

ACADEMIC SENATE

AGENDA

Wednesday, April 9, 1986

2:00 p.m.

Student Senate Chambers, University Union

CONSENT CALENDAR

AS 86-22/Ex. COMMITTEE APPOINTMENTS

Committee on Committees:

Convenor:	PAT MCGILLIVRAY
Student Senate:	JENNIFER MUNSON
Social Science:	ROBERT JENSEN
Humanities/Fine Arts:	MARJORIE GELUS
Sciences and Math:	ELAINE ALEXANDER
Education:	RAY ENDRES
Business and Public Administration:	ANN HARRIMAN
Engineering:	SUSAN HOLL
Social Work:	ALAN WADE
Health and Physical Education:	STEPHEN FIGLER
Nursing:	TOM PUCCI (Athletics/Nursing)
Library:	MARINA SNOW
Student Affairs:	HARRIET TANIGUCHI
Ethnic Studies:	ALEXANDRE KIMENYI

Scholarship Selection Committee: NECMI KARAMAZOGLU, 1985-86

*AS 86-23/Ex. RESEARCH AND SCHOLARLY ACTIVITY COMMITTEE - COMPOSITION AND CHARGE

The membership of the Committee on Research and Scholarly Activity shall be:

- two members appointed by the President, one of whom shall be the Director of Research and Sponsored Projects;
 - one staff member nominated by the University Staff Assembly and appointed by the President;
 - one student appointed by the Student Senate;
 - two Senators (from different schools or different areas of the School of Arts and Sciences);
 - four faculty members from the School of Arts and Sciences, each from a different department, (one from the humanities, one from the sciences, one from the social sciences, and one "at large");
 - one faculty member from the school of Business and Public Administration;
 - one faculty member from the School of Education;
- ...continued

one faculty member from the School of Engineering and Computer Science;
 one faculty member from the School of Health and Human Services;
 one faculty member from the Library.

The Committee on Research and Scholarly Activity shall:

encourage faculty research and scholarly activity;
 advise the Director of Research and Sponsored Projects in efforts to
 obtain outside funding for faculty scholarly activities;
 recommend policies regarding faculty scholarly activity to the Academic
 Senate;
 encourage the inclusion of assigned time and grants for faculty
 scholarly activity in the University budget;
 formulate guidelines and criteria for the evaluation of faculty
 applications for assigned time and grants for scholarly activity;
 evaluate faculty applications for assigned time and grants for
 scholarly activity;
 recommend to the Vice President for Academic Affairs grants of assigned
 time for research and to the Director of Research and Sponsored
 Projects awards for scholarly activity;
 select the University's annual Outstanding Scholar and sponsor his/her
 address to the community.

REGULAR AGENDA

OK. AS 86-21/F1r. MINUTES

Approval of Minutes of the regular meeting of March 12, 1986.

X AS 86-19/GPPC, Ex. GRADUATE EDUCATION, RECOMMENDATION ON
 (Postponed from March 12, 1986)

PLEASE BRING DOCUMENTS DISTRIBUTED EARLIER!

[The following recommendations, arranged in four groups, come to the Academic Senate from the Executive Committee. They reflect that body's deliberations on recommendations of the Graduate Policies and Programs Committee, which in turn based its proposals on the "Report of the Study Group on Graduate Education." The numbers in brackets refer to items in the Report of the Study Group.]

OK. The Academic Senate recommends approval of the following, with the stipulation that the recommendations do not constitute an endorsement of reallocating current resources in order to accomplish these recommendations.

Group I: Administration Actions

OK. ①. In recognition of the importance of graduate education at CSUS, the Academic Senate recommends the appointment of a Graduate Dean. The

work of the Graduate Dean should be coordinated with the Director of Research and Sponsored Projects by the Vice President for Academic Affairs and through the Associate Vice President for Program Development and Evaluation. [C.1]

failed 2.

Representatives should be selected from each of the schools as graduate studies coordinator(s) to work with the Graduate Dean on long-range planning, program development, and promotion of graduate education (recognition should be given to the size of the School of Arts and Sciences in determining the number of its coordinators). The coordinator(s) should be selected by the Dean of each school with a recognition that the scope of this responsibility be included in the faculty members' workloads. [C.2]

2 OK 3.

The University Resources and Planning Council, in consultation with the Graduate Policies and Programs Committee, should establish an ad hoc committee for long-range planning of graduate education to make recommendations to the Academic Senate within two years. [A.2]

refer to GPPC 4.

A Graduate Dean's Council should be formed--composed of the graduate studies coordinators in the schools, a representative of the Graduate Policies and Programs Committee, the Graduate Dean, the Director of Research and Sponsored Projects, the Associate Vice President for Program Development and Evaluation, and the Coordinator of the Graduate Processing Center--to assist the Graduate Dean in the administration and promotion of graduate education. This charge shall include, but not be limited to, the following areas: planning for graduate education; community liaison; graduate student recruitment, tuition, and financial aid; fostering administrative, faculty, departmental, computer, and library resources and support. Recommendations of the Graduate Dean's Council shall be made to the appropriate administrative and faculty bodies. [C.3.]

5 OK 5. A graduate handbook should be developed. [B.12]

4 OK 6. The Graduate Advisor's Handbook should be updated. [C.8]

Group II: ^{General} Departmental Actions

5 OK 7. All graduate programs should have a coordinator. Schools are encouraged to provide assigned time commensurate with the duties of the graduate coordinators. [B.9]

6 OK 8. Departments should be encouraged to establish community advisory boards for graduate programs. [A.3]

7 OK 9. Graduate student associations should be created at the appropriate school, division, or department level. [A.4]

asked by GPPC

ed.-ok
within the normal 12-unit instructional load

to RPPC

- 10. The policy of assigning .5 WTU to each student's thesis/project advisor should be enforced. [B.10]
- 11. Departments with graduate programs should be encouraged to request additional clerical support. [B.13]
- 12. Advising should be done primarily at the department level. [C.7]
- 13. An oral defense of the master's thesis and master's project should be required. [C.12]

to RPPC

Group III: Funding Actions

- 14. Budgets should include provision for acquisition of research-related materials. [B.19]
- 15. The President and the statewide Academic Senators ^{should be urged} to seek restoration of the graduate differential. [B.20]
- 16. Funds should be raised for graduate programs through a university-wide effort, utilizing departmental expertise. [B.16]
- 17. Plans for space development should include the needs of graduate programs for laboratories, seminar rooms, and offices. [B.11]
- 18. Faculty should be provided with resources for participating in research meetings. [B.4.]
- 19. Support should be provided for faculty members who seek funds for graduate programs. [B.17]
- 20. The University should provide program resources and positions for research and development to support graduate education. [B.7]
- 21. ^{Increased for grad students} Financial aid, ^{ships} in the form of scholarships, assistantships, fellowships, grants, and loans, should be ^{sought} increased for graduate students. [B.2.] ~~from a variety of sources~~
- 22. Out-of-state and foreign student tuitions should be reduced or eliminated for students with superior potential and achievement. [B.5.] ^{with} financial need.
- 23. Tuition and/or fee remissions should be available as part of students' assistantships/fellowships. [B.6.]
- 24. The adequacy of the staffing of the Graduate Studies Processing Center should be reevaluated. [C.4.]

Group IV: Outreach Action

- 25. Students should be recruited through professional high-quality advertising, funded through the Office of Program Development and

Evaluation and developed with the assistance of the Offices of University Affairs, School/College Relations, and Student Affirmative Action. [B.1]

- 21 OK-26. Speaker bureaus should be established for outreach programs. [B.3]
- 22 OK-27. Stronger and more numerous ties with the community should be developed and visibly displayed. [B.18]

[The Executive Committee referred items C.10 and C.11 to the GPPC for further study and evaluation. The Executive Committee voted to recommend no Senate action on items B.8, B.14, B.15, C.5, C.6, and C.9.]

AS 86-24/Ex. CONSULTATION VERSUS JOINT RESPONSIBILITY

Carried over

The CSUS Academic Senate shall inform the CSU Academic Senate that we agree that in defining "criteria and standards," "joint responsibility" means "equal partnership," that we find it essential that the CSU Academic Senate assert its right to ^{equal partnership} ~~joint responsibility~~, that anything else is unacceptable; ~~and that we insist that the CSU Academic Senate hold to this position.~~

AS 86-25/Ex. LENGTH OF THE PROBATIONARY TERM

Carried over

The CSUS Academic Senate 1) recommends amending CSU Academic Senate proposed resolution AS-1659-86/FA (Attachment A) by adding the following sentence to the resolved clause: Policies and procedures for 5th and 6th year appointments shall be mutually determined by the local Senate/Council and the campus president; and 2) advises the campus CSU Academic Senators to support the position of AS-1659-86/FA on the appropriate probation period at such time as it may come before the Academic Senate of the CSU.

AS 86-26/Ex. STUDENT EVALUATION OF INSTRUCTION

Carried over

The Academic Senate, CSU, Sacramento, recommends amendment of the final paragraph of the resolved clause of the CSU Academic Senate's proposed resolution AS-1651-86/FA (Attachment B), to read as follows: In hiring, tenure and promotion reviews, and in evaluation of instructional performance of tenured faculty, the evaluation of instructional quality shall include but not be limited to the results of student evaluations of instruction.

AS 86-27/Ex. CONDITIONAL ADMISSIONS, POLICY ON

Carried over

The CSU, Sacramento, Academic Senate 1) endorses the report of the Admissions Advisory Council with regard to the proposal for conditional admissions (Attachment C), and 2) endorses the CSU Academic Senate resolution AS-1648-86 (Attachment D) amended so the last resolved clause

reads: Resolved: That the Academic Senate of The California State University inform the Chancellor of its support for the policy on conditional admissions as recommended by the Admissions Advisory Council.

*AS 86-28/FA, Ex. COPYRIGHT POLICY

University academic employees have exclusive ownership rights in their intellectual property, (e.g., articles, books, computer software, etc.), produced while in the employ of the university. Such rights are not abridged because the scholarly or creative activity occurs on university time or during vacations, released time for research, or paid leaves. Neither are they abridged by normal use of the university facilities, such as faculty offices and the Library.

#3 However, when additional university facilities, equipment or personnel are used to a significant extent in the development of copyrighted material with revenue potential, ^{U.C. Sys} the holder(s) of the copyright should enter into an agreement with the university to ^{recover an approp.} repay all or part of such development costs with revenue derived from commercial use of the material. Copies of such material will be made available to a university depository, such as the Library.

#2 Copyrightable material includes, but is not limited to, computer software, videotapes, written material with revenue potential (e.g., textbooks) and written material with no revenue potential (e.g., journal articles, monographs).

Carried over
*AS 86-29/Ex. ANNUAL FACULTY ADDRESS

The annual faculty address shall be titled "The John C. Livingston Annual Faculty Lecture." (Attachment E)

The Faculty Address Committee shall become The Livingston Annual Faculty Lecture Committee.

~~AS 86-30/Flr. Membership of Standing Committees withdrawn~~

[PLEASE PLAN TO REMAIN FOR REFRESHMENTS (THANKS TO YOUR GENEROUS DONATIONS) FOLLOWING THE MEETING.]

CSU Academic Senate
AS-1659-86/FA
March 13-14, 1986

LENGTH OF PROBATIONARY PERIOD

- WHEREAS, The Academic Senate of The California State University twice opposed an extension of the four-year probationary period established in Section 43560 of Title V of the California Administrative Code (AS-92-67/FA and AS-778-75/FA); and
- WHEREAS, The Academic Senate CSU has expressed support of the four-year probationary period with the provision that additional fifth and sixth probationary years may be assigned (AS-778-75/FA); and
- WHEREAS, During the period Section 43560 was in effect, from September 1971 until August 1983, it ensured adequate flexibility while providing for complete and appropriate evaluation for tenure of academic employees; and
- WHEREAS, The Higher Education Employer-Employee Relations Act (HEERA) states, in part, that
- (r) For purposes of the California State University and Colleges, only "scope of representation" means, and is limited to, wages, hours of employment and other terms and conditions of employment. The scope of representation shall not include:
 - (4) Criteria and standards to be used for the appointment, promotion, evaluation, and tenure of academic employees, which shall be the joint responsibility of the academic senate and the trustees.
- ;and
- WHEREAS, The Academic Senate CSU on January 13, 1984, notified the California State University and the California Faculty Association that it was the position of the Academic Senate CSU that the length of time required to obtain tenure is a criteria and standards issue and should not have been the subject of collective bargaining; and
- WHEREAS, The CSU Board of Trustees, through a public notice, withdrew the probationary period (Section 13.3) from the collective bargaining process between CFA and the Board's representatives; and

- WHEREAS, The Academic Senate CSU has responded to the public notice that the length of probationary period of a faculty member does establish a criterion or standard for the award of tenure and is therefore within the Senate's purview under HEERA; and
- WHEREAS, The CSU Board of Trustees and the Academic Senate CSU have joint responsibility for determining the length of the probationary period for tenure-track faculty; therefore be it
- RESOLVED, That the Academic Senate of The California State University carry out its responsibility under the Higher Education Employer-Employee Relations Act by stating its position on the probationary period as follows:

The appropriate period for probation is four years with the provision that additional fifth and sixth years may be assigned.

CSU Academic Senate
AS-1651-86/FA
March 13-14, 1986

STUDENT EVALUATION OF INSTRUCTION

- WHEREAS, The California State University Board of Trustees, through a public notice, recently withdrew several issues from the collective bargaining process, because they are "criteria and standards which pursuant to HEERA are more appropriately subjects of joint responsibility between the CSU and the Academic Senate"; and
- WHEREAS, One of the issues withdrawn was article 15.17a of the California Faculty Association proposals, which states, "Student evaluations shall not be considered as the sole indicator of teaching performance"; and
- WHEREAS, The Academic Senate of The California State University recommended in 1978 that the results of student evaluation of instruction be included in personnel files and that student evaluations be used in the retention, tenure, and promotion process "as one element in assessing the quality of instruction, but not as the sole indicator of such quality"; and
- WHEREAS, In 1980 the CSU Board of Trustees adopted minimum standards for the evaluation of instructional performance of tenured faculty, mandating that such procedures "shall include, but not be limited to, consideration of student evaluations of instructional performance"; and
- WHEREAS, the Academic Senate CSU has now reviewed these policies, and continues to endorse them; therefore be it
- RESOLVED, That the Academic Senate of The California State University discharge its joint responsibility under the Higher Education Employer-Employee Relations Act (HEERA) for criteria and standards by presenting to the CSU Board of Trustees for their concurrence the following policy statement:

In hiring, tenure and promotion reviews, and in evaluation of the instructional performance of tenured faculty, the results of student evaluation of instruction shall be used as one element in assessing the quality of instruction but not as the sole indicator of such quality.

CALIFORNIA STATE UNIVERSITY
ADMISSIONS ADVISORY COUNCIL
RECOMMENDATION ON CONDITIONAL ADMISSION
FOR FIRST-TIME FRESHMEN

February 28, 1986

Fall 1984: The Board of Trustees instituted collegiate preparatory subject requirements, effective fall 1984, in English (4 years) and mathematics (2 years). In doing so the Board gave the Chancellor the authority to implement the requirements in ways that "avoid undue hardship during the phase-in period." Accordingly, CSU established provisions for waiving portions of the requirements in 1984 and 1985 with full compliance expected, fall 1986.

Fall 1988: The Board of Trustees adopted in January 1986 revisions to Title 5, Sections 40743 and 40754, California Administrative Code, establishing a comprehensive pattern of collegiate preparatory subjects as an element of first-time freshman admission criteria. The revised sections of the Code include the following provision:

The chancellor shall implement the comprehensive pattern of college preparatory subject requirements and in so implementing shall provide for conditional admission of applicants otherwise admissible who have not completed all of the subjects in the comprehensive pattern.

Throughout the period of developing the revised admission criteria, discussions included the following considerations:

1. Applicants otherwise admissible but missing one or more of the subject requirements will be admitted on condition that they make up the limited permissible number of missing subjects early in their baccalaureate study.
2. The need for conditional admission is expected to diminish in time.
3. CSU will monitor annually compliance of the CSU applicant pool and will review CPEC eligibility studies of the high school population.

In adopting a comprehensive pattern of college preparatory courses as an added criterion for determining eligibility for admission, CSU seeks to ensure that all potential students are prepared to benefit from its programs. CSU recognizes that there can be instances where students will not meet the letter of this requirement although they give other adequate evidence of being prepared to undertake collegiate study. Therefore, CSU must provide for "conditional admission" as a part of the English and mathematics requirements already instituted and of the comprehensive pattern of subject requirements that will become effective in fall 1988.

Recommendation 1: Categories of Admission

In fall 1986 and beyond, applicants will be considered for either regular or special admission and, for the first time, each category may be either unconditional or conditional, as follows:

Regular Admission (Title 5, Sections 40753, 40754)

Unconditional: high school graduates (or equivalent) from the top one-third as measured by the Eligibility Index, and with all required preparatory subjects completed.

Conditional: high school graduates (or equivalent) from the top one-third as measured by the Eligibility Index, with fewer than all required preparatory subjects completed but with a prescribed minimum number completed.

Special Admission (Section 40900 and 40901)

Unconditional: non-graduates from high school or graduates not from the top one-third and with all of the required preparatory subjects completed.

Conditional: (a) high school graduates (or equivalent) from the top one-third as measured by the Eligibility Index, and with fewer than the prescribed minimum number of preparatory subjects completed; or (b) nongraduates from high school, or graduates not from the top one-third, and lacking one or more of the required subjects.

The freshman admission categories and provisions may be summarized:

<u>Index</u>	<u>All Subjects Completed</u>	<u>Not all Compl. but at Least a Minimum</u>	<u>Less than the Minimum Number Completed</u>
Upper 1/3	Regular Unconditional	Regular Conditional	Special Conditional (a)
Not Upper 1/3	Special Unconditional	Special Conditional (b)	Special Conditional (b)

Recommendation 2: Conditions Established at Time of Admission

Regular Admission: During the period in which the required comprehensive pattern will be phased in, applicants otherwise admissible must complete a designated minimum of the required subjects to qualify for regular admission. The minimum number of subjects to be completed will increase according to a schedule that will correspond, subject to monitoring, to an expected decline in the need for conditional admission provisions.

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The minimum number of subjects to be completed each year:

Fall 1986 and fall 1987: at least 5 of the required 6 units in English and mathematics;

Fall 1988: at least 10 of the required 15 units, among which are included at least 6 of the required 7 units in English and mathematics;

Fall 1989: at least 12 of the required 15 units, among which are included at least 6 of the required 7 units of English and mathematics;

Fall 1990 and fall 1991: at least 14 of the required 15; at least 6 of the required 7 units of English and mathematics;

Fall 1992: full implementation expected.

Removing Conditions: Students admitted through regular admission provisions on condition will be expected to make up their missing subjects within the first 36 semester (54 quarter) units of baccalaureate study attempted. Those not doing so would be subject to administrative probation provisions and must then limit their enrollments to courses satisfying the conditions of admission.

Removing Conditions

Subject	Must Complete	Plus
English	GE English	Any required prereq. course determined by placement examination
Mathematics	GE Mathematics	Any required prereq. course determined by placement examination
History/Govt. Sec. 40404		
Science	GE Science	
Foreign Lang.	1 year college-level foreign language	
Visual/perf. Arts	GE Arts	
Electives	Baccalaureate courses from English, mathematics, social sciences, laboratory science, agriculture, foreign language, and the visual and performing arts	

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Baccalaureate courses completed to satisfy conditions of admission will count towards all applicable bachelor's degree objectives.

Special Admissions and Conditional Admission: The discussion thus far has dealt with applicants admissible under Title 5 Sections 40753 and 40754, referred to as "regular" admission. Applicants not eligible under these Sections may still be considered for admission by special action using Sections 40900 and 40901.

Applicants admitted by special action may have completed the required subjects, but are more likely to be missing the required subjects in greater proportions than those admitted under regular provisions. Those admitted by special action with the required subjects uncompleted will be admitted on condition that they complete the missing subjects early in their baccalaureate study, as determined by campus policy, but not necessarily within the first 36 semester units of baccalaureate credit attempted.

Support: The Council recommends that thought be given to providing the high level of learning assistance and student support needed to ensure that the students admitted on this basis are incorporated fully into the regular academic program of the CSU as quickly as feasible.

A Continuing Conditional Admission Policy

The 15 unit requirement represents the pattern designed to ensure that a student admitted to CSU is prepared to undertake college study. Failure to achieve this course pattern after 1992 will mean that the CSU is not obliged to admit a student otherwise eligible for admission.

The Council believes, however, that a sound admission policy must recognize that there may continue to be circumstances which cannot be anticipated, cases which do not entirely fit a specific pattern, and matters beyond the control of applicants. We believe that a continuing conditional admission policy needs to be considered, to be put in place in 1992, providing for applicants to be considered for admission who fail to have the required pattern of courses, but who give indications of being highly qualified otherwise.

Examples are:

1. An ESL student who is unable to complete the normal four years preparatory English but who has achieved acceptable level of competence in English and who has excelled in other areas.
2. A student who is unable to complete all elements of the pattern because of scheduling and sequencing difficulties.
3. A student who completed all or most high school study in a school where curricular practices differ from those of California public schools.

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4. An applicant who meets the "regular" University of California requirements.
5. A graduate of a high school that did not offer a required course.

During the interim conditional admission period, from the present until 1992, the CSU should deliberate the details of a continuing conditional admission policy based upon experience during the phase-in period. The goal of the deliberations would be a policy that establishes clearly the course pattern as the requirement normally to be completed as a condition for regular admission, but that does not work injustice on qualified students who could not fully complete that pattern.

CSU Academic Senate
AS-1648-86/AA
March 13-14, 1986

POLICY ON CONDITIONAL ADMISSIONS OF FIRST-TIME FRESHMEN
TO PHASE IN THE 1988 CSU SUBJECT REQUIREMENTS AND TO
GOVERN APPLICATION OF ENGLISH AND MATHEMATICS
REQUIREMENTS IN 1986 AND 1987

- WHEREAS, The Academic Senate of The California State University has recently reaffirmed (AS-1482-84 and AS-1618-85) its support for increased requirements in college preparatory subjects for students admitted to the CSU, continuing its longstanding support for increased preparation (AS-1217-81 and AS-1321-82) and admission requirements (AS-1212-81 and AS-1272-81) in English and mathematics; and
- WHEREAS, The Academic Senate CSU (AS-1619-85) called for development of a comprehensive policy for conditional admissions during a phase in period for the new 1988 required pattern of collegiate preparation, through which otherwise-eligible applicants could be admitted lacking one or more of the required courses; and
- WHEREAS, The Chancellor has forwarded to the Senate for its recommendation a policy for conditional admission of first-time freshmen commencing fall, 1986, as proposed by the Admissions Advisory Council; and
- WHEREAS, The proposed policy for conditional admissions includes
- (1) a gradual increase in the number of required subjects from 5 (of 6) in 1986 and 1987 to 10 (of 15) in 1988, 12 (of 15) in 1989, 14 (of 15) in 1990 and 1991, and all 15 in 1992;
 - (2) authorization through 1991 for students to be admitted lacking one of the required courses in English or mathematics through 1991;
 - (3) specific provisions for the completion early after enrollment of courses in areas from the required course pattern not completed prior to admission;
 - (4) additional time to remove conditions for students admitted through special action;
 - (5) acknowledgment of the need for ongoing monitoring of course-taking behavior by students in the upper one third of the high school graduating class and of the possible need for flexibility in enforcing the course pattern requirement in 1992 and beyond; therefore be it

RESOLVED, That the Academic Senate of The California State University inform the Chancellor of its general support for the policy on conditional admissions as recommended by the Admissions Advisory Council but urge that the following modification be made to that policy:

- (1) That the requirement for conditional admission in fall 1990 and fall 1991 be stated as 14 of the 15 required subjects, to include all 7 of the required courses in English and mathematics.

M E M O R A N D U M

April 4, 1986

TO: Peter Shattuck, Chair
Academic Senate

FROM: Bob Curry, Chair
Faculty Address Committee

SUBJECT: "Livingston Lecture" Proposal

Professor John C. (Jack) Livingston taught Government at CSUS from 1954 to 1982. While at the University, Jack co-authored two books with colleague Bob Thompson: The Consent of the Governed and The Dissent of the Governed; he also wrote Fair Game, a defense of fairness in American life. After co-founding the Statewide Academic Senate, he served as its chair during the mid-1960s. He was a long-time member of the Senate on campus and during 1970-71 he was its chair. When Jack was asked to assume an administrative post, he became Acting Dean of Arts and Sciences during 1971-72.

Jack Livingston's importance to CSUS is in our memories far more vividly than a simple recitation of his various contributions to CSUS's development could ever reveal. He was an important conscience of the faculty for many years, a person respected for his sense of humanity, for his wit and good humor, and a man gifted with an extraordinary capacity for friendship. His most important legacies were his insistence that the faculty of the University gain a sense of themselves and their actions, and his commitment to students.

Jack Livingston's talents, attributes and capacities compelled his colleagues to nominate him in 1959 as CSUS's first Faculty Convocation speaker when he addressed the issue of democracy and the manipulation of consent. We honor him and ourselves by associating his name with the annual faculty address.

RC:j

TO: Peter Shattuck
Chair, Academic Senate

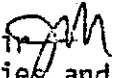
California State University, Sacramento
6000 J Street
Sacramento, California 95819

and

Betty Moulds
Chair, URPC

Academic Senate Received
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FEB 3

FROM: Joan Moon, Chair 
Graduate Policies and Program Committee

DATE: January 28, 1986

SUBJECT: Report of the Study Group on Graduate Education

The GPPC received the Report of the Study Group on Graduate Education on September 16, 1985. It was discussed at the meetings of October 7, October 28, November 4, November 11, November 18, and December 2. The November 11th meeting was an open forum to which the members of the Study Group and Departmental graduate coordinators were invited. On November 25th we sent you four specific recommendations which had catalogue and fiscal implication. The GPPC has now completed its review. I have repeated the previously-submitted recommendations to provide a complete report. Again the GPPC commends the Study Group for its thoughtful and considerate recommendations.

A. Planning

1. The Catalogue mission statement (1984-86, p. 11) should be revised from its emphasis on the achievement of acceptable standards to an emphasis on the achievement of excellence. In promoting such a change, it is recommended that the current Catalog statement of mission for graduate programs be modified to read:

"At the graduate level, selected programs leading to the master's degree and a number of advanced credential programs in education are offered. Whereas the transmission of knowledge is the major task of undergraduate education, the utilization and advancement of knowledge are the major goals of graduate study. In keeping with those goals, graduate offerings at California State University, Sacramento are focused in programs which stress the achievement of excellence in scholarship, as well as the promotion of high professional standards. The fundamental objective of the programs is the preparation of students for leadership positions by the development of expertise in theory and its application."

2. Revised to read:

"The Graduate Policies and Programs Committee should ask the Academic Senate to request that the University Resource and Planning Council, in consultation with the GPPC, establish an ad hoc committee for long-range planning of graduate education."

3. Revised to read:

"Departments should be encouraged to establish community advisory boards for graduate programs."

B. Outreach and Support

1-6. Recommended that the Academic Senate endorse for implementation through the appropriate bodies.

7. Revised to read:

"The University should provide program resources and positions for research and development to support graduate education."

8. Not recommended.

9-13. Recommended that the Academic Senate endorse for implementation through the appropriate bodies.

14-15. Recommend referral to the ad hoc committee recommended in A.2 above.

16-20. Recommended that the Academic Senate endorse for implementation through the appropriate bodies with the following minor revisions:

17. Change "Assigned time" to "Support"

19. Change "all resource budgets" to "the University library budget."

C. Administration

1. "A graduate dean should be appointed whose work should be coordinated with the Director of Research and Sponsored Projects by the Provost and through the Associate Provost for Program Development and Evaluation.

The specific duties of the Graduate Dean will be recommended at a later date."

2. "Each school should appoint one person as a graduate program specialist (the School of Arts and Sciences, because of its size, should appoint three), who would be given at least six units of assigned time to work with the Graduate Dean on long-range planning, program development, and promotion of graduate education."

3. Revised to read:

"A Graduate Dean's Council should be formed--composed of the faculty graduate specialists in the schools, a representative of the Graduate Policies and Programs Committee, the Graduate Dean, the Director of Research and Sponsored Projects, the Associate Vice President for Program Development and Evaluation, and the Coordinator of the Graduate Processing Center--to assist the Graduate Dean in the administration and promotion of graduate education. This charge shall include, but not be limited to, the following areas: planning for graduate education; community liaison; graduate student recruitment, tuition, and financial aid; fostering administrative, faculty, departmental, computer, and library resources and support. Recommendations of the Graduate Dean's Council shall be made to the appropriate administrative and faculty bodies."

4-6. Recommended that the Academic Senate endorse for implementation through the appropriate bodies.

7. Revised to read: "Advising should be done primarily at the department level."

8. Recommended that the Academic Senate endorse for implementation through the appropriate bodies.

9. Recommended that the Academic Senate endorse for implementation through the appropriate bodies.

10. Revised to read:

"Continuous enrollment and fee payment should be given serious consideration for all graduate students enrolled in the master's thesis and master's project courses during the time after advancement to candidacy and before degree completion."

11. Revised to read:

"Departments should give serious consideration to lowering the base level of units-of-credit for the master's thesis and master's project courses to zero and offer a range of 0-5 units, after the initial enrollment in a thesis or project."

Memo re Study Group on Graduate Education
January 28, 1986
Page 4.

12. Recommended that the Academic Senate endorse for implementation through the appropriate bodies.

The GPPC also added to Section A as Number 4:

"The GPPC recommends that graduate student associations be created at the appropriate school, division, or department level."

The Chair and the members of the GPPC are available to discuss these recommendations with the Executive Committee.

JM/v
wp#48

cc: June Stuckey, Assoc. V. P. for Academic Affairs.

Report of the
Study Group on Graduate Education
California State University, Sacramento
May 17, 1985

On January 24, 1985, President Donald Gerth formed the Study Group on Graduate Education with the general charge that it assess the direction and organization of graduate programs at the university. Because enrollments in many graduate programs throughout the California State University were thought likely to increase in the near future and, because considerable interest had been expressed on the Sacramento campus about the potentiality for graduate programs, the establishment of an ad hoc body to recommend a direction for graduate education seemed timely.

Specific charges of the Study Group, as outlined in President Gerth's January 24 memorandum, were as follows.

1. Define the best future role for graduate studies at California State University, Sacramento.
2. If this role will require greater numbers of graduate students, suggest ways to reach out more effectively to potential students.
3. Identify programmatic areas for which student and societal need or demand might be expected to increase or emerge in the next ten years.
4. Identify support needed for graduate programs and for faculty and students involved in graduate programs.
5. Determine sources for financial support of graduate students.
6. Define the relationship between graduate programs and research.
7. Determine the best organizational structure for leadership and support of graduate programs.
8. Assess administration of graduate programs: admissions, advising, advancement to candidacy.
9. Assess graduate completion requirements: theses, exams.

Members of the Study Group included: Dr. Duane Anderson, Director of Admissions and Records; Mr. David Bischoff, graduate student in art history; Dr. Richard Fish, Professor of Chemistry; Dr. Donald Gillott, Dean of the School of Engineering and Computer Science; Dr. Arnold Golub, Chair of the Psychology Department; Dr. Cheryl Ho, Professor of Music; Dr. John Oldenburg, Professor of Biomedical Engineering; Dr. Mina Robbins, Professor of Nursing; and Dr. Laurence Takeuchi, Associate Professor of Management. Dr. Hortense Thornton, 1984-85 Administrative Fellow, served as ex-officio member, while Dr. June Stuckey, Associate Provost for Program Development and Evaluation, and Mrs. Nancy Wallinder, Coordinator of the Graduate Studies Processing Center, served as resource persons. Dr. Lita Whitesel, Professor of Art, served as Chair.

To gather quantitative information about graduate students and programs at the university, data were obtained from the Office of Institutional Research. To gather qualitative information and to assess desires for program change, the Study Group designed a questionnaire that was distributed to graduate coordinators. Another source of information was a visit with the Study Group by President Gail Fullerton of San Jose State University. Drawing upon her experiences as a former graduate dean and as a president of the oldest, and one of the largest, of the California State University campuses, President Fullerton shared her views on such issues as: the likelihood of the establishment of doctoral programs in the university; sources for program maintenance and expansion; relationships between graduate programs and research; and administrative structures of graduate programs.

After several meetings of discussion on general issues of graduate education, the Study Group formed three sub-groups--one on long-range planning, one on support and maintenance, and one on administration--each of which prepared a report on three of the nine Study Group charges. The three reports were then combined into one, which is presented herein, and organized sequentially, according to each of the nine charges.

Responses of the Study Group to the Nine Charges

Limitations of the report. Because the best future role for graduate studies at CSUS should be determined after careful long-range planning, for which the Study Group did not have sufficient time in the three months of its existence, the issue of the future of graduate education at the university was only partially addressed. Also, because information about programmatic areas likely to expand in the next decade was not readily available, the Study Group did not provide a ten-year projection of program emergence or growth.

Summary of findings. Preliminary to making recommendations, the Study Group concluded the following: (1) The university's mission statement is inadequate. (2) Interest and potential exist for developing free-standing and joint doctoral programs. (3) Advising, recruitment, student financial aid, community involvement, faculty development, faculty workload compensation, building space, library resources, and clerical support are inadequate for graduate programs. (4) Although conditions at the university are more favorable to applied, rather than basic research, opportunities for basic research exist; and research, whether applied or basic, is an essential component to the university's graduate programs. (5) A need exists for a graduate dean.

Recommendations. Based upon the findings summarized above, the following recommendations are made.

A. Planning

1. The Catalog mission statement should be revised, from its emphasis on the achievement of acceptable standards to an emphasis on the achievement of excellence (pgs. 5-6)*.
2. A committee should be established to study long-range planning for the university, and graduate education should be a major issue in the planning (pg. 2).
3. Community advisory boards should be created for all graduate programs (pg. 6).

B. Outreach and Support

1. Students should be recruited through professional high-quality advertising, funded through the Office of Program Development and Evaluation and developed with the assistance of the Offices of University Affairs, School/College Relations, and Student Affirmative Action (pg. 11).
2. Financial aid, in the form of scholarships, assistantships, fellowships, grants, and loans, should be increased for graduate students (pgs. 7, 9).
3. Speaker bureaus should be established for outreach programs (pg. 7).
4. Faculty should be provided with resources for participating in research meetings (pg. 7).
5. Out-of-state and foreign student tuitions should be reduced or eliminated for students with superior potential and achievement (pgs. 6-7).
6. Tuition and/or fee remissions should be available as part of students' assistantships/fellowships (pg. 9).
7. Program resources, as well as positions for research and development, should be allocated according to requests and justifications, through the Office of Program Development and Evaluation (pg. 9).

*Numbers in parentheses refer to pages in the report on which the recommendations and their relevant issues are discussed more fully.

8. Certain graduate discipline areas should be designated as hard-to-hire to compete with salaries in the private sector (pg. 10).
9. All graduate programs should have a coordinator who receives at least three units of assigned time (pg. 10).
10. The policy of assigning .5 WTU to each student's thesis/project advisor should be enforced (pg. 10).
11. Plans for space development should include the needs of graduate programs for laboratories, seminar rooms, and offices (pg. 10).
12. A graduate student handbook should be developed. (pgs. 11, 18).
13. Clerical support for graduate programs should be increased (pg. 11).
14. Resources to explore development of doctoral programs should be provided through the Office of Program Development and Evaluation (pgs. 11-12).
15. Study Groups should be formed in the professional schools to consider the establishment of free-standing doctoral programs (pg. 12).
16. Funds should be raised for graduate programs through a university-wide effort, utilizing departmental expertise (pgs. 12-13).
17. Assigned time should be provided for faculty members who seek funds for graduate programs (pg. 13).
18. Stronger and more numerous ties with the community should be developed and visibly displayed (pg. 13).
19. A portion of all resource budgets should include funds for library acquisition of research-related materials (pg. 16).
20. Faculty workload credit should be increased for those who teach graduate courses and for those who advise and supervise graduate students (pg. 20).

C. Administration

1. A graduate dean should be appointed whose work should be coordinated with the Director of Research and Sponsored Projects by the Provost and through the Associate Provost for Program Development and Evaluation (pgs. 16-18).
2. Each school should appoint one person as a graduate program specialist (the School of Arts and Sciences, because of its size, should appoint three), who would be given at least six units of assigned time to work with the Graduate Dean on long-range planning, program development, and promotion of graduate education (pgs. 17-18).

3. An executive council should be formed--composed of the graduate program specialists in the schools, a representative of the Graduate Policies and Planning Committee, the Graduate Dean, the Director of Research and Sponsored Projects, and the Associate Provost for Program Development and Evaluation--to implement graduate policies and to plan, promote, evaluate, and assist graduate programs (pgs. 17-18).

4. The adequacy of the staffing of the Graduate Studies Processing Center should be reevaluated (pg. 18).

5. Applications for graduate admission should be processed within one month of receipt of all documents (pg. 18).

6. The activities and concerns of the departmental graduate coordinators, the graduate program specialists in the schools, the Office of the Graduate Dean, and the Graduate Studies Processing Center should be coordinated, and regular meetings should be held for the exchange of information (pg. 18).

7. Advising should be done primarily by departmental graduate coordinators (pg. 18).

8. The Graduate Advisor's Handbook should be updated (pg. 19).

9. Departments should give serious consideration to requiring a qualifying examination for advancement to candidacy (pg. 19).

10. Continuous enrollment and fee payment should be required for all graduate students enrolled in the master's thesis and master's project courses during the time after advancement to candidacy and before degree completion (pgs. 19, 20).

11. To provide for continuous enrollment and fee payment, as well as to ensure consistency, all departments should lower the base level of units-of-credit for the master's thesis and master's project courses to zero and offer a range of 0-6 units (pg. 20).

12. An oral defense of the master's thesis and master's project should be required (pg. 20).

The following pages provide a more detailed account of the Study Group's responses to its nine charges:

1. Define the best future role for graduate studies at California State University, Sacramento.

The CSUS 1984-86 Catalog delineates the mission of graduate studies in terms of the utilization of knowledge in problem solving, as well as the advancement of knowledge through scholarly and creative activity. The clarity of the mission appears undermined, however, by a statement which limits graduate offerings to those programs that "achieve and sustain

acceptable scholarly and professional standards" The Study Group rejects the limitation of the term "acceptable" for the campus' mission and, instead, proposes adoption of a concept which would stress excellence in scholarship, as well as leadership in the utilization of knowledge. In promoting such a change, it is recommended that the current Catalog statement of mission for graduate programs be modified to read:

At the graduate level, selected programs leading to the master's degree and a number of advanced credential programs in education are offered. Whereas the transmission of knowledge is the major task of undergraduate education, the utilization and advancement of knowledge are the major goals of graduate study. In keeping with those goals, graduate offerings at California State University, Sacramento are focused in programs which stress the achievement of excellence in scholarship, as well as the promotion of high professional standards. The fundamental objective of the programs is the preparation of students for leadership positions by the development of expertise in theory and its application.

Adoption of the above statement would serve as a foundation for creating a sorely needed positive image for the university's graduate programs and would provide the campus with a specific, if not unique, promotional position when competing for new graduate students.

Along with the university's philosophical image is that which emerges from its relationship with the community. To define and effectively maintain that community image, the university should actively seek to involve community leaders and alumni in its program development, fundraising efforts, and legislative concerns. Central to that involvement should be the establishment of community advisory boards for all graduate programs.

2. If this role will require greater numbers of graduate students, suggest ways to reach out more effectively to potential students.

Many graduate coordinators expressed a need for more full-time and day-time students. Along with that need, however, was concern that the university should continue to recruit part-time students, since their work in the community creates vital contacts for the campus with employers, governmental agencies, and civic leaders. It was felt that CSUS was particularly blessed with respect to many such contacts because of its location in the state's capital.

Graduate coordinators sought to complement the students drawn from the campus' service area with out-of-state students interested in studying in California, as well as foreign students. And, because out-of-state and foreign tuitions have hampered past efforts to attract such students, the Study Group recommends that the university find creative ways to waive those tuitions for outstanding prospective graduate students.

While all coordinators were desirous of attracting highly motivated and more academically proficient students for their programs, some also identified a need for a more balanced demographic profile of students and for more students interested in fields in which graduates are in particularly high demand.

In keeping with the general desire expressed by graduate coordinators to attract a nucleus of superior students, CSUS, through professional, high-profile advertising, might most ably promote its graduate programs as being distinct. Their distinction would lie in their provisions for excellent training and close interactions with faculty, public agencies, and industry.

In addition to promotional efforts, if CSUS is to be effective in outreach efforts, it must be competitive in offering financial support and enabling students to study full-time. Associate Provost Stuckey identified the problem in her spring, 1984 paper, "On Graduate Education";

. . . if we are to improve the quality of our graduate programs, we need to provide grants-in-aid sufficient to attract some good students away from outside jobs so that they can be significantly involved in the scholarly life of their academic departments.

The Study Group also feels that the role of faculty in outreach is important and it recommends that faculty increase their visibility by letting others know what they are doing. In that regard, speaker bureaus should be established to facilitate the participation of CSUS faculty in seminar programs at other institutions for the purpose of giving lectures on their ongoing research, disseminating information about graduate programs at CSUS, and meeting prospective students. Our faculty should be encouraged to publish their research in refereed journals, establishing a reputation for the quality and type of their research, and earning the respect of their peers at other campuses. In addition, our faculty should be provided with resources for participating and giving research papers at state, regional, and national research meetings.

3. Identify programmatic areas for which student and societal need or demand might be expected to increase or emerge in the next ten years.

Data from the Office of Institutional Research reveal a decline in graduate enrollment (headcount figures) from a high of 5,078 in 1978-79 to 4,207 in 1984-85. Despite the decline, many graduate coordinators indicated in the Study Group questionnaire that they anticipated growth for their programs during the next decade. Some anticipated that they would effect growth through program expansion, while others proposed to offer new programs. Reasons cited for the anticipated increase in demand varied. The Department of Anthropology, for example, cited the growing popularity for cultural anthropology in business and management. The School of Education based its judgment on past state mandates, requirements of Senate Bill 813, and the need for continuing education for teachers and administrators. The School of Engineering and Computer Science pointed to

the increase in high-technology industry in the Sacramento area. And, among the factors cited by the Program of International Affairs, were Sacramento's growth and California's involvement in international trade.

A recent article in the Sacramento Bee (Monday Business, April 29, 1985) described an innovative plan for addressing a projected increase in student and societal needs in the greater Sacramento community. Spearheaded by CSUS's Dean of Engineering and Computer Science, the cooperative project, involving CSU, Chico, UC, Davis, and CSU, Sacramento, would create a satellite campus in a high-technology business park at the Stanford Ranch development north of Roseville. The facility would "be self-supporting, financed by participating businesses, and . . . offer a wide variety of technology-based instruction."

Delivery of educational services on-site constitutes one important student and societal need that may be expected to emerge in the next decade. Whereas it is anticipated that professionals in high technology industries will seek graduate programs that address their specialization/depth requirements, other groups will seek programs fulfilling educational enhancement needs that are distinct from those required by high technology professionals.

The Study Group proposes a reasoned approach to the growth that is expected to create demand for new programmatic areas. Graduate programs must be appropriately equipped to respond to those anticipated needs, some of which may be application-oriented, and others of which may require terminal degrees for individuals working in industry and government. Indeed one approach to serving those needs might involve creating a cooperative spirit of collaboration among colleagues across disciplines and schools. An extensive inventory of existing expertise might be undertaken, resulting in creative programs.

4. Identify support needed for graduate programs and for faculty and students involved in graduate programs.

Study Group questionnaire responses from graduate coordinators were generally very clear on the matter of support for graduate programs. Most were emphatic that program expansion could not be considered unless sufficient resources were forthcoming, and many considered the current resources for their programs to be inadequate.

The following resource needs are presented in the order of how frequently they were mentioned by the graduate coordinators. Included are comments from the Study Group regarding the value of each item toward improving the quality of graduate programs, along with recommendations for meeting each need. It should be noted that a number of program coordinators had very specialized needs that are not addressed here, but should be addressed in any resulting plan by the university to increase resources.

Graduate assistantship/fellowships. Most graduate coordinators considered assistantships/fellowships to be one of their greatest needs. They also felt that there were several important benefits that would accrue from increasing such support:

(1) In order to attract students with superior academic qualifications, financial support comparable to that which they would receive at other institutions should be available.

(2) A large number of part-time graduate students might become full-time students if adequate financial support were available. Graduate FTES would likely increase in direct proportion.

(3) Full-time graduate students would be important to the social development of graduate programs. Social interactions between students and faculty would help promote intellectual stimulation and develop the character of the programs. If the majority of students were part-time, such social development would not take place to any appreciable extent.

(4) Superior students serving in assistantship/fellowship positions would improve the quality of teaching and research assistance available from their positions.

(5) High academic standards for graduate programs would be easier to maintain with a core of superior students. Such students would stimulate faculty to develop more challenging programs and they would help establish a reputation of educational excellence for the university.

(6) Increased graduate assistantship/fellowship support would likely increase the percentage of students completing program culminating requirements by reducing the economic pressures that frequently cause graduate students to leave the university before graduation.

The Study Group recommends the following to meet the need for graduate assistantships/fellowships:

(1) Available resources should be allocated to graduate programs based on a review of program requests and justifications. The review and allocation should be administered by the Associate Provost for Program Development and Evaluation.

(2) Tuition and/or fee remissions should be available as part of students' assistantships/fellowships.

(3) Since current resources for assistantships/fellowships were not perceived to be adequate, it is recommended that every effort be made to augment them. As graduate programs develop an extramurally funded research base, it may be possible for assistantship/fellowship support to be generated through grants; however, the Study Group anticipates that the majority of assistantship/fellowship funding will continue to be supplied by the university.

Faculty resources. Most coordinators felt that additional faculty resources were required to improve and expand their programs. Many coordinators pointed to the need for recruiting or retraining faculty in certain specialty areas that were not well covered in their programs. Some coordinators reported that their faculty would be unwilling to teach at the graduate level if they did not receive assigned time for course development and research. In departments where faculty resources were barely enough to meet the demands of undergraduate programs, graduate courses maintained a low priority.

It was pointed out to the Study Group that some coordinators were not receiving assigned time to cover their responsibilities, and some faculty were being asked to accept thesis and project advising on an overload basis. The rationale behind such a practice was apparently that the programs were too small or unimportant to warrant assigned time for graduate coordinators and/or that faculty resources in the departments were already overextended to meet teaching needs.

The Study Group recommends the following to address faculty resource needs:

(1) Positions for research and development should be specifically allocated for graduate programs and be awarded by a competitive application process through the Office of the Associate Provost for Program Development and Evaluation.

(2) Consideration should be given to designating certain graduate specialty teaching areas as hard-to-hire, so that salaries would prove attractive to prospective faculty.

(3) University policy should require that each department with a graduate program designate a graduate coordinator who shall receive at least 3 WTU of assigned time to administer the program.

(4) University policy regarding the assignment of .5 WTU to an advisor for each graduate student registered for a thesis or project should be uniformly enforced. The assignment of such units as an overload should be discouraged.

Space. General planning for the creation of new space, renovation of old space, and the reallocation of space to meet the future needs of the university is a critically important need. Many of the graduate coordinators pointed to shortages of graduate laboratory space, seminar rooms, and faculty offices. Clearly, growth and development of graduate programs must figure prominently into any university plans for the development of space.

Library resources. A number of graduate coordinators listed an expansion of the journal holdings of the library as an important need. Because formulas which determine library funding based on FTES would be unlikely to provide adequate resources to support graduate programs, the

Study Group feels that the university should make a specific commitment of resources to provide adequate journal holdings for the library.

Program advertising. Several graduate coordinators listed program advertising as an important need, particularly those who wanted to encourage applications from highly qualified students living outside the local area.

The Study Group recommends the following to meet advertising needs:

(1) Funds to develop high-quality advertising materials for graduate programs should be allocated through the Office of the Associate Provost for Program Development and Evaluation.

(2) The Offices of University Affairs, School/College Relations, and Student Affirmative Action should work with graduate coordinators on developing their advertising programs with a particular emphasis on outreach to minority groups.

(3) Graduate coordinators should be encouraged to keep records documenting the effectiveness of their advertising efforts.

(4) The university should publish a graduate student handbook containing essential information generally applicable to all graduate students.

Computer resources. Many graduate coordinators listed computer resources as important for maintenance and growth of their programs. Of particular interest was the creation of microcomputer networks for academic instruction and graduate research. University planning must address the specific needs of graduate programs for local area networks (LAN).

Clerical support. Because most graduate coordinators felt that clerical support was inadequate for their programs and that it was a limitation to plans for program expansion, the Study Group feels that the university should consider and provide for the special clerical requirements of graduate programs.

Doctoral programs. A few graduate coordinators expressed interest in developing free-standing doctoral programs, although the majority expressed interest in joint programs with other universities, particularly with UC, Davis. Because doctoral programs require a considerable commitment of resources and the cost per student is generally very high, combining CSUS's resources with those of another university would likely be the most cost-effective. An exception might exist for the School of Education, in which a free-standing program, particularly in the area of educational administration, could attract a large student group and be quite cost-effective. Similar exceptions might exist in the Schools of Business and Public Administration and Engineering and Computer Science.

The Study Group recommends that the university provide assistance, through the Offices of Extended Learning Programs and Program Development and Evaluation, for coordinators to explore the development of doctoral programs. Those offices should work actively with appropriate counterparts at UC, Davis to discover areas of mutual interest in graduate education and to develop mechanisms for joint programs and other forms of educational cooperation at the graduate level. In addition, study groups should be formed in the Schools of Education, Business and Public Administration, Engineering and Computer Science, and Health and Human Services to consider the establishment of free-standing doctoral programs.

5. Determine sources for financial support of graduate students.

Financial support for graduate students at CSUS has been meager. Due to an emphasis on undergraduate programs, there has been no recognized financial structure for graduate students, who have had to support themselves with outside jobs and pursue their studies on a part-time basis. Of the \$21,414,110 that were given to qualified undergraduate and graduate students for financial aid in the 1984-85 academic year, only 15% went to graduate students.

Governmental sources for student financial aid include National Direct Student Loans, California Guaranteed Student Loans, California Work Study Programs, and State University Grants. Other types of grants are also available, as listed in the "85-87 Grants Register."

Within the university are monies that could be made available to various departments and schools. If a financial structure and adequacy verification could be presented and followed, certain funds, earmarked for graduate assistantships and/or financial aid, could be distributed according to need and merit.

Because one-third of the CSUS operating budget does not come from the state, making the university a publicly assisted, rather than publicly supported, institution, private funding for graduate scholarships and grants should be explored through a university-wide effort. Donors, for example, should be encouraged to establish trust funds in perpetuity for the building of endowments.

Although various fundraising programs involving gifts have been operating within certain departments, a ten-year plan by the Office of University Affairs, as prepared by Robert Jones, seeks to develop campus-wide fundraising programs for undergraduate and graduate education. Those programs include: alumni associations, corporate giving, deferred and planned giving, capital campaigns, endowed funds, academic unit and university affiliate groups, memorial gifts, foundation gifts, gifts-in-kind, special events fund-raising, major gifts, and matching gifts. The ten-year plan would also include a university annual fund campaign within which resources for graduate education would be sought.

While university-wide fundraising would provide a feeling of community purpose and solidarity through a structured procedure of need and priorities, there still would exist a need to tap departmental expertise for fundraising, as is being done by the Schools of Business and Public Administration and Engineering and Computer Science. Departmental contacts and rapport with the community could be one of the university's strongest assets. For example, the Music Department readily identifies with community sources, such as the Sacramento Symphony, the Music Circus, and Jack's House of Music, and negotiates with them for graduate work/study programs and funding.

Information on financial aid must be readily available to graduate students. It should be included on departmental brochures and on university documents displayed in the Graduate Studies Processing Center.

Departments should investigate the possibility of providing assigned time to faculty who engage in fundraising for graduate programs.

The university should develop and more visibly display its ties with the community. It should facilitate the ways in which the community can help it and feel more at one with its goals and objectives for excellence in graduate education.

6. Define the relationship between graduate programs and research.

University faculties differ from one another in their perceptions of how research is related to other university activities, but most agree that any successful graduate program must include a research component.

A major function of all CSUS graduate programs is to provide advanced training to meet the needs of the geographical region it serves. An equally important function is to provide advanced training for students who intend to pursue doctoral programs at other institutions. Such students (perhaps all students) must have strong training in research methodology. Training in current research methodologies is the cornerstone of any graduate program and cannot be acquired entirely in the classroom. Therefore, graduate programs must have a research component to meet the instructionally related needs of students.

Research benefits for students and faculty. Research programs make it possible to support graduate students financially so they can concentrate full-time on their studies. Full-time graduate students spend more time on campus, interact more with other graduate students and faculty, and expand the horizons of undergraduate students with whom they come into contact.

Outside finding is essential if a university is to have graduate programs that do not drain resources from undergraduate programs. At CSUS, where the primary mission is undergraduate education, the need to seek outside funding for graduate education is especially necessary.

The following two points demonstrate how research programs could enhance both undergraduate and graduate education:

(1) Revenue generated from indirect costs associated with grants and contracts could be used to initiate and support intramural research which may not be funded by outside sources. (For example, CSUS currently awards faculty research grants annually for amounts up to \$1500.) Further, funds captured as "indirect costs" could be used to develop a graduate library.

(2) Faculty involved in grant research could include their own salary support as part of the grant budget. Such support could be used to receive additional compensation and/or to reduce personal teaching loads. The latter, of course, would make it possible for faculty to devote more time to individual graduate students and to the graduate program in general.

Graduate programs and research activities provide incentives for faculty to maintain currency in their respective disciplines. Such currency is not maintained simply by reading undergraduate or even graduate level textbooks. By the time they are published, such materials are at least several years out of date. Similarly, attendance at professional meetings is not sufficient to remain current in a discipline. Papers presented at professional meetings provide information that, while important, is usually one year out of date.

Research activity, on the other hand, is a reflection of what is presently occurring in a given discipline and is indispensable to the vitality of a graduate program. The only information more current than ongoing research is the proposed research found in grant proposals. Such information represents the direction in which the discipline will move in the future, and the desire to learn of that direction motivates many researchers to volunteer to participate in grant review committees.

Basic and applied research. Conditions at CSUS are well-suited for applied research. In fact, in many ways, the university is in a better position to carry out applied research than is the University of California. At CSUS, faculty are able to participate in joint activities that transcend particular research programs. They are not constrained by considerations of infringing upon other colleagues' research areas, and they are able to pool expertise in ways that are impossible in research environments in which faculty members compete with one another for research productivity. Examples of such pooled expertise are collaborations of faculty members from the same department (i.e., the Chemistry Department's Polymer Research Institute) and from different departments (i.e., molecular biology projects encompassing Biological Sciences, Biomedical Engineering, Chemistry, and Physics, as well as environmental projects encompassing Biological Sciences, Chemistry, Civil Engineering, and Environmental Studies).

On the other hand, faculty at CSUS are not in an advantageous position to carry out basic research. Several factors contribute to that position. In general, our faculty do not have continuing research programs which

demonstrate a capacity to complete and publish basic research. They do not have research laboratories designated for ongoing faculty research programs. And, because of the long-standing emphasis of the university on teaching effectiveness, rather than research, they are not, for the most part, as competitive as basic research scientists at larger institutions, many of whom are at the forefronts of their disciplines.

The Study Group recommends the following to alleviate the problem of conducting basic research at CSUS:

(1) Faculty should be encouraged to apply for senior post-doctoral fellowships. Such fellowships would provide opportunities to upgrade research skills in established laboratories and to publish in areas of interest. Upon their return to CSUS, faculty should initiate research programs and provide advanced training to graduate students.

(2) Faculty should seek instructionally-related research grants and/or contracts.

(3) Faculty should be encouraged to prepare joint grant applications, in which they would serve as co-principal investigators with faculty at research-oriented universities. The grants so obtained would increase research opportunities for our graduate students beyond those presently available on the CSUS campus. Faculty members would receive benefits such as publications, salary support, and the like, for their participation, and thus would be in a stronger position to compete for other types of research grants.

(4) The university should establish research facilities on or near the campus.

Research activity and undergraduate programs. There are obvious benefits derived from faculty conducting research. Scholarly activities provide opportunities for faculty to remain current in their respective fields, thus increasing their effectiveness in the classroom. In addition, reductions in teaching assignments supported by grant funds could make it possible to hire part-time faculty to meet programmatic needs. Many part-time faculty are recent recipients of doctorates, current in their disciplines, and trained with special competencies in sub-areas of the disciplines. In addition to meeting programmatic needs in their departments, part-time faculty could strengthen undergraduate programs by providing a source of energy, vitality, and new ideas from which their older colleagues could draw.

Grant and contract activities could make it possible to support graduate students and research assistants at no cost to other university resources. Such support would appeal to the superior student who, under other circumstances, might not give serious consideration to graduate study at CSUS. Superior students could help upgrade programs by setting performance standards for other students, by enhancing expectations of professors relative to student capabilities, and by enriching the lives of the undergraduate students with whom they interact.

Library support. A critical component of research activities and graduate programs is a library with adequate resources. In recent years, spiraling costs of journals and reference materials, along with cuts in library budgets, have resulted in major reductions in library holdings. Such reductions have seriously jeopardized the opportunities for faculty to keep up with the research literature in their areas. To help alleviate the problem, data-base literature searches, as well as the acquisition of books, journals, and other library materials, could be facilitated by grant research. All purchases should be coordinated by the library's collection development specialists.

7. Determine the best organizational structures for leadership and support of graduate programs.

Currently, the administration of graduate programs is by the Associate Provost for Program Development and Evaluation, who also oversees graduate admissions, classifications, advancements, and program completions through the Graduate Studies Processing Center. The Associate Provost's responsibilities to graduate education are in addition to her considerable responsibilities to the university for program development and evaluation. Such a broad range of duties within the California State University is not unusual and several administrative models exist. The majority of campuses have administrators with dual responsibilities for academic planning, including the direction of graduate studies and research. A few campuses have separate graduate deans and others have no administrator designated specifically to oversee graduate education.

During her meeting with the Study Group, President Gail Fullerton was asked her views on the merits of having or not having a graduate dean. She responded that the lateral, programmatic overview of a graduate dean was necessary to maintain a sufficiently broad perspective to coordinate the programs. In her view, a school dean, who must focus in depth on the various issues and programs of a particular school, could not maintain such a broad view. She also felt that the issues of graduate programs were important and complex enough to merit the attention of an administrator whose sole responsibilities was to oversee them. She described a model that consisted of: a graduate dean; two associate deans, one of whom worked with curricular matters and one of whom worked with research; evaluation technicians who dealt with admission, advancement, and exit requirements; a secretary, and a receptionist.

Based upon an examination of the various CSU administrative models for graduate education and a consideration of the goals for its own institution, as set forth in President Gerth's message to the campus on April 4, 1984, the Study Group recommends the appointment of a graduate dean. Such an appointment would symbolize to the campus community the importance the university places on graduate education and would provide the opportunity for one individual to devote his/her full talents to providing leadership for graduate education. The work of the Graduate Dean should be coordinated with the Director of Research and Sponsored Projects by the Provost and through the Associate Provost for Program Development

and Evaluation. Specifically, the Graduate Dean would be charged with duties such as:

- serving as Chair of the Graduate Executive Council
- serving on the Graduate Policies and Programs Committee
- coordinating graduate publications
- reviewing new program proposals and encouraging program development
- maintaining a liaison with community advisory groups
- recruiting students and developing recruitment materials
- conducting surveys of graduate alumni
- fundraising for graduate programs
- encouraging support for graduate students (student financial aid, student advocacy groups)
- coordinating annual receptions for graduate students, faculty, and staff
- coordinating graduate orientations
- coordinating interdisciplinary symposia
- organizing semestral meetings of graduate program coordinators
- advising students in graduate-level Interdisciplinary Studies (the special major)
- working with program review teams
- working with departments to follow-up on program reviews and implement curricular revisions.

The Study Group is mindful that creating a graduate deanship and coordinating that person's work with the Director of Research and Sponsored Projects would not in and of itself magically transform the campus' graduate education. Furthermore, it is recognized that much direction for change and improvement must come from the schools and departments which house the graduate programs and their respective faculties. It is apparent that the school deans, the department chairs, and the faculty in those units must also devote considerable energy and resources if their goals for graduate education and research are to be met. Therefore, it is recommended, to assist the Graduate Dean in fulfilling the leadership role assigned, that each school dean, using existing school resources, appoint one individual--and, in the case of the School of Arts and Sciences, three individuals--to assume the role of helping the school and its departments in long-range planning, program development, and promotion of graduate education. It is suggested that each of the persons appointed to fill this role be given at least six units of assigned time per semester (or its equivalent, if an administrator is reassigned to these duties).

Furthermore, it is proposed that the persons appointed by the schools form, with the Graduate Dean, the Director of Research and Sponsored Projects, and the Associate Provost, an executive council. This body, chaired by the Graduate Dean, would be charged with implementing university graduate policies, coordinating long-range planning, encouraging program development and evaluation, assisting in efforts to secure extra-mural resources, enlarging support for graduate students, promoting graduate programs, and recruiting graduate students. The work of the Executive Council should be coordinated closely with the Council of Deans, the

Academic Senate (particularly the Graduate Policies and Programs Committee, which should remain the graduate policy-forming body of the campus), the Coordinator of the Graduate Studies Processing Center, and the graduate coordinators.

8. Assess administration of graduate programs: admissions, advising, advancement to candidacy.

Admissions. Currently, the admission of graduate students is handled by the Graduate Studies Processing Center under the direction of the Associate Provost for Program Development and Evaluation. The present structure appears to work well and should be retained. The staffing of the Center should be examined and a workload assessment be conducted in order to ensure that an adequate number of people exists to handle the assigned duties. It is recommended that applications for admission be processed within one month of the receipt of all documents by the Center.

Advising. Because of employment schedules, family responsibilities, and other circumstances, graduate students often find themselves isolated from the rest of the academic community and faced with special needs and concerns that require effective and continued advising. To provide such advising, the following recommendations are made:

(1) Close coordination should be maintained among the Office of the Graduate Dean, the Graduate Studies Processing Center, the persons appointed by the schools to work with the Graduate Dean, and the departmental graduate program coordinators. Such coordination would include meetings each semester and a continuing exchange of information.

(2) For educational and career planning, graduate students should be referred to the departmental graduate coordinators and the student affairs staff, who would also work closely with the Graduate Dean in outreach programs and in planning graduate orientation. Advising should be done primarily by the departmental graduate coordinators.

(3) A graduate student handbook should be developed to include statements about the following items:

- the CSU
- CSUS
- graduate studies at CSUS
- the setting (where we are)
- admission application
- general degree requirements
- fees, expenses, refunds
- financing graduate education
- housing
- campus services
- community support services
- cultural and recreational activities
- child care facilities
- graduate degree programs
 - administration
 - all programs by school and department

- research programs and facilities
 - by school
- orientation information
- minority recruitment
- assistantships, fellowships, scholarships
 - by department and school
- loan information
- general directory
 - counseling
 - financial aid
 - graduate advising
 - Graduate Dean
 - Graduate Student Association (to be developed)
 - Graduate Record Examination
 - Housing Office
 - services to handicapped students
 - Extended Learning Programs
 - veteran's affairs
- graduate program index
- administrative offices
- legal residence statement
- disclosure from student records statement
- map of campus.

(3) The Graduate Advisor's Handbook should be updated.

(4) Coordination should be maintained among the Associate Provost for Program Development and Evaluation, the Graduate Dean, the Director of Financial Aid, and the Coordinator of the Graduate Studies Processing Center with regard to fellowships, scholarships, work/study opportunities, and assistantships.

Advancement to candidacy. Current procedures for advancement, which are handled in the Graduate Studies Processing Center in coordination with program departmental offices, seem adequate. Current requirements for advancement, while also adequate, could be strengthened with the inclusion of a qualifying examination, and the Study Group recommends that departments given serious consideration to requiring such an examination.

9. Assess graduate completion requirements: theses, exams.

As with advancement to candidacy, procedures for program completion are handled by the Graduate Studies Processing Center in cooperation with program departmental offices. For the most part, the procedures seem adequate. It is recommended, however, that a policy be implemented to require continuous enrollment for graduate students between the time of coursework completion and the completion of the culminating requirement. Such a policy would generate needed funds for the services rendered, such as advising and library facilities, and would likely reduce the number of requested seven-year waivers.

A survey conducted in November, 1984 by CSU, Hayward revealed that at least eight campuses in the California State University had a policy requiring some form of continuous registration. At her meeting with the Study Group, President Fullerton spoke in favor of continuous registration. She offered a plan whereby the Catalog descriptions of the unit values for master's thesis and master's project courses would be changed to include a unit-of-credit range with a base of zero, say from 0-4 or 0-6 units. The Study Group recommends that all departments be consistent in allocating 0-6 units for the thesis or project. Students who had already enrolled for the number of units needed for their degrees, but who were still preparing their theses or projects, could enroll for zero units, but would be required to pay fees while in the 500/502 courses until their culminating requirements had been satisfactorily completed.

Also, with regard to compensation for services rendered, while faculty receive weighted teaching units for advising students during the semesters the students are enrolled in the culminating requirement courses, it is felt that the compensation is inadequate and does not take into consideration the additional monitoring and supervision that are necessary in individualized graduate study. It is felt that the workload compensation for faculty who teach graduate courses is inadequate to cover the necessary reading and preparation for graduate-level instruction. In that regard, it is recommended that faculty workload credit for teaching graduate courses and for advising, supervising, and monitoring graduate students be reviewed and increased to reflect the duties.

And finally, with regard to the number of culminating requirements, most programs specify only one, a thesis, project, or comprehensive examination. It is recommended that, in addition to the thesis or project, an oral defense be required.

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