5,094
Cal State Bakersfield	1,957	9,337	4,184
Cal State Chico	2,080	9,460	6,108
Cal State Dominguez Hills	1,816	9,196	5,102
Cal State Fresno	1,822	9,202	5,610
Cal State Fullerton	1,948	9,328	—
Cal State Hayward	1,947	9,327	—
Cal State Long Beach	1,836	9,226	6,300
Cal State Los Angeles	1,757	9,137	—
Cal State Northridge	1,970	9,360	6,160
Cal State Sacramento	1,982	9,362	5,532
Cal State San Bernardino	1,878	9,268	4,950
Cal State San Marcos	1,725	9,106	—
Cal State Stanislaus	1,739	9,119	6,300
Humboldt State	1,920	9,298	5,369
San Diego State	1,902	9,282	6,192
San Francisco State	1,982	9,362	6,768
San Jose State	2,017	9,397	5,786
Sonoma State	2,130	9,610	5,455
UC Berkeley	4,354	—	7,657
UC Davis	4,332	—	6,255
UC Irvine	4,065	13,049	6,322
UCLA	4,050	—	6,490
UC Riverside	4,126	—	5,893
UC San Diego	4,198	—	6,832
UC Santa Barbara	4,098	—	6,407

Source: American Assn. of State Colleges and Universities, National Assn. of State Universities and Land-Grant Colleges

## Average Costs

At four-year public institutions

	'96-97	'97-98	Dollar Change	% Change
California Resident Tuition	\$2,822	\$2,826	\$4	0.1%
National Averages Resident Tuition	\$2,974	\$3,111	\$137	4.6%
Nonresident Tuition	\$8,334	\$8,796	\$462	5.5%
Room & Board	\$4,168	\$4,358	\$190	4.5%

Source: The College Board, Annual Survey of Colleges

## Financial Aid

A growing percentage of full-time undergraduate students at four-year public institutions receive financial aid.

Type of Aid	1989-1990	1992-1993	1995-1996
Any Aid	49.8%	55.4%	66.5%
Grants*			
Any Grant	39.0	44.1	49.4
Pell Grant	24.0	26.3	28.4
FSEOG**	6.3	7.1	7.5
State Grant	16.9	15.4	18.4
Institutional Grant	14.6	16.3	19.3
Loans			
Any Loan	25.7	31.6	45.0
Work-Study	7.4	8.1	8.3

\* Many students receive more than one type of grant.

\*\* Federal Supplemental Educational Opportunity Grants

Source: U.S. Dept. of Education, National Center for Education Statistics, National Postsecondary Student Aid Study

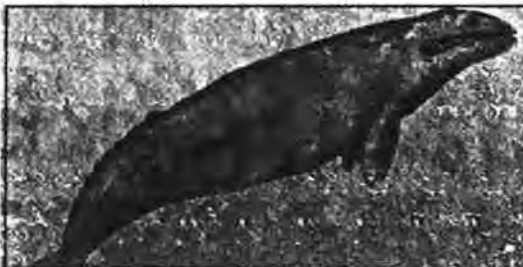
## Mounting Debt

Student loans are now a much larger component of financial aid packages than they were in the 1980s.

Changes in Types of Financial Aid Awarded at all Higher Education Institutions, 1989-90 and 1996-97



Los Angeles Times



## Launch Point

This week's subject: Whales

Did you know that the largest animal to inhabit Earth is still alive? The blue whale is bigger than the largest dinosaur that ever roamed the landscape, growing to a length of 100 feet and weighing more than 150 tons. Its smaller cousin, the California gray whale, is migrating south. Learn more about whales



mins Exe 2.17.98

Consultation is a strenuous effort to achieve consensus. This takes time, even extended time and patience. Historically the results have been excellent. Most important CSU policies have involved successful consultation with the constituencies. To quote Clark Kerr "The rise of American universities to their high position in the world has gone hand and hand with the rise of shared and delegated academic government, and is in a large part attributable to it. It is a system based upon consent and not command."

FROM BERNIE GOLDFELD  
(FACULTY) MEMBER CSA BOARD & PRESIDENT

5 mins - Spd 2.17.98



# THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD • CHICO • DOMINGUEZ HILLS • FRESNO • FULLERTON • HAYWARD • HUMBOLDT • LONG BEACH • LOS ANGELES • MARITIME ACADEMY • MONTEREY BAY  
NORTHRIDGE • POMONA • SACRAMENTO • SAN BERNARDINO • SAN DIEGO • SAN FRANCISCO • SAN JOSE • SAN LUIS OBISPO • SAN MARCOS • SONOMA • STANISLAUS

CHARLES B. REED  
CHANCELOER

February 6, 1998

Dr. James Highsmith, Chair  
Statewide Academic Senate  
The California State University  
400 Golden Shore  
Long Beach, California 90804

re: CPEC Salary Gap

Dear Jim:

It was good to see you last week at the Board of Trustees meeting. As you know, while there I heard from presidents, board members, and the Academic Senate leadership about ways to fund faculty salary increases and reduce the faculty salary gap.

One important understanding came out of discussions about how to interpret the current estimate of the gap as determined by the CPEC comparison institution faculty methodology. The attached CPEC document emphasizes that for CSU faculty "salaries in the current year are, on average, about 7.4% behind those paid by the comparison group." This lag amount is lower than the 11% figure mentioned in the board meeting last week because the 7.4% lag recognizes the 4% salary increase contained in the Governor's proposed state budget for 1998/99. The only way the 11% figure would be accurate is if we did not provide any increase for faculty salaries in the 1998/99 fiscal year.

During my budget presentation to the legislature in early March, I will outline a four-year plan starting in 1998/99 designed to reduce the faculty salary gap calculated according to the CPEC methodology. The overall strategy is similar to the suggestion made by the Academic Senate at its recent meeting. For the first year of the plan, 1998/99, I will seek \$17.8 million in additional funding from the State to fund a 1% percent salary increase for all employees thereby providing a total salary increase pool of 5% for all employees (4% in the governor's budget plus the 1% augmentation.) Salary augmentations to the CSU budget would be proposed as part of the collective bargaining process for performance based pay increases. This 5% increase would reduce the faculty salary gap by almost 50% relative to the 11% lag estimated by CPEC before any compensation increases.

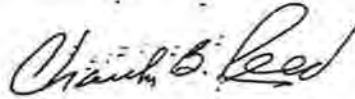
Over the next three budget years beginning in 1999/2000, the CSU will seek budget allocations sufficient to reduce the CPEC-calculated faculty salary gap, which is scheduled for review for the 1999/2000 budget year.

Dr. James Highsmith  
February 6, 1998  
Page 2

In addition to requesting additional funding in the 1998/99 budget for compensation, I plan to request \$17.8 million for physical plant maintenance. The Board of Trustees, the legislature, the Office of the Legislative Analyst, and the Academic Senate have articulated a budget priority for physical plant maintenance. CSU staff has, in early budget discussions for 1998/99, also identified plant maintenance as a priority for any supplemental funding. In 1996/97, 1997/98, and 1998/99 CSU directed a total of \$18.3 million to physical plant maintenance in response to state, legislative and Board of Trustees' priorities.

I look forward to the support of the Statewide Academic Senate as we pursue additional funding of \$35.6 million for compensation and physical plant maintenance as well as support for the multi-year plan to reduce the faculty salary lag. We will need to speak further about how best to approach Sacramento with our request.

Sincerely



Charles B. Reed  
Chancellor

Enclosure

cc:	Dr. June M. Cooper	(without enclosure)
	Mr. Richard P. West	(without enclosure)
	Dr. Charles W. Lindahl	(without enclosure)
	Mr. Sam Strafaci	(without enclosure)



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## Information Item

### *Fiscal Policy and Analysis Committee*

#### Faculty Salaries at California's Public Universities, 1998-99

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This Higher Education Update presents information on faculty salaries at the California State University and the University of California. Originally mandated by Senate Concurrent Resolution 51 in 1965, the Commission annually provides to the Governor and the Legislature the results of surveys designed to indicate the percentage increases in faculty salaries that will be necessary to achieve parity in the budget year.

Over the past three decades, these surveys, and the methodology that governs them, have been a source of considerable interest not only to the university systems of higher education, but also to the Department of Finance and the Office of the Legislature Analyst. The present methodology is the result of many compromises over the years regarding the respective lists of comparison institutions and the actual methodology that is used to calculate the parity figures.

The current parity figures call for a 1998-99 faculty salary increase at the California State University of 11.2 percent. A 4.6 percent increase is required for parity for faculty at the University of California.

*Presenter:* William L. Storey.

# HIGHER EDUCATION UPDATE

NUMBER UP/98-2  
FEBRUARY 1998



News from the

## CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

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## *Faculty Salaries at California's Public Universities, 1998-99*

ANNUALLY, in accordance with Senate Concurrent Resolution No. 51 of the 1965 General Legislative Session, the California State University and the University of California submit to the Commission information on faculty salaries for their respective institutions and for a set of comparison colleges and universities located primarily outside of California. On the basis of this information, Commission staff develop estimates of the percentage changes in faculty salaries in California public universities that would be required to attain parity with the respective comparison groups in the forthcoming fiscal year. Current procedures dictate that preliminary parity figures for both systems be reported to the Department of Finance and the Office of the Legislative Analyst during the first week of December of each year. A detailed report follows the next Spring.

This Higher Education Update contains a brief description of the methodology employed to calculate the parity percentages and the faculty salary increase trends over the last 20 years.

### *A brief summary of the methodology*

The faculty salary methodology includes two comparison institution groups -- one each for the California State University and the University of California -- the procedures by which the systems collect data, and the techniques used to analyze those data. It has been designed and refined periodically by the Commission -- and the Coordinating Council before it -- in consultation with the Commission's Faculty Salary Advisory Committee. The Committee includes representatives from the California State University, the University of California, the Department of Finance, the Office of the Legislative Analyst, and other interested parties. As a result, the faculty salary methodology is reflective of several compromises among interested parties rather than the vision of any single individual or agency. This year's methodology is unchanged from last year's and can be found in the Commission's previous faculty salary report (CPEC Report No. 97-2, 1997).

The methodology consists of two primary elements: (1) the comparison institutions; and (2) a computation process that involves the weighting of several data elements such as the number of faculty at each rank.

Display 1 on Page 2 shows the comparison institutions for the two university systems. Each is a list formulated through extensive discussions and compromises by the members of the Commission's Faculty Salary Advisory Committee. In the 30 years that the survey has been conducted, each list has changed numerous times.

The computation process consists of determining current average salaries, by rank, in both the California and comparison institutions, projecting each

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*DISPLAY 1 Faculty Salary Comparison Institutions for the California State University and the University of California*

**The California State University**

*Northeast Region*

Bucknell University\*  
Rutgers, the State University of  
New Jersey, Newark  
State University of New York,  
Albany  
Tufts University\*  
University of Connecticut

*Southern Region*

Georgia State University  
George Mason University  
North Carolina State University  
University of Maryland,  
Baltimore County

*North Central Region*

Cleveland State University  
Illinois State University  
Loyola University, Chicago\*  
Wayne State University  
University of Wisconsin,  
Milwaukee

*Western Region*

Arizona State University  
Reed College\*  
University of Nevada, Reno  
University of Southern California  
University of Texas, Arlington

**University of California**

Harvard University  
Massachusetts Institute  
of Technology  
Stanford University  
State University of New York,  
Buffalo  
University of Illinois, Urbana  
University of Michigan, Ann Arbor  
University of Virginia, Charlottesville  
Yale University

\* Independent Institution.

Source: California Postsecondary Education Commission.

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rank average forward one year based on a five-year historical growth rate, and then comparing the projected comparison institutional average salary to the current year State University and University averages. The rank averages are then combined into "All Ranks Averages" for each comparison group and California system and compared for the current and budget years. Comparing the projected average for the comparison group next year with the current-year average for the California system produces the "parity figure."

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**Faculty salary trends**

Display 2 on the next page shows the Commission's salary computations for each of the two university systems, plus the actual amounts granted, since the 1979-80 fiscal year. It suggests that the several years in which faculty received no increase at all -- starting in 1991-92 -- have widened the compensation gap between California's institutions and those to which they are compared to the greatest levels since the highly inflationary days of the 1970s.

In recent years, as California recovered from the severe recession of the early 1990s, faculty have, again, received percentage salary increases in varying amounts, with slightly larger increases accruing to faculty at the University of California. This appears to

have reduced the University's parity gap from last year's reported lag of 6.7 percent to the current lag of 4.6 percent. In the State University, however, the lag has increased slightly from the 1997-98 projected lag of 10.8 percent to the currently projected lag for 1998-99 of 11.2 percent. This represents the third year in the past four that the projected lag for State University faculty has exceeded ten percent.

It is important to understand the meaning of these numbers. For example, when the Commission reported a lag of 10.4 percent for University of California faculty in 1995-96, it did not mean that University faculty were actually paid 10.4 percent less than their colleagues in comparable institutions. The figure is *projected* into a possible future based on observed trends over a five-year period, with the assumption that University salaries will not increase at all in the coming year. The current lag -- a number discussed below for the current year -- can be quite different from the projected lag, may show a lower percentage than anticipated, or no lag at all.

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**The parity figures for 1998-99**

*California State University*

Display 3 shows the parity calculations for the California State University for the current and next year.

The "parity figure" for 1998-99 is 11.2 percent -- the percentage by which average salaries in the State University will have to increase to equal the average salaries projected to be paid by the comparison institutions next year. It also indicates that average salaries in the current year are, on the average, about 7.4 percent below those paid by the comparison group.

Displays 4 and 5 show rank-by-rank and institution-by-institution salaries for the comparison group in 1992-93 and 1997-98. These data are used to calculate the five-year moving average that permits current year salaries to be projected into the budget year. The shaded lines in both displays indicate the State University's relative position overall, which has slipped from sixth place as of 1992-93 to eleventh place in the current year. Faculty at individual ranks are lower still, but the overall average is only eleventh

because of the fact that the State University has a much larger number of faculty at the full professor rank than the system's average comparison institution.

#### *University of California*

Display 5 shows the parity calculations for the University of California for the current and next years. In that system, the "parity figure" is 4.6 percent. The display also indicates that University average salaries lag those in the comparison group by less than one percent in the current year (0.8 percent).

Display 6 presents 1992-93 and 1997-98 comparison institution data, by rank, and indicates that the University has maintained its median position for both years. There is also no change in the public/independent relationship, where all of the independent institutions pay more than any of the public institutions.

*DISPLAY 2 Comparison of Faculty Salary Parity Figures, with Actual Percentage Increases Provided, 1979-80 Through 1998-99*

Year	The California State University		University of California	
	Parity Figure	Actual Salary Increase	Parity Figure	Actual Salary Increase
1979-80	0.1%	0.1%	0.1%	0.1%
1980-81	0.8	9.8	5.0	9.8
1981-82	0.5	6.0	5.8	6.0
1982-83	2.3	0.0	9.8	0.0
1983-84	9.2	6.0	18.5	7.0
1984-85	7.6	10.0	10.6	9.0
1985-86	N/A	10.5	6.5	9.5
1986-87	6.9	6.8	1.4	5.0
1987-88	6.9	6.9	2.0	5.6
1988-89	4.7	4.7	3.0	3.0
1989-90	4.8	4.8	4.7	4.7
1990-91	4.9	4.9	4.8	4.8
1991-92	4.1	0.0	3.5	0.0
1992-93	6.0	0.0	6.7	0.0
1993-94	8.5	3.0	6.5	0.0
1994-95	6.8	0.0	12.6	3.0
1995-96	12.7	2.5	10.4	3.0
1996-97	9.6	4.0	10.3	5.0
1997-98	10.8	4.0	6.7	5.0
1998-99	11.2	N/A	4.6	N/A

Source: California Postsecondary Education Commission.



**DISPLAY 3** *California State University Comparison Group Average Salaries, 1992-93 and 1997-98; Compound Rates of Increase, Projected Comparison Group Average Salaries, 1998-99; and Projected CSU Faculty Salary Percentage Increase Required to Attain Parity with the Comparison Group in 1998-99*

<u>Academic Rank</u>	<u>Comparison Group Average Salaries, 1992-93<sup>1</sup></u>	<u>Comparison Group Average Salaries, 1997-98<sup>1</sup></u>	<u>Compound Rate of Increase<sup>2</sup></u>	<u>Comparison Group Projected Salaries, 1998-99</u>
Professor	\$66,152	\$79,470	3.7%	\$82,439
Associate Professor	\$48,791	\$57,611	3.4%	\$59,558
Assistant Professor	\$41,179	\$47,613	2.9%	\$49,016
Instructor	\$32,562	\$36,776	2.5%	\$37,682

<u>Academic Rank</u>	<u>California State University Actual Average Salaries, 1997-98</u>	<u>Comparison Group Average Salaries</u>		<u>Percentage Increase Required in California State University Average Salaries to Equal the Comparison Institution Average</u>	
		<u>Actual, 1997-98</u>	<u>Projected, 1998-99</u>	<u>Actual, 1997-98</u>	<u>Projected, 1998-99</u>
Professor	\$68,313	\$79,470	\$82,439	16.3%	20.7%
Associate Professor	\$55,284	\$57,611	\$59,558	4.2%	7.7%
Assistant Professor	\$44,475	\$47,613	\$49,016	7.1%	10.2%
Instructor	\$35,032	\$36,776	\$37,682	5.0%	7.6%
Weighted by State University Staffing	\$61,209	\$69,167	\$71,640	13.0%	17.0%
Weighted by Comparison Institution Staffing	\$57,311	\$63,238	\$65,429	10.3%	14.2%
All Ranks Average and Net Percent Amount <sup>2</sup>	\$60,234	\$64,720	\$66,982	7.4%	11.2%

**Institutional Current-Year (1997-98)**

<u>Staffing Pattern (Headcount Faculty)</u>	<u>Professor</u>	<u>Associate Professor</u>	<u>Assistant Professor</u>	<u>Instructor</u>	<u>Total</u>
The California State University Percent	6,587 62%	2,008 19%	1,746 17%	217 2%	10,558
Comparison Institutions Percent	4,841 39%	4,427 36%	2,813 23%	367 3%	12,448

1. Weighted 58% high-cost institutions, 42% low-cost institutions

2. All-Ranks Average derived by weighting the California State University and Comparison Institutions by 75% of their own staffing pattern and 25% of the other's staffing pattern.

Source: California Postsecondary Education Commission staff analysis, February 2, 1998

DISPLAY 4 California State University Comparison Institution Salary Data, by Rank, 1992-93

Institution	<u>Professors</u>		<u>Associate Professors</u>		<u>Assistant Professors</u>		<u>Instructors</u>		Weighted Ave. Salary (rank)	
	No.	Average Salary (rank)	No.	Average Salary (rank)	No.	Average Salary (rank)	No.	Average Salary (rank)		
Institution J <sup>1</sup>	116	\$78,076 (1)	120	\$58,652 (1)	79	\$48,600 (1)	12	\$34,172 (5)	327	\$62,216 (1)
Institution Q <sup>1</sup>	457	\$76,283 (2)	366	\$54,614 (3)	291	\$45,830 (2)	18	\$48,294 (1)	1,132	\$61,003 (2)
Institution B <sup>1</sup>	458	\$69,700 (6)	281	\$55,100 (2)	225	\$44,700 (3)	7	\$33,900 (7)	971	\$59,424 (3)
Institution P <sup>1</sup>	103	\$71,833 (4)	116	\$52,205 (4)	73	\$41,955 (5)	0	\$0 -	292	\$56,566 (4)
Institution N	247	\$70,656 (5)	235	\$50,917 (5)	133	\$38,644 (15)	0	\$0 -	615	\$56,191 (5)
CSU	6,698	\$60,524 (14)	2,089	\$48,839 (9)	1,679	\$40,043 (10)	120	\$32,084 (10)	12,175	\$54,281 (6)
Institution R <sup>1</sup>	181	\$73,312 (3)	258	\$49,304 (8)	140	\$41,059 (8)	25	\$33,947 (6)	604	\$53,952 (7)
Institution S <sup>1</sup>	288	\$64,375 (10)	257	\$50,627 (6)	216	\$43,782 (4)	7	\$37,674 (3)	768	\$53,739 (8)
Institution K	455	\$64,511 (9)	335	\$45,605 (12)	205	\$39,852 (12)	9	\$31,174 (12)	1,004	\$52,869 (9)
Institution G <sup>1</sup>	151	\$68,749 (7)	242	\$50,417 (7)	172	\$40,425 (9)	9	\$37,822 (2)	574	\$52,048 (10)
Institution C	83	\$65,130 (8)	83	\$47,941 (10)	71	\$41,180 (7)	2	\$33,235 (9)	239	\$51,779 (11)
Institution M <sup>1</sup>	140	\$63,191 (11)	133	\$47,029 (11)	97	\$38,465 (16)	5	\$36,203 (4)	375	\$50,703 (12)
Institution A	576	\$59,921 (15)	508	\$44,317 (19)	318	\$39,429 (14)	14	\$31,217 (11)	1,416	\$49,437 (13)
Institution T	253	\$58,921 (16)	299	\$44,868 (13)	219	\$41,894 (6)	3	\$30,797 (13)	774	\$48,566 (14)
Institution F	243	\$62,622 (13)	249	\$44,745 (15)	217	\$37,638 (19)	30	\$27,608 (16)	739	\$47,841 (15)
Institution O	190	\$57,200 (20)	227	\$43,600 (17)	131	\$38,100 (17)	0	\$0 -	548	\$47,001 (16)
Institution L	45	\$58,233 (19)	21	\$43,548 (20)	43	\$36,509 (20)	0	\$0 -	109	\$46,834 (17)
Institution D	154	\$58,274 (18)	224	\$44,619 (16)	128	\$37,737 (18)	13	\$29,193 (14)	519	\$46,587 (18)
Institution E <sup>1</sup>	105	\$58,600 (17)	105	\$44,769 (14)	114	\$40,018 (11)	30	\$33,321 (8)	354	\$46,414 (19)
Institution I <sup>1</sup>	87	\$63,169 (12)	116	\$44,535 (18)	95	\$39,682 (13)	36	\$28,688 (15)	334	\$46,300 (20)
Institution H	291	\$52,200 (21)	185	\$41,100 (21)	239	\$35,500 (21)	0	\$0 -	715	\$43,746 (21)
<b>Totals</b>	<b>4,623</b>	<b>\$64,985</b>	<b>4,360</b>	<b>\$46,266</b>	<b>3,206</b>	<b>\$40,707</b>	<b>220</b>	<b>\$33,100</b>	<b>12,409</b>	<b>\$52,183</b>

Hi cost 10	2,086	69,955	1,994	51,464	1,502	42,954	149	34,885	5,731	55,533
Lo cost 10	2,537	60,899	2,366	45,098	1,704	38,726	71	29,355	6,678	49,308
<b>Total</b>	<b>4,623</b>	<b>\$65,427</b>	<b>4,360</b>	<b>\$48,281</b>	<b>3,206</b>	<b>\$40,840</b>	<b>220</b>	<b>\$32,120</b>	<b>12,409</b>	<b>\$52,421</b>

1. Universities located in higher cost areas.

Source: The California State University, Office of the Chancellor

DISPLAY 5 California State University Comparison Institution Salary Data, by Rank, 1997-98

Institution	Professors			Associate Professors			Assistant Professors			Instructors			Total Weighted Ave. Salary (rank)	
	No.	Average Salary (rank)		No.	Average Salary (rank)		No.	Average Salary (rank)		No.	Average Salary (rank)			
Institution B <sup>1</sup>	456	\$88,295 (3)		349	\$64,544 (2)		190	\$50,081 (4)		10	\$40,154 (7)		1,005	\$72,344 (1)
Institution Q <sup>1</sup>	489	\$89,137 (2)		354	\$63,050 (3)		237	\$54,926 (2)		48	\$46,667 (2)		1,128	\$71,955 (2)
Institution J <sup>1</sup>	131	\$92,395 (1)		119	\$68,564 (1)		105	\$55,242 (1)		19	\$41,624 (5)		374	\$71,802 (3)
Institution P <sup>1</sup>	118	\$83,508 (6)		125	\$61,479 (4)		51	\$46,434 (9)		2	\$53,500 (1)		296	\$67,615 (4)
Institution K	460	\$79,856 (9)		348	\$57,236 (9)		193	\$50,551 (3)		7	\$39,350 (9)		1,008	\$66,154 (5)
Institution R <sup>1</sup>	236	\$87,222 (4)		266	\$59,736 (6)		125	\$46,874 (8)		58	\$39,030 (8)		685	\$65,105 (6)
Institution C	83	\$78,073 (7)		97	\$58,121 (5)		79	\$47,571 (5)		2	\$41,264 (4)		261	\$61,143 (7)
Institution N	247	\$79,542 (10)		202	\$56,623 (10)		90	\$45,198 (14)		0	\$0 (6)		539	\$65,218 (8)
Institution M <sup>1</sup>	158	\$78,558 (12)		139	\$57,154 (14)		103	\$45,656 (17)		4	\$26,712 (14)		404	\$62,292 (14)
Institution S <sup>1</sup>	268	\$76,573 (11)		269	\$58,745 (7)		201	\$47,680 (6)		15	\$43,165 (3)		753	\$61,826 (9)
Institution G <sup>1</sup>	157	\$80,000 (8)		224	\$56,400 (11)		118	\$45,700 (13)		0	\$0		499	\$61,295 (10)
CSU	6,587	\$68,313 (17)		2,008	\$55,284 (12)		1,746	\$44,475 (16)		217	\$35,032 (13)		10,558	\$61,209 (11)
Institution F	222	\$84,822 (5)		260	\$57,571 (8)		262	\$47,636 (7)		38	\$37,974 (10)		782	\$61,026 (12)
Institution A	610	\$74,124 (13)		458	\$55,045 (13)		248	\$45,830 (12)		60	\$28,820 (19)		1,376	\$60,699 (13)
Institution L	50	\$69,195 (15)		27	\$50,766 (19)		27	\$43,345 (18)		0	\$0		104	\$57,699 (15)
Institution T	265	\$66,931 (18)		310	\$53,327 (15)		123	\$45,981 (11)		5	\$36,582 (11)		703	\$57,051 (16)
Institution I <sup>1</sup>	118	\$73,210 (14)		131	\$51,264 (17)		92	\$45,135 (15)		21	\$31,840 (16)		362	\$55,735 (17)
Institution D	172	\$66,340 (20)		220	\$51,169 (18)		98	\$41,997 (20)		8	\$32,666 (15)		498	\$54,307 (18)
Institution O	201	\$66,501 (19)		205	\$49,693 (20)		151	\$42,930 (19)		3	\$28,999 (18)		560	\$53,791 (19)
Institution E <sup>1</sup>	120	\$68,785 (16)		124	\$51,942 (16)		110	\$46,106 (10)		56	\$35,941 (12)		410	\$53,120 (20)
Institution H	280	\$61,526 (21)		200	\$48,430 (21)		210	\$40,591 (21)		11	\$30,395 (17)		701	\$51,030 (21)
<b>Totals</b>	<b>4,841</b>	<b>\$78,266</b>		<b>4,427</b>	<b>\$56,996</b>		<b>2,813</b>	<b>\$47,224</b>		<b>367</b>	<b>\$37,151</b>		<b>12,448</b>	<b>\$62,475</b>
Hi cost 10	2,251	83,865		2,100	60,055		1,332	49,147		233	39,652		5,916	65,855
Lo cost 10	2,590	73,401		2,327	54,235		1,481	45,494		134	32,804		6,532	59,413
	4,841	79,470		4,427	57,611		2,813	47,613		367	36,776		12,448	63,149

1. Universities located in higher cost areas.

Source: The California State University, Office of the Chancellor



**DISPLAY 6** *University of California Comparison Group Average Salaries, 1992-93 and 1997-98; Compound Rates of Increase, Projected Comparison Group Average Salaries, 1998-99; and Projected UC Faculty Salary Percentage Increase Required to Attain Parity with the Comparison Group in 1998-99*

<u>Academic Rank</u>	<u>Comparison Group Average Salaries</u>		<u>Compound Rate of Increase</u>	<u>Comparison Group Projected Salaries, 1998-99</u>	
	<u>1992-93<sup>1</sup></u>	<u>1997-98<sup>1</sup></u>			
Professor	\$79,354	\$96,499	4.0%		\$100,350
Associate Professor	\$54,428	\$64,059	3.3%		\$66,180
Assistant Professor	\$45,043	\$53,588	3.5%		\$55,482

<u>Academic Rank</u>	<u>University of Calif. Average Salaries, 1997-98</u>	<u>Comparison Group Average Salaries</u>		<u>Percent Increase Required in University Ave. Salaries to Equal the Comparison Institution Average</u>	
		<u>Actual 1997-98</u>	<u>Projected 1998-99</u>	<u>Actual 1997-98</u>	<u>Projected 1998-99</u>
Professor	\$93,697	\$96,499	\$100,350	3.0%	7.1%
Associate Professor	\$62,695	\$64,059	\$66,180	2.2%	5.6%
Assistant Professor	\$54,986	\$53,588	\$55,482	-2.5%	0.9%
Weighted by University of California Staffing	\$79,545	\$81,228	\$84,328	2.1%	6.0%
Weighted by Comparison Institution Staffing	\$77,625	\$79,137	\$82,137	1.9%	5.8%
All Ranks Average and Net Percentage Amount <sup>2</sup>	\$79,065	\$79,660	\$82,685	0.8%	4.6%

<u>Institutional Budget-Year Staffing Pattern, (Full-Time-Equivalent Faculty)</u>	<u>Professor</u>	<u>Associate Professor</u>	<u>Assistant Professor</u>	<u>Total</u>
University of California	3,290	1,204	1,070	5,563
Percent	59.1%	21.6%	13.4%	100.0%
Comparison Institutions	4,279	1,871	1,803	7,954
Percent	53.8%	23.5%	22.7%	100.0%

1. Weighted 50% public comparison institutions, 50% independent comparison institutions.

2. All-Ranks Average derived by weighting University and Comparison Institutions by 75 percent of their own staffing pattern and 25 percent of the other's staffing pattern.

Source: CPEC staff analysis, December 15, 1997

DISPLAY 7 University of California Comparison Institution Average Salaries and Ranking, 1992-93 and 1997-98

1992-93	Type <sup>1</sup>	Professor			Associate Professor			Assistant Professor			Total Faculty		
		Number	Salary	Rank	Number	Salary	Rank	Number	Salary	Rank	Number	Salary	Rank
Institution A	I	500	\$89,657	2	131	\$66,608	1	149	\$49,935	2	780	\$78,198	1
Institution H	I	554	\$93,711	1	140	\$54,612	3	216	\$48,904	3	910	\$77,060	2
Institution F	I	576	\$87,502	3	185	\$61,612	2	159	\$51,132	1	920	\$76,010	3
Institution D	I	343	\$85,894	4	104	\$52,609	6	195	\$43,525	6	642	\$67,633	4
Univ. of Calif.	P	3,367	\$79,355	5	1,097	\$54,429	4	1,163	\$45,043	4	5,627	\$67,404	5
Institution E	P	728	\$71,197	7	328	\$53,643	5	399	\$44,264	5	1,455	\$59,854	6
Institution C	P	333	\$71,357	6	260	\$48,722	7	136	\$40,158	8	729	\$57,464	7
Institution B	P	421	\$69,814	8	277	\$48,335	8	190	\$39,520	9	888	\$56,632	8
Institution G	P	913	\$66,529	9	512	\$47,865	9	382	\$41,332	7	1,807	\$55,914	9
Totals		4,368	\$78,373		1,937	\$52,349		1,826	\$44,382		8,131	\$64,540	

1997-98	Type <sup>1</sup>	Professor			Associate Professor			Assistant Professor			Total Faculty		
		Number	Salary	Rank	Number	Salary	Rank	Number	Salary	Rank	Number	Salary	Rank
Institution H	I	605	\$112,639	1	133	\$63,202	4	183	\$58,723	3	921	\$94,787	1
Institution A	I	495	\$108,751	2	136	\$74,769	1	165	\$59,787	2	796	\$92,795	2
Institution F	I	547	\$104,674	3	163	\$70,373	2	174	\$60,898	1	884	\$89,733	3
Institution D	I	364	\$103,046	4	95	\$60,804	5	176	\$50,056	7	635	\$82,039	4
Univ. of Calif.	P	3,290	\$93,697	6	1,204	\$62,695	7	1,070	\$54,986	5	5,563	\$79,545	5
Institution E	P	700	\$88,616	5	370	\$65,239	3	345	\$51,104	4	1,415	\$73,357	6
Institution B	P	432	\$86,676	7	262	\$59,788	6	224	\$49,198	8	919	\$69,864	7
Institution G	P	840	\$82,489	9	494	\$58,211	8	376	\$50,575	6	1,709	\$68,459	8
Institution C <sup>2</sup>	P	296	\$82,808	8	218	\$56,313	9	161	\$46,335	9	675	\$65,549	9
Total		4,279	\$95,822		1,871	\$62,349		1,803	\$52,742		7,954	\$78,178	

<sup>1</sup> I = Independent; P = Public

<sup>2</sup> Estimated data.

Source: University of California, Office of the President

**SURVEY ON CAMPUS GOVERNANCE  
DRAFT SUMMARY NARRATIVE  
FEBRUARY, 1998**

**Introduction**

Although the 22 campuses in the CSU system share a common structure for campus governance, there are many variations within that structure. The commonalities include an elected senate, a smaller elected executive committee and a committee structure. Beyond that variety is the rule. To explore these variations, during 1997 the chairs of the individual campus senates were asked to respond to a series of questions about the health of shared governance on their campuses. The results are reported in the following narrative and in the attached tables.

**Senate size and composition**

Senates range in size from fewer than 25 to over 70 members. More than half the senates have non-voting members ranging in number from 1 to 17. Non-voting members are almost always non-faculty members: students, administrators and staff. Almost all senates include non-faculty members, but a few remain strictly faculty bodies. The largest number of voting administrative members is at San Jose (9).

While most senates have a mixture of at-large and constituency seats a few have only constituency seats. Senates include a scattering of other special seats including committee chairs, the CFA president, emeriti, community members, lecturers, alumni and presidential or vice presidential appointments.

**Executive committee size and composition**

Executive committees are also varied in structure and composition. They range in size from 6 to more than 20. San Diego's executive committee is about the size of the Bakersfield senate. Most executive committees are composed of a combination of elected officers, at-large positions and CSU Senators. Twelve have administrators as members evenly split between those that permit administrators to vote and those that do not. About half of the campuses specifically include committee chairs. Few include students.

**Frequency and length of meetings**

The modal meeting time for senates is twice a month. One meets only once every two months while two meet once a week. The modal length of meetings is two hours with two senates meeting for about three hours.

Executive committees tend to meet either once a week or twice a month, with the modal meeting time being two hours.

**Officers**

On 17 campuses the senate elects the senate chair, while on five the entire faculty elects the chair. At least ones campus has both a chair of the Senate and an elected president of the faculty. Almost all serve for a term of one year. Seven campuses have no term limit for the chair while the remaining have limits ranging from one to six years, with one and two years being the most common.

Executive committee members mostly serve one-year terms and two thirds of the campuses place no term limits on them.

Almost all CSU senators are elected by campus wide elections.

### **Interactions with the president and vice president for academic affairs.**

Nine (of 20) presidents attend almost all senate meetings on their campuses. Two more attend frequently. Another 9 attend infrequently or almost never. The medial score for presidents' contributions to senate meetings falls in the middle of the scale.

Four senate chairs meet with presidents weekly and another 7 meet every two weeks. Six meet only once a month and five other less frequently. Fourteen of 20 chairs feel that these meetings are useful issue discussions

Interactions with VPAA s are more frequent. Almost all VPAAs attend senate meetings frequently and the perceived value of their contributions group toward the upper end of the scale. Ten chairs meet with the VPAA regularly and 21 meet at least once a month. Only one respondent did not feel that these meetings were useful.

### **Other policy bodies**

Six chairs sit on the president's principal advisory body, nine on the council of deans and 16 on the budget committee. Thirteen respondents feel that the budget committee is an important committee. On five campuses it is a senate committee.

On most campuses there are other important non-senate policy-making bodies in addition to those mentioned above (council of deans, president's advisory board, and budget committee). Only two respondents mentioned that there were no such bodies. The chair of the senate also has important assignments beyond these bodies. The median number of these assignments listed was 3.

### **Issues of Shared Governance**

The Chairs were asked about the importance on their campuses of a number of issues related to shared governance. All of these issues (item 26) were considered to be important issues on a majority of campuses, the most frequently noted being the cooperativeness of administrators. The existence of non-senate policy bodies was least likely to be identified as an important matter.

In spite of the presence of these issues the health of shared governance on campuses received a median rating of 7 out of ten, while the perceived willingness of presidents to honor the work of senates got a median rating of 8.

### **Conclusion**

This is merely a preliminary look at shared governance on campuses in our system. Shared governance is alive and in reasonable health, although in much better shape in some places than in others. It is difficult to draw conclusions, in part because so much remains unanswered. Not all campuses have the same expectations of what shared governance could or should be and those expectations affect the survey results. One campus may be happy if the president shows up to half of the senate meetings, while another might be outraged in the president misses more than one or two meetings. Moreover, good structures and good processes cannot make shared governance work if key administrators or faculty are distrustful of these processes. The ideal budget structure and process will not be of much use if the chief financial officer is determined not to cooperate. The attitudes and expectations of administrators and faculty are critical to making shared governance works

A more complete picture of the health of shared governance would have to examine what actually happens on individual campuses: what do the senates and the executive committees spend their time doing, how are important policy decisions made, how involved are presidents in the day to day life of the campuses and to what extent are the recommendations of the faculty followed in areas of academic policy.

Please send comments to:

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**CAMPUS GOVERNANCE SURVEY  
CALIFORNIA STATE UNIVERSITY SENATE  
FACULTY AFFAIRS COMMITTEE**

	Voting	Non-voting
Faculty elected at large	_____	_____
Faculty elected by constituency	_____	_____
Students (elected or appointed)	_____	_____
Administrators, elected	_____	_____
Administrators, ex officio	_____	_____
Staff elected at large	_____	_____
Staff elected by constituency	_____	_____
Other (explain)		

3. How often does the Senate meet?		Executive Committee?
Every 2 months	1	--
Once a month	7	1
Every three weeks	1	--
Twice a month	10	8
Three times a month	1	1
Once a week	2	9

4. How long are the Senate meetings?		Executive Committee meetings?
One hour	--	2
1.5 hours	3	2
1.75 hours	3	2
2 hours	10	11
2.5 hours	3	2
3 hours	2	2

5. Is the chair of the Senate elected:            17 by the Senate?            5 by the entire faculty?



6. What is the term of office of the chair?

<b>1 year</b>	<b>20</b>
<b>2 years</b>	<b>2</b>
<b>3 years</b>	<b>--</b>

Other ExComm members?

<b>19</b>
<b>1</b>
<b>2</b>

7. Is there a term limit on the chair?

<b>No limit</b>	<b>7</b>
<b>One year</b>	<b>5</b>
<b>Two years</b>	<b>5</b>
<b>Three years</b>	<b>1</b>
<b>Four years</b>	<b>1</b>
<b>Five years</b>	<b>1</b>
<b>Six years</b>	<b>2</b>

Other ExComm members?

<b>14</b>
<b>1</b>
<b>2</b>
<b>1</b>
<b>1</b>
<b>1</b>
<b>2</b>

8. Are statewide senators elected:      **1** by the Senate?      **21** by the entire faculty?

9. How often does the president attend Senate meetings:

<b>9</b>	<b>Nearly always</b>
<b>2</b>	<b>Frequently</b>
<b>5</b>	<b>Infrequently</b>
<b>4</b>	<b>Almost never</b>

10. On a scale of 1-10 (10 being highest) how valuable would you say the president's contributions to Senate meetings are:

**Median = 5      N = 19**

11. How often does the VPAA attend Senate meetings:

<b>18</b>	<b>Nearly always</b>
<b>2</b>	<b>Frequently</b>
<b>--</b>	<b>Infrequently</b>
<b>2</b>	<b>Almost never</b>

12. On a scale of 1-10 (10 being highest) how valuable would you say the VPAA's contributions to Senate meetings are:

**Median = 8      N = 19**

13. How often does the president attend Executive Committee meetings:

- 5      **Nearly always**
- 3      **Frequently**
- 6      **Infrequently**
- 8      **Almost never**

14. On a scale of 1-10 (10 being highest) how valuable would you say the president's contributions to Executive Committee meetings are:

**Median = 4.5      N = 17**

15. How often does the VPAA attend Executive Committee meetings:

- 13     **Nearly always**
- 2      **Frequently**
- 4      **Infrequently**
- 2      **Almost never**

16. On a scale of 1-10 (10 being highest) how valuable would you say the VPAA's contributions to Executive Committee meetings are:

**Median = 8      N = 20**

17. Approximately how often does the chair of the Senate meet with the president:

- 4      **Weekly**
- 7      **Every two weeks**
- 6      **Once a month**
- 3      **Once or twice a semester/term**
- 2      **Other (explain)**

18. Are these meetings:      14    useful issue discussions      6    largely a formality

19. Approximately how often does the chair of the Senate meet with the VPAA:

- 10     **Weekly**
- 4      **Every two weeks**
- 7      **Once a month**
- **Once or twice a semester/term**
- 1      **Other (explain)**

20. Are these meetings: **19** useful issue discussions **1** largely a formality

21. Does the chair of the Senate or other faculty sit on any of the following bodies:

	Chair	Other Faculty (number/position)	NA
President's Administrative Board (presidents principal advisory body)	<b>6</b>		<b>2</b>
Council of Deans	<b>9</b>	<b>1</b>	<b>2</b>
Budget Committee	<b>16</b>	<b>13</b>	

22. Is the budget committee a Senate committee? **5** Yes **17** No

23. Is the budget committee an important committee? **13** Yes **5** No

24. Are there other important **non-Senate** policy making bodies in the university? If so please list:

Name	Number of Members	Number of Faculty members	How appointed?
------	----------------------	------------------------------	----------------

**Number listed:**

<b>0</b>	<b>2</b>
<b>1</b>	<b>10</b>
<b>2</b>	<b>2</b>
<b>3</b>	<b>1</b>

25. Please list any other important assignments of the Senate Chair:

Number listed

**Median = 3 N = 18**

	Very Important	Important	Not Very Important	Unimportant
The existence of non-Senate policy bodies	5	7	8	2
The role of the Senate in making appointments of faculty to policy bodies	10	4	7	1
The availability of budget and policy information to the Senate	11	6	5	--
The cooperativeness of administrators with the Senate in providing information <i>and</i> following policy recommendations	13	4	3	1
The Senate's role in making policy	11	5	3	1

**Median = 7**      **N = 21**

**Median = 8**

**Number mentioning home page = 13**

31. Is the home page useful *and* well used:                      9 Yes                      2 No

<b>Exec Committee</b>	Officers	At Large	PastChair	CSU Sen	Admin	Com Chs	Student	Other	Total	
Bakersfield	3	2	1						6	
Chico	3		1	1	(4)	2			7 + (4)	
Dominguez Hills	4		1	2		2			9	
Fresno	2	3		1	(2)		(1)		6 + (3)	
Fullerton	4	3	1	1					9	
Hayward	3	5	1	2	1				12	
Humboldt	1		1	2		5		3	12	
Long Beach	3	2	(1)	(3)	(4)				5 + (8)	
Los Angeles	3	4	(1)	(1)					7 + (2)	
Maritime		1 + 4*	(1)	(1)	(2)				5 + (4)	
Monterey Bay	3	2		1	1				7	
Northridge	3	6		1	1				11	
Pomona		*	(1)	1						
Sacramento	2	5			( )				7	
San Bernardino	3	2				2			7	
San Diego	3	3		3	4	8			21 or 23?	
San Francisco	3	2	1			5			11	
San Jose	3		1	1	4	4	1		14	
San Luis Obispo	3	7*	1	3	1				15	
San Marcos	3			2	(2)	7	1		13 + (2)	
Sonoma	3	2	1	1		3			10	
Stanislaus	3			2		3			8	

Non-voting members are indicated in parentheses

Other includes : unspecified faculty ( Chico), CFA President, President of the General Faculty, past President of the General Faculty (Humboldt).

\* elected by caucus or constituency



SENATES	At Large	Const	Student	Admin	Staff	CSU Sen	Other	Total	Rep Tot	
Bakersfield	8	9		(3)	(1)	2		19 + (4)		
Chico	6	23	2	(4)	(2)			31 + (6)	37	
Dominguez Hills		41	1	1 + (7)	1	2	(1)	46 + (8)	50	
Fresno	3	57	2					62	77	
Fullerton	15	17	2	2	3	3	3	45	44	
Hayward	10	25	7	1	3	2	8	56	56	
Humboldt		23	3		2	2	2 + (1)	32 + (1)		
Long Beach		45	5	7 + (10)	3		3	63 + (10)	65	
Los Angeles	35	5	5	7			1	53		
Maritime	*									
Monterey Bay										
Northridge	12	27	1				11	51	72	
Pomona									40	
Sacramento		61 + (3)		(10)	(4)			61 + (17)	65	
San Bernardino	1	30	1					32	31	
San Diego	3	64	4	5			(1)	73 + (1)	63	
San Francisco	10	44	3	2	1	3	4	67		
San Jose	3	30	7	9			2 + (2)	51 + (2)	55	
San Luis Obispo		47	(2)	(4)	(1)	3	(1)	50 + (8)	58	
San Marcos		50	1	(8)	1			52 + (8)	46	
Sonoma	4	15	(2)	(3)	2	2	5	28 + (5)	35	
Stanislaus	8 Exec ?	29	2	2			1	42 ?		

Non-voting members are indicated in parentheses

Other includes the following: committee chairs, union president, emeriti, community members, immediate past chair, lecturers, presidential or vice presidential appointees, alumni, faculty elected for outstanding contributions.

\* Senate includes all faculty and student professional s