

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

Academic Senate Executive Committee Agenda
Tuesday, November 18, 1986
UU 220, 3:00-5:00 p.m.

<u>MEMBER:</u>	<u>DEPT:</u>	<u>MEMBER:</u>	<u>DEPT:</u>
Botwin, Michael	ArchEngr	Kersten, Timothy	Economics
Cooper, Alan	BioSci	Lamouria, Lloyd H.	AgEngr
Crabb, Charles	CropSci	Riener, Kenneth	BusAdm
Currier, Susan	English	Terry, Raymond	Math
Forgeng, William	MetalSci	Weatherby, Joseph	PoliSci
Gamble, Lynne	Library	Wheeler, Marylinda	P.E./RecAdm
Gooden, Reg	PoliSci	Wilson, Malcolm	Interim VPAA
Nancy Jorgensen	Cslg/Tstg	Copies: Baker, Warren J.	
		Irvin, Glenn W.	

I. Minutes:
Approval of the October 28, 1986 Executive Committee Minutes (attached pp. 3-7).

II. Communications:

III. Reports:
A. President/Academic Affairs Office
B. Statewide Senators
C. Communications Advisory Committee (Information Systems) - Jens Pohl, Member

IV. Consent Agenda:

Business Items:

A. Resolution on Recognition of Deceased Faculty, AS-217-86/Andrews - revisions suggested by President Baker (attached pp. 8-9).
B. Trustees' Outstanding Professor Award - Pippin, Chair of the Distinguished Teaching Awards Committee (attached p. 10).

Discussion Items:

A. CSU, Sacramento, report on August retreat (attached pp. 11-20).
B. Should the function of advisory body of the Academic Senate on admissions policies and quotas be moved from Student Affairs to Long-Range Planning? (Attached p. 21). Should the subject of student equity and retention be assigned to Student Affairs Committee?
C. Should an ad hoc committee be formed to study the Academic Senate committee structure in light of changing times? Is our present structure responsive to campus needs? For example, can we expeditiously address questions of professional development and graduate studies? Are intra-Academic Senate communications adequate? These are only some of the areas which are difficult to handle within our present structure.

*10.28.86
minutes
removed*

*① 1986 Bylaws
Updated - Reapproved
②
DTN modified
to 1-15-87*

- D. Need to move ahead with equity as it pertains to employment of women and minorities. Our talk of, and support for, the concept of equity is vigorous but adequate response in hiring is questioned. The question is one of implementation. Shall we establish an ad hoc body to recommend actions which **will** result in the employment of women and minorities? Dr. Haak at CSU, Fresno is quoted as follows in Fresno's Academic Senate Executive Committee minutes of September 22, 1986:

Dr. Haak indicated that CSUF could consider a type of flexible appointment for people who do not have their doctorate. He continued that one possibility would be the development of an internship with a screening process at the beginning that would encourage women and minorities, through the faculty affirmative action development program, to seek their doctorate with the understanding that once the doctorate was earned they would not have to go through a search again. Dr. Haak added that this would require a close interaction between the Faculty Affirmative Action Committee and the Personnel Committee.

VII. Adjournment:

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OCT 27 1986

Memorandum


: Lloyd Lamouria, Chair
Academic Senate

Academic Senate

Da

File

Copies : Malcolm Wilson
Jan Pieper
Don Coats

From :  Warren J. Baker
President

Subject : RESOLUTION ON RECOGNITION OF DECEASED FACULTY

This will acknowledge your memo of October 9 relative to the Academic Senate Resolution on Recognition of Deceased Faculty. Based upon your memo and the provisions you noted, the attached revised resolution has been modified by the addition of a second and an additional final resolved clause and with a slight modification of what is now the fourth resolved clause.

Attachment

AS-217-86/Andrews

RESOLUTION ON RECOGNITION
OF DECEASED FACULTY

- WHEREAS, There currently is no policy at California Polytechnic State University to provide for the recognition or honoring of those faculty members who have died while employed at California Polytechnic State University; and
- WHEREAS, The university has no policies or procedures as to identifying such deceased faculty members who have made a major and significant contribution over many years to the academic mission and goals of the university; therefore be it
- RESOLVED: That any faculty member who has at least 15 years of continuous employment at California Polytechnic State University immediately preceding death, and is employed at California Polytechnic State University at the time of death, or retired within the previous 12 months, and who can be identified as having made a significant contribution to an academic program through teaching, student relations, alumni relations, program development, or other documentable activities directed toward enhancement of the educational mission of California Polytechnic State University, shall be recognized and honored by being awarded the title of Honored Professor, posthumously; and be it further
- RESOLVED: That any member of the Cal Poly community may nominate a deceased faculty member for the posthumous title of Honored Professor; and be it further
- RESOLVED: That any person nominated for said recognition shall be evaluated for recommendation of action to the Academic Senate and the President by an ad hoc committee appointed by the Executive Committee of the Academic Senate, with inclusion on the committee of a representative from the deceased's department; and be it further
- RESOLVED: That public acknowledgement of this recognition shall be optional to and only with the approval of the family at the next following university commencement exercise; and be it further
- RESOLVED: That it is recommended to the president that the names of all university employees and retirees who have died in the preceding year be read at the fall convocation and those persons honored with a moment of silence; and be it further
- RESOLVED: That the policy for awarding the title of Honored Professor, posthumously is supplemental to the existing university policy on memorial statements.

10/21/86

Memorandum

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NOV 7 1986

Academic Senate

: Lloyd Lamouria, Chair
Academic Senate
San Luis Obispo

Date : 11-6-86

File No.:

Copies: Members of DTA committee

From : Louis Pippin, Chair
Distinguished Teacher Selection Comm.

Subject: Trustees' Outstanding Professor Award

Lloyd:

Our committee met yesterday (11-5-86). All faculty members were present with the exception of Dr. Hensel.

It was, after discussing the morandum of Chancellor Reynolds dated August 26, 1986, decided by the group that we would recommend to you that the San Luis Obispo campus NOT PARTICIPATE in the nomination and selection of the Trustees' Outstanding Award for the academic year 86-87.

The reason agreed upon by the members of the committee was that the award historically does not represent the goals of excellence of teaching as we practice them on this particular campus. We are aware that the memorandum specifies that excellence of teaching is the primary criterion on which candidates are judged, but we are not convinced that it is possible to practice excellence in teaching and participate in all the Governors' and Presidents' committees plus research activity and writing of textbooks which are prevelant among the activities of the individuals who have received this award in the recent past.



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

ACADEMIC SENATE



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OCT 22 1986

Academic Senate

M E M O R A N D U M

DATE: October 15, 1986

TO: Academic Senate

FROM: Peter Shattuck, *Peter Shattuck*
Academic Senate

Here are the reports of the discussion groups at our August retreat. I apologize to the reporters for the delay in distributing this material; they submitted their statements in a timely manner, but I haven't gotten them out until now.

On the other hand, we have already acted on some of the suggestions which emerged from the retreat. For example, the Executive Committee of the Academic Senate has invited the CFA to send someone to the Executive Committee meetings, in order to promote cooperation. The Executive Committee adopted and sent to the CSU administration a resolution supporting the Faculty Early Retirement Program. The Senate should soon have before it some specific proposals for faculty development programs.

If you notice anything in these reports which you think calls for specific action, please let me know what you recommend. Again, thanks for your participation.

PS/CD

Academic Senate Retreat
August 26, 1986
Group A
Pete Rombold, Reporter

Session I--Senates and Unions

1. Academic freedom is being eroded by hard-line position of Trustees and Chancellor's office regarding collective bargaining.
2. Senate become more involved by expanding mutual veto concept to cover more aspects relating to academic freedom.
3. Senate should be particularly sensitive not so much to the attitudes of the two sides before and during, but more so to the results of collective bargaining--how the agreements are executed.

Session II--Educational Equity

1. Determine size and scope of retention problem.
2. Approach solution with attitude that the problems of the low-retention-rate groups are best served by treating them as retention problems of all students.
3. Encourage more discipline-based retention programs.
4. More support required.

Session III--Teaching and Research

1. Recognize the necessity of SCHOLARSHIP for vitality of instruction. Scholarship understood as being something more than involvement with discipline in teaching, but not necessarily to the extent of "publish or perish."
2. Senate consider the issue of allowing departments more flexibility for allocation of scholarly activity release time units.

Session IV--Faculty Development

1. Endorse Goldstein statement as indicating the breadth of faculty development.
2. Senate determine which level of governance is most appropriate for administering the various processes.
3. Emphasis on individual faculty development.
4. Allocate development funds to departments where possible. Allow department discretion for allocation of such funds.

Academic Senate Retreat
August 26, 1986
Group B
John Addicott, Reporter

Session I--Senates and Unions

There are major differences in style and jurisdiction between Senates and Unions which permit the existence of both groups. The Senates tend to promote faculty involvement and full discussion of academic and curricular issues via a university committee structure (the community colleges apparently gave up this right some years ago). The Union tends to develop a consensus over salary and working condition issues with considerable authority given to negotiators.

Overlapping areas of concern do exist between the two groups, but these seem to be more apparent at the state level than at the local level.

The Statewide Academic Senate needs to be alert to jurisdictional "habit patterns" developing during Trustee-Union deliberations.

The Senate needs to be aware that the Trustees may prefer working with the Senate over matters that more appropriately and more beneficially should be dealt with through Union-Trustee deliberations.

The Senate and the Union should resolve jurisdictional disputes quickly in order to present a "united front" to the Trustees and to better represent the faculty interests.

Session II--Educational Equity

The ultimate goal was thought to be an ambitious and ambiguous statement. Questions were raised about the current percentages of underrepresented students in the service area, the time-line for achieving the goal, the complexity of the problems, and the extent of the University's responsibility for resolving the problems.

Suggestions were made to set more realistic goals, involve the entire faculty not only those who have been involved or are of the under-represented groups, strengthen advising so students will be enrolling for appropriate courses in correct sequences, reward faculty for advising work through the ARTP procedures, reward faculty for educational equity work through MPPP procedures, provide assigned time units for advising, strengthen student-retention as well as student-recruitment procedures, strengthen University outreach programs so that we will be working with K-12 teachers, families, and children and so that the K-12 teachers will be helping the University with recruitment, recognize that successful programs exist, survey existing programs and efforts locally and nationally, train faculty members, recognize the limits to University resources, and decide what the University can and cannot do.

Session III--Teaching and Research

A variety of concerns were expressed by the participants and this topic was observed to overlap with the topic for Session IV--Faculty Development. Research was noted to be a term with a variety of meanings. A balance must exist between teaching and research so that a person can develop his/her highest potential and the students (especially undergraduate students) will benefit. There must be a climate on the campus that encourages intellectual growth. Efforts must be made to help faculty members stay current in their fields and research can be a major part of faculty development. Many faculty members may have come to the CSU system because of an emphasis on teaching and a lack of demand to publish. Proponents of both the "teaching-only" emphasis and the "teaching plus research" emphasis seem to be overstating their cases. Some departments and areas are very specifically defining research in their ARTP materials. The University may be large enough for the schools or departments to have different standards for ARTP review, with some requiring a more specific research and publication component. If there are to be major changes in the ARTP standards then the changes should be made through an "open process" involving university-wide faculty deliberation and participation. If research is to be part of the criteria for evaluating faculty then funding should be made available for research activities. Freeing time for somebody to do research is a major difficulty. Adjusting class size and load is one technique but it was recognized to not be universally beneficial in that one faculty member's teaching load may be increased so that another faculty member would be freed to do research. Some standards of accreditation imposed by outside accrediting agencies seem to be self-serving allowing some academic areas or departments to secure greater shares of the university's funding. Yet students in the areas needing accreditation would be impaired without the accreditation.

Session IV: Faculty Development

A suggestion was made for the formation of an instructional resource team. This team could help faculty members evaluate their teaching apart from the ARTP procedures, could demonstrate teaching techniques and how techniques could be applied to different areas, could help new faculty members learn to be effective teachers and reduce the feelings of isolation while they are getting their new courses going. A request was made to reduce the initial teaching load of new teachers. Departments could be surveyed to reveal their perceived teaching skill and content areas. Some skills such as writing belong in all departments. The Writing Proficiency Examination was cited as an example of how the participation of many departments in an activity will promote the improvement of the teaching of a skill in many departments. The question was raised "Faculty development for what?" with a request for administrative guidelines. Proposals for faculty development need to be generated and initially evaluated at the school and department levels. There will be problems integrating personal needs with school needs. As a possible plug for a university club, it was suggested that any kind of faculty sharing is faculty development.

Academic Senate Retreat
August 26, 1986
Group C
Richard Kellough, Reporter

Session I--Senates and Unions

Need: An annotated diagram of the "triangle" with relationships identified; issues relevant to each point of triangle, those issues that are interrelated, and identification of those issues not "tackled" by any (i.e., senates, union, nor trustees).

Session II--Educational Equity

Action: a) activate immediate retention efforts, perhaps via a "mentor" program; the successful model program of our Engineering school.
b) investigate possible "outreach" possibilities.

Session III--Teaching and Research

Action: clearly identify this duality with definition of "research" in its broadest sense.

Session IV--Faculty Development

Action: a) pursue the activation of a campus "faculty development center."
b) activate the system-wide "faculty exchange program."
c) write a new campus "faculty manual."
d) develop a "Faculty Club" on the campus.

Note: These are from my notes, not particularly agreed upon by members of the group.

Academic Senate Retreat
August 26, 1986
Group D
Stoakley Swanson, Reporter

Session I--Senates and Unions

Most of the group desired that locally, at least, the two organizations quickly agree as to where the lines of demarcation lie with regard to the responsibilities of each. The thought also was expressed that it would be useful if both organizations were in continuous communication with one another, and with ranking members of the administration. A member of the group who had served simultaneously on the local executive committees of both organizations assured the group that there had been very little overlap during that time of matters brought before each committee for appropriate action.

Session II--Educational Equity

A group member strongly disapproved of the notion of quotas, and the inflicting of modal American values concerning the worth of education upon ethnic groups whose own cultural values might include a different concept of education as an imperative for success. He also pointed out that "ethnic representation proportionate to population size" could mean denying admission to at least some Orientals, since their incidence in the population of CSUS students exceeds the incidence of Orientals in the population at large. Members of the administration participating with the group denied that quotas were involved in current CSUS educational equity planning, and a faculty member of the group pointed out the significance of California demographic trends in regard to their future impact upon the composition of the college age cohort in our state.

Session III--Teaching and Research

Campus veterans who favored research deplored the days when it was allegedly discouraged and disparaged throughout the CSUS campus. Group members who considered themselves to be teaching faculty at a teaching school feared that the current push for research on the campus would hurt effectiveness in the classroom and divert resources from the maintenance and improvement of undergraduate education. It was suggested that a school such as CSUS probably ought to support research, but not to demand it of all faculty.

Session IV--Faculty Development

Everyone is for it, but seemingly no one wishes to pay for it. And so the impasse continues...

Academic Senate Retreat
August 26, 1986
Group E
David Madden, Reporter

Session I--Senates and Unions

In general the following four recommendations concern the need for the Academic Senate to redefine its role.

- 1) The Senate should reconsider its role with the Trustees; instead of acting as a moderator, it should become a "nag."
- 2) The Senate cannot act as though it is a member of a "triangle." The faculty needs to have the assurance of a working partnership between the Senate and CFA. The Senate must not get involved in fights with the CFA over jurisdiction.
- 3) The Senate should be more concerned with the Trustees and Chancellor's advocacy with establishing a system of meritocracy.
- 4) The Senate should be even more aggressive in insisting on the Trustee's compliance with key language in HEERA (in particular the phrases "joint decisions," "consultation," and "joint responsibility with the Trustees").

The following concerns the CFA's need to reconsider its role in terms of the faculty, the Senate, and the Trustees.

- 5) A perceived lack of democratization in CFA alienates many faculty. We hope the union becomes more democratic and employs professional negotiators rather than faculty members.

Session II--Educational Equity

The group was unanimous in its concern, but puzzled about what exactly we could do. The problem is hardly exclusive to the university but rather societal in nature, having political and economical implications as well.

- 1) There is an overwhelming need for more information from a "super" committee that should be charged with investigating the sources of the problem and what specifically faculty can do. A far more comprehensive study is needed before we embark on programs.
- 2) There must be a true, definite financial commitment from the CSU. Admittedly this is not a final solution, but there is no doubt that the budget clearly shapes an educational environment. This may also mean that funds designated for instructional use be used only for instructional purposes.
- 3) We should seriously consider instituting a faculty mentor system to work with and encourage students to finish their classes and earn their degree.
- 4) As a corollary to #3, the implementation of a mentor system and any other faculty activities should be a) tied to release time for faculty participating and b) faculty should be given due credit in all aspects of their career, especially in terms of ARTP considerations.

Session III--Teaching and Research

- 1) We wish to reaffirm the role of teaching as being of primary importance at CSUS. Furthermore, "research" should be more broadly defined to include not only publication but all the work to prepare for and continue teaching our courses.
- 2) The university should encourage rather than require research-publications.
- 3) We wish to encourage the administration to decrease as much as possible the years of service necessary (in practice, currently about 12) for sabbatical.

Session IV--Faculty Development

- 1) Individual departments should be strongly encouraged to draft faculty development plans.
- 2) There needs to be a broader dissemination of information on opportunities for funds for faculty development beyond those available at the department level. This could result both from a letter from the President for current faculty and from a packet of materials given to new faculty at orientation.
- 3) In response to item #9 of the working paper, a typing pool for faculty should be established on either the school or university level (this need was deemed especially acute for the School of Arts and Sciences).

Academic Senate Retreat
August 26, 1986
Group F
Robert Jensen, Reporter

Session I--Senates and Unions

1. Regular meetings between senate and CFA at both local and state levels.
2. The Senate assert and act upon the principle of equality between the Senate and Trustees.
3. The issue of FERP be discussed by the Senate at an early meeting.

Session II--Educational Equity

Context: This is a social problem, not a problem peculiar to higher education in general, or CSU in particular--we will not cure this problem, but there may be a Band-Aid we can create.

1. Develop data with regard to the scope of the problem nationally, statewide and locally.
2. Ensure resources available to the faculty for both recruitment and retention programs.
3. Identify and describe existing programs and evaluations of these programs.
4. Recruit minority faculty--especially cultivating students while they are at CSUS.
5. Credit to faculty on the ARTP process.
6. Develop faculty mentor program.
7. Continue existing remedial programs.

Session III--Teaching and Research

1. Reaffirm existing policy regarding weights given to general categories used in procedural decisions (teaching effectiveness, service to the campus, etc.)
2. Faculty at the department level to determine the specifics of application of the guidelines.
3. Evaluations must include, where appropriate, strategies for positive growth in the faculty member.

Session IV--Faculty Development

1. Faculty must have some control of funds not earmarked for particular programs/categories, e.g., monies from grants received by the Foundation that are generically titled "administrative costs."
2. Insure that part time faculty receive credit for teaching with respect to personnel decisions.
3. Convert as many as possible part-time/temporary positions to full-time/tenure-track positions.
4. More support for faculty training in computers.
5. MPPP monies into a pool to be used for, e.g., travel, typing of manuscripts, etc.
6. Administration develop and disseminate information regarding faculty exchanges, both within and without the CSU system.
7. Develop programs for the learning of new teaching strategies for faculty.

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Memorandum

OCT 8 1986

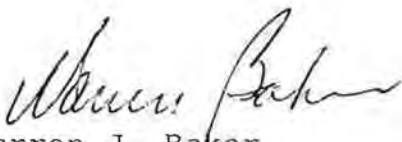
Lloyd H. Lamouria, Chair
Academic Senate

Academic Senate

Date : October 2, 1986

File No.:

Copies : Malcolm Wilson

From : Warren J. Baker
President

Subject : ACADEMIC SENATE BYLAW CHANGES

This will acknowledge your September 29 memo in which you reviewed the history of the action of the Academic Senate in adopting bylaw changes in May 1985 and your subsequent memo of March 11, 1986, in which you forwarded the bylaw changes to me for review and consideration.

Basically, when this was received, Lloyd, we reviewed it and it was our feeling that virtually all of the bylaw changes that were acted upon by the Academic Senate in 1985 were internal to the Academic Senate's operations as it related to their procedures and definitions of positions and accommodating to various kinds of organizational and other structural changes required both by organization and as a result of various collective bargaining agreements. It is true that I did not formally react to you and I should have indicating that the bylaws as presented met with my approval. This memo to you should constitute that formal approval that we neglected to send to you earlier.

In approving the bylaws, however, I would comment upon one statement. In Article VII 114 relative to the role and responsibilities of the Academic Senate's Student Affairs Committee, the revised bylaw includes the statement, "And, it (Student Affairs Committee) shall be the advisory body of the academic senate on admission policies and quotas." While it may very well be desirable to the internal workings of the Academic Senate to have this particular function assigned to the Student Affairs Committee, in view of the interrelationships of enrollment planning, admissions policies and quotas, and the overall strategic planning currently underway about which you are aware, the Academic Senate may wish to reconsider which of its committees is most appropriate to be involved in this process.

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-1687-86/FA
November 6-7, 1986

DEVELOPMENTAL PAPER
SEPARATION OF RANK AND SALARY

RESOLVED: That the Academic Senate of The California State University
adopt the Developmental Paper On Separation Of Rank And Salary
dated November 7, 1986.

D R A F T

November 7, 1986

DEVELOPMENTAL PAPER
SEPARATION OF RANK AND SALARY

"
The Academic Senate of The California State University has a responsibility to help ensure that the determination of criteria and standards for appointment, promotion, evaluation, and tenure not become the subject of collective bargaining. The Higher Education Employer-Employee Relations Act Section 3562(r)(4) gives the responsibility for determining "criteria and standards" jointly to the Academic Senate and the Board of Trustees.

In order to meet this responsibility, the Academic Senate, after much consultation, decided in January, 1986 that when collective bargaining proposals appear to have significant academic implications or consequences or affect criteria and standards for appointment, promotion, evaluation, or tenure, the Senate will address its concerns to the Board of Trustees and its appropriate committees, to the Chancellor and appropriate members of her staff, and to the California Faculty Association (CFA) leadership. The mechanism used for consideration of issues by the Senate committees and the Academic Senate has been the "developmental paper." Developmental papers are viewed as a means of crystallizing the Senate's thinking on a particular issue and of providing a point of departure for discussions with the Trustees and administration on matters of criteria and standards.

A proposal to change the structure of the faculty salary schedule in the CSU has been a major issue in the 1986 bargaining of the new Unit 3 contract. Similar changes in the structure have been proposed prior to the advent of collective bargaining in the CSU and during the bargaining of the first contract. In January 1986 the Academic Senate notified the Trustees, administration and CFA that proposals to separate rank and salary might raise issues of criteria and standards within the purview of the Academic Senate. The Senate has adopted the view that "criteria and standards" are "those things which are the basis for the personnel action or decision in question, i.e. appointment, promotion, evaluation, and tenure. Criteria and standards are necessarily the substantive requirements the faculty member, or prospective faculty member, must satisfy."

The Senate believes the separation of rank and salary would require the creation of two separate sets of criteria and standards for appointment. In addition it might be necessary to alter the criteria and standards for later promotion or evaluation of the faculty.

Current campus policies for appointment and retention enunciate one set of criteria and standards by which the faculty make recommendations regarding rank and salary for new hires. The separation of rank from salary would necessarily require two decisions to be made for each new hire, i.e. placement on a salary schedule and rank of appointment. Each of these decisions would necessarily be made on the basis of criteria and standards developed for that particular determination.

Similarly campus policies for promotion enunciate one set of criteria and standards for promotion. If questions of salary following promotion are uncoupled from a decision about rank, new criteria and standards must be developed for that decision concerning salary.

In the Senate's view any separation of rank and salary would require the development of policies clearly establishing the criteria and standards for rank of appointment and promotion separate from the criteria and standards for placement on a salary schedule. These policies should be developed through normal campus senate processes in consultation with the administration. To be consistent with current personnel policies, faculty recommendations would be the primary determinant of both rank and salary questions. As a matter of principle, no administrator should unilaterally determine salary upon appointment or promotion.

In addition to the questions of criteria and standards, the Senate is also concerned about the educational and academic effects of the separation of rank and salary. Those potential effects, whether positive or negative, are best examined in light of the specific proposal. While the Senate does not have the detailed proposal before it, an outline of the proposal has been provided. The separation would not affect current faculty directly. It would apply to new hires, allowing for placement on the salary schedule of approximately 20 steps separate from the assignment of rank. Once placed on the salary schedule, a faculty member would move through four additional steps. Merit step increases in salary would then stop until promotion to the next rank was granted. (As we understand it, the proposal would not alter the methodology of merit step increases for faculty under the current salary schedule.) Once promoted, new placement on the salary schedule would be determined as a separate question. Promotion could lead to a significant increase in salary over the last step achieved in the prior rank.

Such a proposal, if implemented, could permit assignment at a low academic rank coupled with a high salary, or assignment at a high rank coupled with a low salary (a salary lower than that associated with the current salary schedule for that rank). The Senate is not informed whether a new hire assigned to the rank of full professor could under the proposal be assigned a salary so low that his or her salary would be capped due to the lack of opportunity for promotion. This problem could be resolved by establishing a minimum salary for the advanced ranks.

No formal explanation of the CSU proposal has been provided to the Academic Senate. We believe, however, that the genesis of the proposal was the "rank inflation" that occurred in earlier years. The separation of rank and salary could be viewed as one way to address the difficulties in hiring highly qualified faculty while respecting the traditional meaning of rank. It has been argued that hiring relatively inexperienced faculty at advanced rank in order to provide an adequate salary distorts the traditional meaning of rank. Recent statistics, however, seem to indicate that "rank inflation" is not a current problem in the CSU.

The separation of rank and salary along the lines of the proposal does present the potential for benefits and for risks and dangers to the educational mission of the system.

The potential benefits or advantages of separation include greater hiring flexibility in assigning rank and salary coupled with the possibility of increasing the number of reviews to which a faculty member would be subject. We have examined these potential advantages and do not view them as compelling when compared with the potential risks, both known and unknown.

Significant dangers and risks inhere in the separation of rank and salary. While all the potential negative effects on the educational process cannot be predicted, some can.

Such separation could lead to a devaluation of the liberal arts and sciences in undergraduate education if the salary appropriations to the CSU are distributed in a more market oriented fashion. The University must compete with private industry, non-profit organizations, other universities, and other public sector employers for the most qualified faculty in any given field. Current hiring and retention programs focus on the so called hard to hire disciplines such as business, engineering, and computer science. The future turnover and retirement of faculty may lead to hiring difficulty in many other disciplines. If the most highly qualified teachers-scholars are to be attracted to the CSU, the salaries offered by the state certainly must be competitive. However, such pragmatism should not override the University's commitment to the liberal arts and sciences. If separation of rank and salary were to lead to a marked lower salary level for professors in the liberal arts and sciences, the values of a liberal education would be denigrated. The University's public commitment to maintaining the liberal arts and sciences as the core of undergraduate education requires that we honor and recognize that value in our own internal reward systems. We must recognize the powerful message we send when we pay the professor of philosophy significantly less than the professor of accountancy.

The morale of and collegial relations among the faculty could suffer under a two-tiered salary system - one set of salaries for "old" faculty and one set for "new" faculty. As retirements lead to a large number of new hires in the future, the separation of rank and salary could lead to an unhealthy competition for salary funds if it is not accompanied by additional funding. In order to raise the salaries of some faculty, the salaries of others will have to be stabilized or increased less; furthermore, for purely budgetary reasons the use of lecturers in the CSU would probably increase. Because, as we understand it, additional funding is unlikely in the near future, a change in salary administration would mean that qualified faculty would compete against each other for limited resources. The personnel management literature emphasizes the importance of expectation of fair and consistent compensation for one's skills and efforts. If expectations of fair and equitable pay conditions are not met, adjustments in salary administration cannot make up for that lack of fairness. Suppose the faculty in two disciplines are paid different average salaries. The average workload of teaching, professional and scholarly activities, and committee work is the same. Morale and self-esteem in the lower paid discipline must suffer. Those who earn less will likely be viewed as less productive or less valued. They may also derogate the qualities that justify a higher pay scale in another discipline in order to protect the perceived value of their own contributions. Collegial decisions about curriculum, program development, resource allocation, and personnel matters become more difficult in the context of such a zero-sum game.

Other problems must be addressed as well. Any separation of rank and salary would need to recognize the importance of peer evaluation in establishing rank and salary through establishing criteria and making recommendations regarding individual faculty. Nevertheless, conflicts between faculty groups (departments and schools) competing over limited salary dollars as to where their faculty would be placed on the salary schedule following

appointment or promotion would most likely have to be resolved by an administrator such as the academic vice president or president. Any process which would assign greater authority to the president or another administrator to set individual salaries would give that administrator significant control over the direction and priorities of the institution and make him or her the arbiter of standards and criteria for appointment and promotion questions. While ultimate authority on a campus always rests with the president, that authority is exercised in the context of policies and procedures developed jointly by faculty and administration. Decisions concerning hiring of new faculty and promotion of faculty must be made in the context of collegially determined missions and goals of the campus.

Perhaps more threatening to some faculty is the view that any separation of rank and salary for new hires is only a first step to a later uncoupling of rank and salary for all faculty. This fear might appropriately be addressed by a fuller explanation of the need for rank and salary separation at this time.

Other factors need to be considered prior to any separation of rank and salary. Currently the State of California is examining the Master Plan for Higher Education. In connection with that examination, the CSU has recently proposed a restatement of its mission. Among other things, the restatement retains the centrality of teaching while affirming the public service function of the CSU. From the proposals debated in this public arena will come refinements in the character of higher education in California and in the statement of mission for the CSU. This statement will help determine the kinds of faculty that will be needed and the types of incentives to best attract and retain that faculty. Simultaneously a task force is conducting a study of the future staffing needs of the CSU in light of changing demographics of both the faculty and the population of the state. An expected bulge in retirements in the 1990's and the need to provide for the gradual turnover of faculty, necessitate a complete examination of incentives. Federal income tax reform may change the attractiveness of certain incentives as well. Financial incentives may be worth more if they lead to reduced taxation, e.g. providing benefits, which are not treated as taxable income, for health care, travel, faculty development opportunities, computer resources, books, and housing assistance in high cost areas. It seems premature to change the structure of salary administration without considering the effects of these forces over which the CSU has limited control.

We must also state that the CSU's present system of fixed salary steps within rank has clear benefits. The present system is equitable within ranks across disciplines and is a powerful factor for cohesion of faculties. Affirmative action standards and goals are furthered by our system of equal pay for equal academic status. This is regrettably rare in academe. A reasonable degree of pay equality fosters a spirit of unity and is a cornerstone of cooperation and collegiality in the academy. While equitable treatment benefits minorities and women, it also benefits disciplines and the quality of education itself. To preserve the sense of the university as a single body of academics, and to communicate these values as a counterpoint to the values generated by the marketplace, is our obligation.

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-1692-86/FA
November 6-7, 1986

RECOMMENDATIONS REGARDING
EXECUTIVE REVIEW POLICIES AND PROCEDURES

RESOLVED: That the Academic Senate of The California State University adopt the attached "Recommendations Regarding Executive Review Policies and Procedures" dated November 6, 1986, and request the Executive Committee to discuss these recommendations with the Trustees' Committee examining Executive Review policies and procedures.

DATE: November 6, 1986

RECOMMENDATIONS REGARDING EXECUTIVE REVIEW POLICIES AND PROCEDURES

We have come a great distance since the 1970's with regard to executive review of CSU presidents and vice chancellors. The Senate urged for many years that the Trustees institute a policy of regular review. In the last five years that policy has been put in place and refined. We now have a requirement of (1) biennial reviews and (2) six-year reviews together with (3) an annual conference between the chancellor and each president and vice chancellor. Executive review should have two primary objectives: (1) to encourage the accomplishment of the campus or system mission and (2) to gauge and improve the leadership of the campus or system.

MISSION

The policy and procedure for executive review should provide the means for encouraging the translation of the campus or system mission into concrete action. The review process can stimulate appropriate strategic planning for the campus or system.

With regard to presidents, the "plans, goals and expectations mutually agreed to by the President and the Chancellor" should reflect the mission of the campus.

Recommendation 1: The procedures should be amended to include regular campus senate participation in developing the plans, goals, and expectations against which the President's performance and the campus' performance will be measured. The collegially established mission of the campus should be translated into goals realistic both for the President and the campus.

Recommendation 2: The goals, once established, should be announced so as to enlist the cooperation and assistance of the campus community in successfully meeting the expectations of the President and the campus. Any value that "secret" plans, goals and expectations might have is greatly outweighed by the value of enunciating goals which faculty, staff and administrators can agree with and work toward.

With regard to vice chancellors, the "plans, goals and expectations mutually agreed to by the Vice Chancellor and the Chancellor" should reflect the mission of the system and of the specific program area.

LEADERSHIP

The second focus of executive review is on the leadership provided by particular individuals. The review is a "personnel" process, as well as a mechanism for campus and system planning. Any personnel process must be handled with sensitivity.

As with evaluation of faculty, it is likely that the review will be most effective and candid if confidentiality is maintained concerning the personnel aspects of the review results and conclusions. The process of reviewing executives should not be viewed as punitive. Nor is it necessarily designed to assure removal of a "bad" or "ineffective" president or vice chancellor. Rather the policy is designed to permit goals to be established and progress toward those goals to be monitored and encouraged. Reaction to egregious conduct should not await the review process, but review does provide one outlet for expressing concern and could, in extreme situations, lead to removal of an executive.

In order for the process to lead to an effective result, accurate and complete information and views need to be presented to the review committees, the Chancellor, and the Board of Trustees. There is considerable concern among both faculty and administrators about the credibility of the current process. The review of presidents calls for faculty involvement of a limited nature, and faculty who participate in the reviews have often been designated by the President being reviewed. While the president may know the faculty he or she regularly works with, the opportunity to designate those persons who will be part of the review process presents the opportunity for abuse. As the policy does not require that faculty be members of review committees, there is fear that representative faculty views will be filtered out of or dismissed in the process. Because the results of the reviews cannot be shared with the campus, three changes in the policies and procedures for review of presidents are recommended to address these concerns about credibility.

Recommendation 3: The fact of the review, the procedures and criteria for evaluation, and the timeline of the review process should be announced to the campus senate chair to allow the campus community to be informed.

Recommendation 4: Faculty designated by the campus senate should be among those solicited for comments on the president's stewardship. To ensure a broad range of faculty participation and thereby increase confidence in the process, the executive review policy should permit the campus to develop means of involving a broad spectrum of faculty.

Recommendation 5: A faculty member from another campus should be appointed to each review committee.

Three parallel changes in the policies and procedures for review of vice chancellors are recommended:

Recommendation 6: The fact of the review, the procedures and criteria for evaluation, and the timeline of the review process should be announced to the statewide Academic Senate Chair to allow the Senate to be informed.

Recommendation 7: Faculty designated by the statewide Academic Senate should be among those solicited for comments on the vice chancellor's stewardship.

Recommendation 8: A CSU faculty member should be appointed to each review committee.

Recommendations 3 through 8 would assure more thorough faculty participation in reviews, especially addressing issues of academic concern. This appears to be the major deficiency of the current policy.

All important aspects of the executive's responsibilities should be specifically identified in the criteria for evaluation. In light of the Trustees' statement on collegiality and the importance of collegial relations for the effective operation of the University, collegiality should be emphasized as a criterion for executive review.

Recommendation 9: To promote collegiality throughout the CSU, the general criteria for assessment in executive review for presidents and vice chancellors should specifically include "Collegiality and Encouraging Collegial Relations" as one factor.

Memorandum

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NOV 17 1986


To : Lloyd Lamouria, Chair
Academic Senate

Academic Senate

Date : Nov 12, 1986

File No.:

Copies .:

From : 
Nancy E. Loe, Chair
Status of Women Committee
Subject :

RESOLUTION FOR CHANGE IN BYLAWS

RESOLUTION ON AMENDMENT OF
BYLAWS FOR THE STATUS OF WOMEN
STANDING COMMITTEE OF THE ACADEMIC SENATE

WHEREAS, The Resolution to Amend the Bylaws for the Standing Committee on the Status of Women was approved on October 6, 1986, recommending amendment of ex-officio membership of the Status of Women Committee, therefore, be it

RESOLVED: That the following changes be made to the Academic Senate Bylaws of Cal Poly, establishing the membership changes of the Status of Women (standing) Committee:

VII. COMMITTEES

H. STANDING COMMITTEES

14. Status of Women Committee

a. Membership

The ex-officio members of the Status of Women Committee shall be the Student Affairs Officer or his/her designee, a ~~part-time faculty member~~ [full- or part-time non-tenure track lecturer] who will be appointed by the Chair of the Academic Senate with the approval of the Executive Committee, [the campus representative to the Women's Council of the State University] and one ASI representative.

b. Responsibilities

The Status of Women Committee shall address issues that concern women on campus. The Committee shall also be responsible for reviewing and acting on resolutions passed by the ~~CSU Commission on the Status of Women~~ [Women's Council of the State University].

Miss 11.18.86 EK Comm
RECEIVED

California Polytechnic State University
San Luis Obispo

NOV 12 1986

Academic Senate

MEMO

TO: Lloyd Lamouria, Chair
Academic Senate

DATE: November 12, 1986

FROM: John Rogalla, Chair
C&BL Committee

RE: Report on C&BL Action

Resolutions on three bylaws changes have been proposed. Two of these were requested by the Executive Committee sitting as the Senate during the Summer Quarter. The third is housekeeping to make standing committee numbering alphabetical. The last is to update the Status of Women's Committee to acknowledge the formation of a permanent system-wide committee.

Background

Through an oversight and incompleted action at the end of the 1985 school year the Associate Vice President for Graduate Studies, Research, and Faculty Development has not been included as an Ex Officio member of the Research Committee. This officer has been an important source person for the committee. By virtue of the position this officer should be included as an official member of the committee. The concept has been accepted by the committee in the past and is supported by the current committee. The Executive Committee acting for the Senate on July 8 requested the C & BL Committee to draft this proposal amendment.

AS-_____ - 86/_____

RESOLUTION ON CHANGE IN BYLAWS Ex officio membership on the Research Committee

WHEREAS, The Vice President for Graduate Studies, Research and Faculty Development is an important resource person for the Research Committee; therefore be it

RESOLVED: That subsection a of Article VII.I.12. be amended to read:

VII. Committees

I. 12. Research Committee

a. Membership

The ex officio members of the Research Committee shall be the Vice President for Graduate Studies, Research, and Faculty Development or his/her designee, an instructional dean or his/her designee, the Vice President of Business Affairs or his/her designee, the Foundation Executive Director or his/her designee and an ASI representative. The representative of the instructional deans shall be appointed by the Vice President for Academic Affairs for a two-year repeatable term.

Proposed By:
C&BL Committee
On: November 5, 1986

Background

During the 1986 election cycle fewer nominations for Academic Senate positions were received than the number of openings to be filled. The Chair of the Senate was concerned since the Senate requires full membership to be an accurate authoritative voice of the faculty. The C&BL Committee proposed an amendment to the Bylaws which placed the burden of assurance of representation on the faculty to be represented before the annual election. The Chair felt this did not insure participation from all faculty. The Executive Committee on June 10 and sitting as the Academic Senate on July 8 requested the C&BL to prepare bylaw changes to provide for unfilled vacancies after an election. The five specifications are included in the resolution.

AS- _____ - 86/ _____

RESOLUTION ON CHANGE IN BYLAWS Responsibilities of the Election Committee

WHEREAS, There is a desire to have full representation on the Academic Senate; therefore, be it

RESOLVED: That subsection (h) be added to Article VII.I.5.b.(2).

VII. Committees

I. 5. Elections Committee

b. Responsibilities

(2) Election of Academic Senate members and the University Professional Leaves Committee.

(h) Whenever the election of senators' process fails to provide full membership:

(1) The elections committee shall, within 5 school days, solicit signed nominations through direct mail contact to each faculty member in the appropriate school/PCS.

(2) Within 10 school days of the unfilled election, forward to the chair of the appropriate caucus chair all completed nomination forms.

(3) Within 15 school days the caucus of all elected senators from the school/PCS is to select by secret ballot the nominee of their choice from the signed nominations collected by the Elections Committee

*in which a vacancy exists
nomination*

- (4) Within 20 school days the chair of the caucus shall submit the name(s) of their selected nominee(s) to the Executive Committee.
- (5) Selected senators shall serve until the next regular election.

Proposed By:
C&BL Committee
On: November 5, 1986

Background

In redrafting of the bylaws the name of the Faculty Library Committee was modified to simply the Library Committee since it is a standing committee of the Academic Senate. Other standing committees were numbered alphabetically in the bylaws and there is a slight incongruity in the present list. This resolution will number all standing committees alphabetically.

AS-_____ - 86/_____

RESOLUTION ON CHANGE IN BYLAWS

Amendment of the Bylaws to provide alphabetical listing of the standing committees

WHEREAS, All standing committees except the Library Committee are alphabetically numbered; therefore, be it

RESOLVED: That portions of subsections H and I of Article VII be renumbered to provide alphabetical and numerical congruity.

VII. Committees

H. Standing Committees

- ~~7~~ 6. Fairness Board
- ~~8~~ 7. General Education and Breadth
- ~~9~~ 8. Instruction
- ~~6~~ 9. Library

I. Committee Descriptions

- ~~7~~ 6. Fairness Board
- ~~8~~ 7. General Education and Breadth
- ~~9~~ 8. Instruction
- ~~6~~ 9. Library

Proposed By:
C&BL Committee
On: November 5, 1986

Background

The CSU Commission on Status of Women has been constituted on a permanent basis as the Women's Council of the State University. This campus has a representative to the newly constituted Council. The standing committee believes that representative is a valuable source person and should be included in its ex officio membership.

AS- _____ - 86/ _____

RESOLUTION ON CHANGE IN BYLAWS

Membership and Responsibilities of Status of Women Committee

WHEREAS, The Women's Council of the State University has been constituted with a representative from this Campus; and

WHEREAS, This representative will be a valuable link between the Council and the Status of Women Committee; therefore be it

RESOLVED: That Section 13 of Article VII.I. be amended to read:

VII. Committees

I. 13. Status of Women Committee

a. Membership

The ex officio members of the Status of Women Committee shall be the Student Affairs Officer or his/her designee, a part time faculty member to be appointed by the chair of the Academic Senate with approval of the Executive Committee, the campus representative to the Women's Council of the State University, and one ASI representative.

b. Responsibilities

The Status of Women Committee shall address issues that concern women on campus. The Committee shall be responsible for reviewing and acting on resolutions passed by the CSU Commission on the Status of Women Women's Council of the State University.

Proposed By:

C&BL Committee

On: November 5, 1986

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MASTER'S DEGREE AND CREDENTIAL PROGRAMS ROSTER

IST 30 1986

1986-1987

Academic Senate

	<u>Phone</u>	<u>Office</u>
GRADUATE STUDIES, RESEARCH, AND FACULTY DEVELOPMENT		
Dr. Robert A. Lucas, Associate Vice President for Graduate Studies, Research and Faculty Development	2982	ADM 317
Marilyn R. York, Coordinator for Graduate Student Services	1508	Adm 315

ADMISSIONS OFFICE - Graduate Admissions Evaluator		
Princie Bowls	2311	ADM 213
EVALUATIONS OFFICE - Masters's Degree Technician		
Paula Ringer	2396	ADM 218
RECORDS OFFICE - Graduation Clerk		
Dorothy Dallman	2531	ADM 222
STATISTICS - Consulting Statistician		
Dr. John Rogers	2861	C SCI 203

AGRICULTURE (M.S. and Credential)		
SU86 Dr. Terry Smith	2436	SCI C-43
FWS Dr. Delmar Dingus (Soil Sci)	2753	SCI C-42
ARCHITECTURE (M.ARCH)		
Dr. Jens Pohl	2841	ARCH 219
BIOLOGICAL SCIENCES (M.S.)		
SU-W-S Dr. Roger D. Gambs	2551	FSH 275
FA86 Dr. Rhonda Riggins	2902	FSH 276
BUSINESS ADMINISTRATION (M.B.A.)		
Dr. Kenneth D. Walters	2704	BA&E 127
CHEMISTRY (M.S.)		
Dr. John Marlier	1327	SCI D40
CITY AND REGIONAL PLANNING (M.C.R.P.)		
Dr. William A. Howard	1315	EW 220
COMPUTER SCIENCE (M.S.)		
SU86 Mr. Robert Dourson	2956	CSC 218
FWS Dr. Leonard Myers	1252	CSC 218
EDUCATION (M.A. Specializations, M.S., and Credentials)		
SU86		
Chair, Department Graduate Studies Committee Administrative Services--M.A. Credential		
Dr. Kenneth Palmer	1576	Dex 220H
Dr. Richard Warren	2583	Dex 213

EDUCATION (continued)

	<u>Phone</u>	<u>Office</u>
Computer Based Education--M.A.		
Dr. Bernie Troy, advisor	1568	Dex 220A
M.S. in Counseling Counseling and Guidance--M.A. Pupil Personnel Services Credential		
SU86 Dr. Erland Dettloff	1572	Dex 220D
and Dr. Marilyn Rice	2329	BA&E 213
FWS Dr. Robert L. Levison	1573	Dex 220E
Curriculum and Instruction--M.A.		
Dr. Kenneth Palmer	1576	Dex 220H
Dr. Richard Warren	2583	Dex 213
Reading--M.A. Reading Specialist Credential		
Dr. Jack B. Jones	1574	Dex 220F
Special Education - M.A. Special Education Specialist, Learning Handicapped Credential Severely Handicapped Credential		
Dr. Howard Drucker	1575	Dex 220G
Dr. Marylud Baldwin	2329	BA&E 213
Special Interest Option - M.A.		
Dr. Erland Dettloff, advisor	1572	Dex 220D
Credential Analyst		
Joyce Kalicicki	2337	DEX 216
Master's Degree Evaluation Technician		
Peggy Smith	2126	DEX 216
ENGINEERING (M. ENGR.)		
Dr. Peter Lee (School Office)	2132	CSC 115
ENGLISH (M.A.)		
SU86 Dr. Mona Roseman	2597	FOB 32D
FWS Dr. Nancy Lucas	2974	FOB 25E
HOME ECONOMICS (M.S.)		
SU86 Dr. Barbara Weber	2225	M&HE 136
FWS Dr. Frances Parker	2229	M&HE 140
INDUSTRIAL ARTS (M.A.)		
Dr. Raymond A. Wysock (IT)	2129	EW 103A
MATHEMATICS (M.S.)		
SU86 Dr. Paul Murphy	2206	M&HE 156
FWS Dr. Howard Steinberg	2073	M&HE 151A
PHYSICAL EDUCATION (M.S.)		
SU86 Dr. Dwayne Head	2545	PE 215
FWS Dr. Pat Acord	2203	PE 212

