

A C A D E M I C   S E N A T E

AGENDA

Wednesday, October 9, 1985

2:00 p.m.

Student Senate Chambers, University Union

**INFORMATION**

1. Moment of Silence in memory of:

MARGARET MILLER  
Education Reference Librarian (1974)

**CONSENT CALENDAR**

AS 85-54/Ex. COMMITTEE APPOINTMENTS

**Senate Committees:**

Academic Policies Committee:

ROBERT JENSEN, Senator, 1987 (repl. for E. Kelly)  
MARLENE FITZWATER, At-large, 1987 (repl. for J. Barrena)  
DAN DECIOUS, At-large, 1986 (repl. for A. Haffer)

Affirmative Action Committee:

PEGGY CAVAGHAN, A&S, 1988 (repl. for G. Justin)

Election Committee:

WILLIAM KRISTIE, At-large, 1986  
JOHN MACCREADY, At-large, 1986

Faculty Affairs Committee:

GAIL TOM, Prof. Schools, 1986 (repl. for L. Takeuchi)

Fiscal Affairs Committee:

RAY ENDRES, Senator, 1987 (repl. for G. Deaner)

General Education Committee:

HARRY DENNIS, A&S (Arts and Humanities), 1988 [1985-86  
replacement for E. del Rey da Roza; remainder of term to be  
filled by election in Spring of 1986]  
MARJORIE GELUS, Senator, 1986 (repl. for S. Figler)

Graduate Policies and Programs Committee:

DAVE POTTER, Staff, 1987 (repl. M. Monsoor)  
ROSE LEIGH VINES, A&S, 1988 (repl. for A. Golub)

**University Committees:**

Search Committee, Assistant Vice President for Telecommunications:

- FREDERICK BLACKWELL, Computer Science
- DAVID MARTIN, Communication Studies
- CHARLES MOORE, English

University Resources and Planning Council:

- STOAKLEY SWANSON, Academic Senate Executive Committee Representative, Spring 1986
- GEORGE CRAFT, At-large, 1988 (repl. for E. Moulds)

**REGULAR AGENDA**

*Carried  
unan.*

AS 85-53/F1r. MINUTES

Approval of Minutes of the regular meeting of September 11, 1985.

*Carried  
unan.*

AS 85-55/FA, Ex. RESEARCH SUBCOMMITTEE

The Research Subcommittee shall become a standing committee of the Academic Senate known as the Committee on Research and Scholarly Activities. [Implementation: one-third of the current membership shall be retained for continuity and the remainder of the committee shall be newly appointed.]

*Carried  
unan.*

AS 85-56/FisA, Ex. PROGRAM/COURSE PROPOSAL REVIEW PROCEDURES, AD HOC COMMITTEE ON

The Academic Senate shall establish an ad hoc Committee on Program/Course Proposal Review Procedures, with membership from the Fiscal Affairs, Curriculum, and Graduate Policies and Programs committees, to develop policies and procedures wherein groups of individual course proposals which effectively, but not formally, constitute a program change are properly evaluated in relation to curriculum integrity, University priorities, and fiscal impact.

*Carried  
unan.*

AS 85-57/Ex. UNDERGRADUATE EDUCATION STUDY COMMISSION

The Academic Senate approves the charge and composition of the Undergraduate Education Study Commission as follows:

Charge: The Commission shall conduct a study of the undergraduate program at California State University, Sacramento. The first stage of the study might consist of soliciting guidance from all the elements of the university community as well as from individuals beyond the boundaries of the campus. The Commission should conduct a series of symposia and lectures for the purpose of fostering a campuswide dialogue. The Commission may also solicit participation

from and the advice of authorities on higher education, in particular those involved in the reports.

The Commission shall take the results of this campuswide discussion and devise a plan for acting on the information and resolutions produced by the dialogue. The plan might include describing areas for further study, as well as producing recommendations to be acted on consultatively by the campus institutions of academic governance. Recommendations and other results of the Commission's deliberations, or the conclusions of any other bodies the Commission may create to accomplish its charge, will be reported to the Chair of the Academic Senate and to the President. The Commission shall produce a progress report by the end of the academic year.

The questions the committee investigates should include, among others it may choose to add:

1. To what extent do the criticisms of American undergraduate education contained in the nationwide reports apply to California State University, Sacramento?
2. In what respects considered important in the studies are we particularly strong?
3. What should be the formal curricular goals of undergraduate education at CSUS?

The "formal curricular goal" is the University's public measure of what an undergraduate student should have accomplished in earning a bachelor's degree. The formal goals of our curriculum presently are: passing 124-140 semester units; completing a General Education pattern; demonstrating proficiency in writing; satisfying the requirements for a major; maintaining at least a C average. Only with regard to writing is a formal goal of our curriculum the acquisition of a skill. Should we present our formal curricular goals more in terms of the knowledge and skills the candidate for a bachelor's degree should acquire?

4. Should the University evaluate candidates for the baccalaureate as to their achievement of these formal curricular goals?

In the present circumstances it is not automatic, simply because he or she has maintained a C average (or even an A average), that a student will have achieved those goals. What else should be done, if anything, to demonstrate their achievement?

5. How should the University evaluate itself and its programs on how well they help students achieve general curricular goals?

How should programs within the University assess their effectiveness? The American Council on Education last year

considered a national baccalaureate examination. Would such an examination be a good idea? Should we have a campus baccalaureate examination? Do we need some measure of how well we are doing?

6. How can the University ensure that the General Education requirements help satisfy the formal curricular goals?
7. What degree of specialization within majors provides for the long-term interests of our students?
8. Generally, what should a baccalaureate from California State University, Sacramento, indicate about its possessor?

Membership: Among the Commission's twelve members are individuals who have demonstrated a commitment to undergraduate teaching, who have won the respect of their colleagues, and who have well-considered views on the place of the humanities, letters, sciences, and arts in the undergraduate curriculum. The Commission is broadly representative of the academic disciplines offered at CSU, Sacramento, including the professional disciplines. It also contains representation from the Library, Student Affairs, from the non-tenure-track faculty, and the students themselves. It contains, additionally, a representative from the community colleges, which have such an effect on our undergraduate program.

AS 85-58/Ex. MISSION STATEMENT, THE CALIFORNIA STATE UNIVERSITY

*Carried -*  
The Academic Senate of CSU, Sacramento endorses the position taken concerning free standing doctoral programs in the CSU system as contained in AS-1612-85/FA [copy below] of the Academic Senate of The California State University, and urges the CSU Academic Senate to adopt this resolution.

AS-1612-85/FA  
September 12-13, 1985 (Second Reading)

INDEPENDENT DOCTORAL PROGRAMS IN THE CSU

- WHEREAS, The California State University occupies a distinct position in California higher education as a system of four-year institutions emphasizing excellence in undergraduate education; and
- WHEREAS, The University of California has long been recognized as the research-oriented segment of California higher education which is best equipped to offer doctoral programs; and
- WHEREAS, The offering of doctoral programs is known to require financial and other resources which are not currently provided the CSU; and

WHEREAS, The establishment and maintenance of any doctoral program necessitates teaching loads substantially lower than those existing in the CSU; and

WHEREAS, Historically there is no precedent to indicate that adjustment in resources and teaching load would be made to allow the development and maintenance of quality independent doctoral programs; therefore be it

RESOLVED: That the Academic Senate of The California State University oppose the creation of independent doctoral programs in the CSU; and be it further

RESOLVED: That the Academic Senate CSU strongly urge that all references to independent doctoral programs in the CSU be omitted from the CSU system's Mission Statement.

[Attached, for your information: "Outline of a California State University Mission Statement - Working Draft."]

SEP 5 1985

OUTLINE OF A CALIFORNIA STATE UNIVERSITY MISSION STATEMENT  
Working Draft

Academic ~~State~~ <sup>Received</sup> Mission:  
A13.

To advance and extend knowledge, learning, and culture, especially throughout California.

To provide opportunity for individuals to develop intellectually, personally, and professionally.

The California State University Accomplishes its Mission Through:

Emphasizing excellence in instruction.

Valuing and supporting learning and scholarship as embodied in research, creative activity, artistic effort, and professional development.

Providing an intellectual, cultural, and physical environment which enhances growth in mind, spirit, and human sensibility.

Encouraging free scholarly inquiry and protecting the University as a forum for the discussion and critical examination of ideas, findings, and conclusions.

Preparing significant numbers of educated, socially responsible people to contribute at a high level to California's economy, culture, and future.

Offering undergraduate and graduate instruction in the liberal arts, sciences, applied fields, and professions.

Offering instruction at the doctoral level jointly with the University of California and with private institutions of post-secondary education, or independently in fields of demonstrated need for the State.

Requiring of its bachelor's degree graduates a breadth of understanding, a depth of knowledge, and a command of skills and abilities that come from the General Education program, the major, electives, and participation in the intellectual life of the University.

Requiring of its advanced degree and credential recipients a depth of knowledge, completeness of understanding, and appreciation of excellence that enables them to contribute continuously to the advancement of their fields and professions.

Contributing significantly to the needs of the State's public schools for highly qualified, able teachers and personnel.

Providing access to an education of quality at an equitable cost to all who are prepared for collegiate study, thereby serving a diverse student population.

Recognizing that students reach a level of college preparedness at varying times, and providing for entry at lower division, upper division, and graduate levels that is sequenced and coordinated with other segments of education.

Working actively with other educational segments to improve levels of preparation of incoming students.

Seeking those with collegiate promise who face geographic, physical, educational, financial, or personal barriers to college attendance; working to reduce those barriers; and helping those individuals to reach the highest educational levels possible.

Instilling the University with an international, multi-cultural dimension that fosters an understanding of and appreciation for the peoples, cultures, economies and diversity of the world.

Sustaining and developing public service activities that mutually enrich the University and its communities.

Serving communities as educational resources; as cultural and artistic centers; and in other ways appropriate to individual campus locations and emphases.

Encouraging campuses to embrace the culture and heritage of their surrounding regions as sources of individuality and strength.

Valuing and building on the distinctive history, culture and mission of each campus.

**The California State University  
State Appropriations Per Full-Time Equivalent Student  
Current vs. Constant Dollars  
1972/73 Through 1986/87**

