

## **Minute - m04-16-02**

Minutes of

the Academic Senate Meeting of

April

16, 2002

The Academic

Senate was called to order by Chair Vaughn at 2:12

p.m.

### **Senate**

Members Present:

		Kassiola,	
		Joel	
Aaron,	Edwards,	La Belle,	
Eunice	James	Thomas	
Alvarez, Alvin	Fung,	Langbort,	Shrivastava,
Avila,	Robert	Carol	Vinay
Guadalupe	Garcia,	Levine,	Smith,
Bartscher,	Oswaldo	Josh	Miriam
Patricia	Garcia, Velia	Luft,	Steier,
Blomberg,	Gerson,	Sandra	Saul
Judith	Deborah	McKeon,	Strong,
Boyle,	Gregory,	Midori	Rob
Andrea	Jan	Moallem,	Su, Yuli
Cherny,	Harnly,	Minoo	Terrell,
Robert	Caroline	Nichols,	Dawn
Collier,	Henry,	Amy	Vaughn,
James	Margaret	Oñate,	Pamela
Colvin,	Hom, Marlon	Abdiel	Warren,
Caran	Houlberg,	Pong,	Mary Anne
Consoli,	Rick	Wen Shen	Warren, Penelope
Andres	Hubler,	Raggio,	Yip,
Daniels,	Barbara	Marcia	Yewmun
Robert	Jerris,	Sayeed,	
Duke,	Scott	Lutfus	
Jerry		Scoble,	
		Don	

## **Senate**

### Members Absent

:Corrigan,

Robert A.(exc), AdisaThomas, Karima (abs), Bishop, Anna (abs), Concolino,

Christopher (exc), Ganji, Vijay (exc), Gillotte, Helen (exc), Higgins,

Susan (exc), Newt-Scott, Ronda (abs), Turitz, Mitch (exc), Wolfe, Bruce (abs).

**Guests:**Amber

Brookner, Lilmarie Birr, Dan Buttlair, Gail Whitaker, Paul Barnes

**Chair**

Pamela Vaughn

encouraged all faculty to consider participation in senate and campus committees by either nominating themselves or a colleague.

**Chairs**

Report

**Chair**

Pamela Vaughn: I

was moved by a statement in Jon Carrolls column this morning, when he said that what needs to happen most of all, regardless of the assertion of rights on any side, is for the fighting and the noise to stop, so that the world can hear the crying. I think we are all very aware that the various conflicts in the world -- of necessity -- are spilling over daily into our lives and the lives of our students students who are worried about family and friends in various parts of the world. And all I ask is that perhaps from time to time we can take a moment, realizing that the monumental change wrought by September 11<sup>th</sup> is not by any means finished if it ever will be that we take time from our lectures, from our busy office hours, and yes our committee meetings, to allow some silence and quiet reflection so that we can hear the crying and do what we can to work for peace.

Agenda Item #1: Approval of

Agenda for Meeting of April

16, 2002

m/s/p

(Gregory, Houlberg) to approve the agenda

Agenda Item #2: Approval of  
Minutes for Meeting of April  
2, 2002

**m/s/p**

**(Duke, Steier) to approve the minutes**

Agenda Item #3: Report from Vice President La Belle

**Tom La Belle:** I would like to talk to you

about the issue of the changing composition of our faculty. Several years ago we made the decision to put most of our recruitment at the assistant professor level. We believe that is was a wise decision. These new hires are making a difference. We are not into our third year of focusing our recruitment at the assistant professor level. This year we have the highest level of searches going at about 105. We have been typically recruiting 50 to 60 new faculty hires each year. At the other end of the spectrum we are increasing the number of retirements. Retirements will increase given the normal age patterns of retirement. We talk about the retirement age at about 65 and either side of 65. If we look at the demographics of our faculty you will note that we will have more and more retirements. FERPS will also increase. We probably have 130 to 140 faculty on the early retirement program or FERPS. The challenge on the other end is to define roles and responsibilities of FERPS to make sure that they are included in university activities. Let me start with the Assistant Professor recruitment and hiring. We certainly put a lot of time, a lot of money and a lot of effort into recruiting the best that we could find. We compete with other like institution and to some extent we compete with research universities. I still note that the research universities are recruiting stars and their faculty by age is on the other end of the continuum. The loss for us, for example, of Jeff Marcy was an example of how the research universities pick the stars out where they find them, attracting them through additional resources and infrastructure. I think we will experience that over and over again during the next few years. Our challenge is to make the Assistant

Professor special and to pay tribute to the tremendous investment we have made. That starts with a support system that isn't just resources it is collegial support, it is mentoring, it is finding a way to make the individual feel that he or she has a role to play and a supportive set of colleagues around him. The issue I think is one of how do we orient these new faculty and how do we receive them and how do we make sure that the kinds of opportunities that they have at first during the probationary years increase the likelihood that they are going to be successful here. The Deans and I were talking about this issue yesterday and one of the issues, for example, while it is going to be quite lucrative for many faculty to teach during the summer given the new contract when it kicks in not this summer but the following summer. We will want to make sure that the Assistant Professors are not so overworked in the teaching side in terms of their workload that they don't have time to do other things. So one of the issues that came out was the establishment of summer fellowships for Assistant Professors. Raising the issues about workload for the first year or two of Assistant Professor. Purposely reducing the teaching loads to acclimate them or socialize them into the institution. So they in fact don't get so burdened early on that they can't find their way. I think a lot of that is happening. I just don't think it is happening in a systematic level enough. I don't think it is born by all colleagues, as it needs to be. We all have got to think of a way that we can be supportive of these new people. One of these issues, I think, is to introduce the individual to more than just the department faculty. It is interesting that as the President holds the Thursday night dinners with faculty that the individuals that come to the table know each other and they know each other because they went through orientation together. They met each other there and they have been able to connect as a university community because of orientation not because departments necessarily connect them with the rest of the institution but because orientation interconnects them in the institution, so that those 30 to 40 individuals who come into orientation each year tend to conduct themselves almost as a class, a particular class of individuals, and they define themselves that way. I think that is healthy. As we lose more senior faculty, issues of HRTP and searches are going to become more difficult. Some of them are more difficult given the contract because they are the ones that have to sit on the search committees

and the promotion committees and Assistant Professors are restricted, again, by contract. It would be interesting to find ways that Assistant Professor could become perhaps observers or adjunct to some of the processes. The UC, for example, purposely puts Assistant Professor as non-voting members of H RTP committees so that they learn and socialize and they see the process at work. I think the shift is going to call on us to look for ways that we can accommodate to the changing composition of faculty and some of that means policy changes and rule changes in some of our practices. I think what you are doing now in stating criteria and expectation for new faculty and trying to make the probationary period more productive is fine. My only observation is dont isolate the department from the Deans role, dont isolate the department from the Provost role, because really it is at this point not a department decision, its a university decision and all levels are engaged in that. I think it is important that you lay out expectations but I think it is also important that you realize that this is not just a single decision made at a single level. There are the other start-up issues. In the sciences it costs to bring a new faculty member in \$150,000 or more, due to laboratory costs and equipment costs and so on. In others it is a computer, in others it is different kinds of resources, it might be travel, or other forms of support. But all those costs have to be born at the department and the college level. The long-term benefits may be worth the short-term sacrifices. FERPs can be used as mentors. Mentors, however, cant just be assigned; the mentee must have something to say about it, because if the mentee doesnt have confidence or rapport with the mentor then it doesnt work. Mentors have to be trained and prepared; it is something that we all dont necessarily know how to do. At the Assistant Professor level we can expect more and more pressure on promotion and tenure decisions. I think Assistant Professor will likely constitute an interest group in and of them. One college is already experiencing the organization of Assistant Professors as a special interest. I think as more and more of the Assistant Professors - we bring on - we will have interest groups surrounded by levels of interest. They will begin to change policies and procedures and expectations because they will be pushing the system from that end. At the Associate Professor level I think one of the issues to watch carefully are those individuals who are not promoted to full professor within the normal six-year pattern. Those individual that are there in rank for seven, eight, and nine years - and there are about 70 to 80 of

them on the campus. That group I believe needs a special intervention - it needs someone to come along say where are you, how can we support you, how can we invest in you, or support you to the next level. I don't think faculty are frustrated or don't feel part of the campus. Post-tenure review for full professor, I think, remains an issue and again, chairs, department colleagues, deans, - we are trying to get deans to meet with every post-tenure review candidate, but in a college like Science and Engineering with 20-130 faculty members a dean has to meet with 20 to 25 faculty members a year to be apprised of where they are, invest in them and move them along. Again, post-tenure review a five year cycle still requires resources and some full professors need special care, some special handling, some special investment. FERPs I believe provide an additional challenge. There are resource issues, space issues, faculty office space issues, other resources that the department will find will become more and more scarce when assistant professors are brought in while the FERPs maintain their same space. There will be teaching load issues, what will be the teaching loads for FERPs and how will they be negotiated. This changing composition of the faculty, whether you are looking at the coming in end or the outgoing end, will clearly challenge, I think, all of us. It will challenge the institution, not just administrators, but colleagues up and down. We have to be open to it and think it through, and the Senate obviously is going to play a major role. **Sandra Luft** indicated that it is helpful to give attention at the Assistant Professor level to the problem of heavy teaching loads that leave little time for research activities. However, the rest of the faculty are in the same position and they should be included.

**Tom La Belle:** I agree with you. **Andres Consoli** asked if the Provost would elaborate on the summer fellowships for assistant professors.

**Tom La Belle:** From where I sit I look at the kinds of opportunities for faculty that we have in place now. There are multi-cultural grants, or travel grants, probationary faculty awards, and so on. It strikes me that we have got to have the resources in place to match more or less the stage of career that individuals are in. My thought is that those needs change over time. I grant the issue of workload for everyone. But the transition for an Assistant Professor from a research university where they see how their professor mentors had little teaching, strong infrastructure support system and then to come to work at a teaching university with our heavy teaching load and limited support infrastructure requires some support

for the transition. It doesn't mean that the workload is fair, it just means that it is different. The summer fellowship I think is one where the assistant professor salary doesn't really match the kinds of cost of living that will face this individual when they move here. In order to make ends meet the assistant professor may well gravitate to teaching in the summer for extra income. He or she is using that valuable time for activity that may not be productive for the entire period over four to six years and it would be to provide use the time for scholarship or research. One thought is to have fellowship that would be equivalent to what one might get for teaching. So if teaching one course would be a \$5,000 to \$6,000 gain then to have a fellowship of that same amount. We are thinking now that there is something called the vice president's assigned time. It only allocates .2 to faculty, we're thinking that that is not enough, .2 doesn't get you much. So we are thinking it should be expanded and maybe we will take that program and put it into summer fellowships or something. It is issues like that and trying to map along the way what are the needs and how can we predict what faculty interests are and their needs are at various times and establishing programs of an intervention source that responds to those needs at that point. It is trying to do that from the point of recruitment and hiring and orientation and all the way through to retirement and/or FERPing. To lose for example, 130 to 140 individuals who have FERPed is a major resource loss to an institution. Just as there are certain restrictions on Assistant Professors there are certain restrictions on FERPs. I'm not sure that make sense and I think we should review some of those policies as well. **Minoo Moallem** asked what we are doing to keep our star faculty from leaving.

**Tom La Belle** indicated

that we do not let them leave without hearing from us. We have a policy to try to match outside offers that they may have received. We typically hear about a faculty that is leaving and then begin a process of review that goes from department chair, the dean and the president and after weighing all the issues and if the faculty is interested in staying we will match the outside offer if we believe it is a reasonable offer.

**Midori McKeon**

indicated that helping incoming faculty is good but as a department chair she has many concerns about the growing inequities between support for the newer faculty and the faculty at higher levels. Specifically the problem

of hiring new faculty at salaries that are much higher than what we are paying some faculty who were hired in previous years. As a department chairperson she indicated that the teaching loads of 4 classes per semester must be reduced to 3 and even 2 as found at other universities. **Tom La Belle** indicated that teaching load issues change from department to department and from college to college. In some departments teaching loads are driven by accreditation requirements that require small class sizes. A department HRT committee that can make a recommendation for a salary increase to the college dean can resolve the issue of equity in salary within a department.

#### Agenda Item #4: Report on Legislative Days

**Robert Cherny** reported on his attendance

at the statewide academic senate legislative day. He spent the day meeting with community college representatives and state legislature discussing issues of preparation and transfer of students from the community colleges to the CSU. A draft of the statewide master plan for education will be available for review and input in the next few months. Will take it on the road to get hearing around the state. Invited them to come to a CSU campus, this may happen. The legislature believes that the impact from the states economic downturn will have less of an effect on this years CSU budget but profoundly affect next years CSU budget. Cherny encourage all to write to the governor outlining that any further cuts in the CSU budget will directly affect our ability to effectively serve the people of California. **Eunice Aaron** found the legislative representative very committed to public higher education, however, it appears that the governor will not finalize the budget until after the November elections. Warned that we should all be prepared for some drastic decrease in the budget and student fee increases.

#### **Agenda Item #5: Elections**

All-University Committee for International Programs

The

Academic Senate has one vacancy (2002-2005) on the All-University Committee for International Programs. **Mariam Smith** has agreed to stand for re-election to the committee

m/s/p

(Houlberg, Steier) Mariam Smith elected by acclamation

Alumni Association Board

The

Academic Senate has a two-year position on the Alumni Association Board (2002-2004) Charles Egan, the Academic Senates current representative, has agreed to stand for re-election.

**m/s/p**

**(Houlberg, Scoble) Charles Egan elected by acclamation**

Childrens Center Advisory Board

**Grace**

Yoo

has agreed

to stand for reelection to the Childrens Center Advisory Board (2002-2003).

**m/s/p**

**(Steier, Mary Ann Warren) Grace Yoo elected by acclamation**

Agenda Item #6: Faculty Merit Increase and Faculty Activity Reports

The

Academic Senate Executive Committee submits for consideration a resolution on Rescinding Policy on Faculty Merit Increase and Faculty Activity Reports.

**Jan**

Gregory indicated that this is a good idea and she supports the resolution.

m/s/p

(Houlberg, Gregory) to second reading

m/s/p

(Houlberg, Steier) to close debate

Voting on the resolution - Passed

## **Agenda**

Item #7: Proposed Revision to the Undergraduate Curriculum in California Studies

### **Amy**

Nichols

, Chair

of the Curriculum Review and Approval Committee (CRAC), introduced the proposals. The proposal is coming as a consent item from CRAC. The

College

of

Behavioral

and Social Science and the California Studies Program submit for consideration.

This is a proposal to revise the California Studies minor in the following

way. The minor would consist of 21 units instead of the current 24 units.

There would be 22 courses offered by 15 departments from five colleges.

Four courses that are not longer offered would be removed (NEXA 398, HUM 317, IAC 370, ECON 530). Four regularly offered

California-related courses would be added (HM 421, PLSI 475, and RAZA 660).

Students would complete one core course (HIST 450), one course from each

of three interdisciplinary categories (California Artistic and Cultural

Landscapes, California Social and Ethnic Landscapes, and California Environmental

Landscapes), and choose three elective courses from at least two of these

categories. **Dean Kassiola**, Dean of BSS and **Lee Davis**, director

of the California Studies Minor, were present to answer questions. **Saul**

Steier indicated that a course, HUM 375, should appear as part of the

emphasis on Los Angeles. Asked that it be included. **Lee**

Davis, Director of the minor, and members of CRAC had no objections.

HUM 375 will be included as part of the emphasis on Los Angeles.

m/s/p

(Velia

Garcia, Steier) to second reading

**Minoo Moallem** asked if courses in ethnic studies could be added?**Lee**

Davis indicated

that she is willing to include courses that are recommended by other faculty.

If a course has not been included, it is because we did not know about

it. She encourages all interested faculty with recommendations to contact

her. **Pamela Vaughn** noted the excellent variety of courses that constitute the minor and complimented those involved on a fine job.

**m/s/p**

**(Houlberg, Shrivastava) to close debate**

**Voting**

on the proposal **Passed unanimously**

**Robert**

Cherny asked for

a special order of business to amend the agenda and add two new items.

**m/s/p**

(Nichols, Penelope Warren) to amend the agenda.

**m/s/p**

(Steier, Mary Anne Warren) to second reading

**m/s/p**

(Steier, Duke) to close debate

Voting on the motions to amend

the agenda **Passed unanimously**

Agenda Item #8 Resolution Commendation  
of Pamela Vaughn

COMMENDATION OF PAMELA

VAUGHN

WHEREAS

Pamela Vaughn was the first of her family to graduate from college and

takes seriously the importance of teaching, as it was a teacher who inspired

her interest in the ancient world, and

WHEREAS

Pamela Vaughn has been teaching Latin and Greek for more than twenty years,  
and

WHEREAS

Pamela Vaughn has been a valued member of the Classics Department at San  
Francisco State University since 1993, and

WHEREAS

Pamela Vaughn redesigned the Latin and Greek curriculum at San Francisco  
State, in which curriculum she actively teaches Latin and Greek authors,  
as well as courses in translation and in classical mythology, and

WHEREAS

Pamela Vaughn is the author of *Finis Rei Publicae: Eyewitnesses to the  
End of the Roman Republic* (Focus Classical Texts, 1999), an excellent  
textbook written in collaboration with R.C. Knapp, and

WHEREAS

Pamela Vaughn's students have said such things as

§"I

am continually impressed by her vast reservoir of knowledge, her expertise,  
and her passion and love for all that she does."

§"I

had never seen such joy in teaching before."

§"Every

time she conjugates a verb or corrects a pronunciation, she does it with  
love -- for the verb and for the student."

§Who

would have ever thought Greek morphology and syntax could be medicinal!"

§"She

is a born teacher. And her students love her. Perhaps that is the best  
definition of success," and

WHEREAS

the American Philological Association, at its annual meeting in January  
2002, in recognition of these many accomplishments, bestowed upon Pamela  
Vaughn its Excellence in the Teaching of the Classics Award for the year  
2001, and

WHEREAS

Pamela Vaughn is now completing her second and final term as chair of the

Academic Senate of San Francisco State University, and

WHEREAS

Pamela Vaughn has generously and on many occasions shared with the Academic Senate and the entire faculty of San Francisco State University her fluency in the language and precepts of those she once described as "my adopted people, the Romans," and

WHEREAS

*alea*

*iacta est* and, as is ever the case, *tempus fugit*, even when one is having fun, now therefore be it

RESOLVED

that the Academic Senate of San Francisco State University extend its heartiest congratulations to Pamela Vaughn on her impressive accomplishments in the classroom that have brought her the national recognition of her peers, and be it further

RESOLVED

that the Academic Senate of San Francisco State University thank Pamela Vaughn for her many services to the Senate and People of the University (SPQU), and be it further

RESOLVED

that the Academic Senate of San Francisco State University bestow upon Pamela Vaughn the titles of *Doctora egregia* and *Dea linguae Latinae et Graecae*, and be it further

RESOLVED

that the Academic Senate of San Francisco State University, effective at the end of the current academic year, bestow upon Pamela Vaughn the additional title *Tribuna perpetua et emerita* magistrorum.

**m/s/p**

(Cherny, Duke) to adopt a the resolution - Passed unanimously

Agenda Item #9 - Resolution Senatus

Consultum De Pamela Vaughn

SENATUS CONSULTUM DE PAMELA VAUGHN

Idem

femina fortissima, idem orator eloquentissima, Pamela Vaughn suos discipulos bene docet inspiratque: una cum Cicerone, magistre suo, hoc contendet, cum ad naturam eximiam et illustrem accaserit ratio quaedam confirmatioque litterae, tum allud nescit quid praeclarum ac singulare solere existere; quod si non hic tantus fructus ostenderetur et si ex his studiis delectatio sola peteretur, tamen, ut opinior, hanc animi adversionem humanissimam ac liberalissimam iudicaretis; nam certae neque temporum sunt neque aetatum omnium neque locorum haec studia adolescentiam acuunt, senectutem oblectant, secundas res ornant, adversis perfugium ac solacium praebent, delectant domi, non impediunt foris, pernoctant nobiscum, peregrinantur, rusticantur.

Quod

per multi Senatores verba fecerunt de rebus suis litteratis praeclaris, et item quod iidem verba fecerunt Pamela Vaughn operam fortem et fidelem Univesitati nostrae navasse, ut pro rebus bene gestis ab sua fortiterque factis in Universitatem nostram honor sua haberetur:

De ea re ita

censuerunt:

Pamelam Vaughn

*"Doctorem Egregiam"*

et

*Deam*

Linguae Latinae et Graecae

et

*Tribunam*

Perpetuam et Emeritam Magistrorum

appelari.

Honoris

caussa Pamelam Vaughn censuere.

*Translation:*

At

once a woman of the highest courage and the most eloquent of speakers,

Pamela Vaughn greatly teaches and inspires her students: Along with Cicero, her Teacher, she holds that when noble and elevated natural gifts are supplemented and shaped by the influence of literary studies, the result is then something truly remarkable and unique. And yet let us leave aside for a moment any practical advantage that literary studies may bring. For even if their aim were pure enjoyment and nothing else, you would feel obliged to agree that no other activity of the mind could possibly have such a broadening and enlightening effect. For there is no other occupation upon earth which is so appropriate to every time and every age and every place. These literary studies stimulate the young and delight the old, they increase one's satisfaction when things are going well, and when they are going badly, they provide refuge and solace. They are a delight at home; they can be fitted in with public life; throughout the night, on journeys, in the country, they are a companion which never lets you down.

Whereas

many Senators have spoken of her illustrious scholarly activities, and likewise whereas these same have declared that Pamela Vaughn has rendered valiant and faithful service to our University, so that public acknowledgement might be accorded her in return for the good service and valiant deeds performed by her on behalf of our University:

Concerning this matter

it was decreed [by the Senate] as follows:

That Pamela Vaughn be called

"Extraordinary Teacher"

and

Classics Goddess

and

Emerita Tribune of the

Faculty in Perpetuity

In  
honor of Pamela Vaughn.

**m/s/p**

(Houlberg, Colvin) to adopt the resolution - Passed unanimously

The Senate  
adjourned at 3:19PM

Respectfully  
submitted,

James  
Edwards  
Secretary  
to the Faculty

**Meeting Date (Archive):** Tuesday, April 16,  
2002

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