

A C A D E M I C S E N A T E
O F
C A L I F O R N I A S T A T E U N I V E R S I T Y
S A C R A M E N T O

Minutes

Issue #16

April 14, 1988

ROLL CALL

Present: Alexander, Banks, Barnes, Barrena, Beckwith, Brackmann, Burger, Colen, Cook, Cordero, Dillon (Parliamentarian), Farrand, Favila, Figler, Fitzwater, Gillott, Gregorich, Hamilton, Harralson, Kellough, Kenny, Koester, Larson, Lee, Joan Maxwell, Moorehead, Radimsky, Raske, Rice, Rombold, Sauls, Savino, Seward, Stephens, Stroumpos, Sullivan, Summers, Swanson, Tobey, Tooker, Torcom, Tzakiri, Van Auker, White, Yousif

Absent: Kaltenbach, John Maxwell, Moore, Palmer, Phelps, Refhuss, Rios, Rodriguez, Scheel, Shannon, Wycosky

ACTION ITEMS

AS 88-31/Flr. MINUTES

The Minutes of the special meeting of February 25 and the regular meeting of March 10, 1988, are approved.

*AS 88-23/AP, Ex. ADD/DROP POLICIES, INFORMATION TO STUDENTS RE

The Academic Senate recommends that the following statement be added to the list of important notes in the section of the Class Schedule detailing add/drop policy:

Add/drop practice varies among instructors, departments, and schools. You should inquire about the practice in each of your courses. Failure to drop a course according to University policy as stated below is likely to result in the assignment of a penalty grade of "U" in that course.

Carried unanimously.

*AS 88-24/AP, Ex. ADD/DROP POLICIES, INFORMATION TO FACULTY RE

The Academic Senate recommends that the following statement be sent annually by the Registrar to all faculty:

The lack of uniformity in add/drop policy and practice across academic units and instructors poses problems for students, faculty, and staff. In an attempt to alleviate some of the problems, the Academic Senate requests the following of faculty:

Every course instructor make clear, either by wording included in a course syllabus or by verbal communication in class at the outset of a semester, his/her own policy on adding and dropping courses. If a Department or School policy governs, that should be made similarly clear.

The class schedule will henceforth include a statement to students that informs them of the variability in University add/drop practices and that urges them to acquaint themselves with the practice used in each course they take.

Carried unanimously.

AS 88-27/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF PHILOSOPHY

The Academic Senate recommends that the Bachelor of Arts degree program and the Minor in Philosophy be approved for a period of five years or until the next program.

[The complete Academic Program Review is available in the Academic Senate Office, Adm. 264.]

Carried unanimously.

*AS 88-28/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF HUMANITIES

The Academic Senate recommends that

1. The Bachelor of Arts degree program in Humanities, and the Religious Studies Concentration, be approved for another five years or until the next program review.
2. the Single Subject Teaching Credential program in English/Humanities be approved for another five years or until the next program review, and

3. the Minor in Humanities be approved for another five years or until the next program review.

[The complete Academic Program Review is available in the Academic Senate Office, Adm. 264.]

Carried unanimously.

AS 88-32/Ex. COMMITTEE APPOINTMENTS

Academic Council on International Programs: KERMIT SMITH,
CSUS Representative, At-large, 1991 (repl. P. Stegenga)

Committee on Committees:

<u>Convener:</u>	SCOTT FARRAND
<u>Student Senate:</u>	DEBRA LARSON
<u>Social Science:</u>	JERRY TOBEY
<u>Humanities/Fine Arts:</u>	JOAN MAXWELL
<u>Sciences & Math:</u>	MARYJO KENNY
<u>Education:</u>	CHARLOTTE COOK
<u>Business & Public Admin.:</u>	STOAKLEY SWANSON
<u>Engineering:</u>	JOSEPH HARRALSON
<u>Social Work:</u>	GILBERT HAMILTON
<u>Health & P.E.:</u>	JOHN MAXWELL
<u>Nursing:</u>	MARY SUMMERS
<u>Library:</u>	ROZ VAN AUKEER
<u>Student Affairs:</u>	LEN WYCOSKY
<u>Ethnic Studies:</u>	SAM RIOS

University Outreach Committee:

FRED FURAKAWA, At-Large
RAUL RODRIGUEZ, At-large
RONALD TANAKA, At-large

Orientation Program Advisory Committee:

DAN DECIOUS, At-large
RENEE GOLANTY-KOEL, At-large
STEVE WALKER, At-large

Carried unanimously.

*AS 88-33/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF HOME ECONOMICS

The Academic Senate recommends that the following programs be approved for another five years or until the next program review:

- the Bachelor of Arts degree program in Home Economics;
- the Bachelor of Arts degree program in Interior Design;
- the Single Subject Teaching Credential Waiver Program in Home Economics; and
- the Minor in Home Economics.

[The complete Academic Program Review is available in the Academic Senate Office, Adm. 264.]

Carried unanimously.

AS 88-34/Ex. VIDEOCONFERENCE "RACISM ON CAMPUS: TOWARD AN AGENDA FOR ACTION"

The Executive Committee, acting on behalf of the Academic Senate, agrees to co-sponsor the March 22, 1988, videoconference on Racism on Campus.

Carried unanimously.

*AS 88-35/Ex. ACADEMIC IMPROVEMENT GRANT PROCESS

The Academic Senate Executive Committee shall serve as the committee to screen proposals for the 1988-89 Academic Program Improvement Grants Program.

Carried unanimously.

AS 88-20A/Flr. AFFIRMATIVE ACTION PLAN

- Whereas, The State of California's current and changing demographics point to a need for higher education to reflect the ethnic, linguistic, cultural, and gender diversity of its service population, and
- Whereas, The available pool of minority and women faculty is limited nationally in all disciplines, and
- Whereas, The CSU has made a system-wide push toward equity, non-discrimination and affirmative action as per Executive Order 340, and
- Whereas, This campus, under the direction of President Gerth in his Memorandum to the Chair of the Academic Senate dated June 3, 1987, approved in principle affirmative action representation on search committees and recommended this be extended to faculty search committees, and

Whereas, President Gerth in his fall opening address to the campus community stressed the need to continue an aggressive affirmative action stance, therefore be it

Resolved, That President Gerth direct each department to update its affirmative action plans, ~~and be it further-~~

~~Resolved, That the President direct each department to select an affirmative action representative who will be trained and serve to advise the department on recruitment and hiring, and other means of increasing the ethnic diversity of the faculty.~~

Defeated.

*AS 88-20B/AA, Ex., Flr. AFFIRMATIVE ACTION PLAN

Whereas, The State of California's current and changing demographics point to a need for higher education to reflect the ethnic, linguistic, cultural, and gender diversity of its service population, and

Whereas, The available pool of minority and women faculty is limited nationally in all disciplines, and

Whereas, The CSU has made a system-wide push toward equity, non-discrimination and affirmative action as per Executive Order 340, and

Whereas, This campus, under the direction of President Gerth in his Memorandum to the Chair of the Academic Senate dated June 3, 1987, approved in principle affirmative action representation on search committees and recommended this be extended to faculty search committees, and

Whereas, President Gerth in his fall opening address to the campus community stressed the need to continue an aggressive affirmative action stance, therefore be it

Resolved, That President Gerth direct each department to update its affirmative action plans, and be it further

Resolved, That the President direct each department to select an affirmative action representative who will be trained and serve to advise the department on

recruitment and hiring, and other means of increasing the representation of underrepresented groups on the faculty.

Carried.

AS 88-25/Ex. AMERICAN SIGN LANGUAGE AS AN ALTERNATIVE TO MEET
THE FOREIGN LANGUAGE ADMISSION REQUIREMENT

The Academic Senate, CSU, Sacramento, endorses the statement of the Foreign Language Council of the CSU regarding American Sign Language (Resolution FLC-01-101678) and urges the CSU to adopt this policy.

Resolution FLC-01-101678 adopted at the Fall Conference of the Foreign Language Council of the CSU, Friday, October 16, 1987, in Long Beach, California:

Subject: American Sign Language as an alternative to meet the foreign language admission requirement

Whereas, the Waiver Policies of the Foreign Language Admission Requirement to The California State University (as published in the "CSU School and College Review," September 1986), provide that this requirement may be waived upon "completion of alternative coursework in such related fields as linguistics or anthropology by persons with certain speech/hearing impairments or specific learning disabilities involving central language problems," now be it

Resolved, that the Foreign Language Council of the California State University recommend to the Academic Senate and the Vice Chancellor for Academic Affairs of The California State University, that competence in American Sign Language be included as an alternative "to satisfy the foreign language admission requirement for applicants with certain speech/hearing impairments or specific learning disabilities involving central language problems."

Carried unanimously.

*AS 88-26/Ex., Flr. FEE WAIVER--CSUS CLASSES FOR PART-TIME
FACULTY

The Academic Senate recommends that the Administration take steps to make it possible for part-time instructors who teach three (3) or more units in a semester to be allowed to enroll in classes offered at CSUS through the fee waiver program.

Carried.

AS 88-36/FA, Ex., Flr. PERIODIC REVIEW OF TENURED FACULTY,
POLICY ON

The Academic Senate postpones AS 88-36 until the next regular meeting.

Carried.

AS 88-37/G.E. GENERAL EDUCATION TRANSFER CURRICULUM

The Academic Senate adopts the following response to Statewide Academic Senate resolution AS 1789-88 on the G.E. Transfer Curriculum Proposal dated November 12, 1987, as amended by the February 26 Intersegmental Committee Resolutions:

Response to CSU Academic Senate
Resolution AS 1789-88

As our earlier response indicated, we endorse the enhancement of transfer and recognize that it is of vital importance to the continued success of California public higher education. We remain convinced that attention to general education alone will not produce the desired results of more and easier transfer. Further, isolating the curriculum from other aspects of the issue will not yield optimum strategies. It is important therefore that research into the details of the transfer process continue so that proposals regarding articulation, enhancement of transfer center operation, etc., catch up with the curriculum proposal.

Regarding the Transfer Curriculum, we endorse the following:

1. The 31-unit package of common requirements for the UC and the CSU.
2. Specific requirements for an additional six units of CSU requirements, three in oral communication and three in critical thinking.

Our endorsement carries the following reservation: Looking at only a portion of a total general education program raises questions of what will be in the rest of the program. It is imperative that at some point we (and the other campuses) be consulted on the rest of the general education program, including but not limited to the status of (a) foreign languages within the CSU, and (b) Area E.

We also propose that the language of resolve #4 of AS-1789-88/AA (March 3-4, 1988) be amended to read that instruction

approved to fulfill the following requirements should recognize the contributions to knowledge and civilization that have been made by members of various cultural groups, by women and by ethnic minorities.

Carried unanimously.

*AS 88-38/Ex. CENTER FOR HEALTH AND HUMAN SERVICES

The Academic Senate recommends approval of the proposal to establish a Center for Health and Human Services [see Attachment].

Carried.

AS 88-39/Ex., Flr. BLACK RESOURCE CENTER IN THE SCIENCES

The Academic Senate postpones AS 88-39 until the next regular Senate meeting.

Carried.

The meeting was adjourned at 4:30 p.m.

Janice McPherson
Janice McPherson, Secretary

*President's approval requested.



California State University, Sacramento

Attachment
Academic Senate Minutes
April 14, 1988

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694
California State University, Sacramento
6000 J Street
Sacramento, California 95819

SCHOOL OF HEALTH AND HUMAN SERVICES
Office of the Dean
(916) 278-7255

MAR 4 1988

Academic Senate Received
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March 4, 1988

TO: Juanita Barrena, Chair
Academic Senate

FROM: *John* John Colen, Dean

RE: Center for Health and Human Services

Thank you for informing me of the concerns of the Executive Committee of the Senate regarding our School's proposal to establish a Center for Health and Human Services. Specifically, there were two that you mentioned. The first question had to do with how the Coordinator will be appointed. As I indicated to you by telephone, the Coordinator will be appointed by the Dean in consultation with the advisory committee.

Secondly, questions were raised with regard to the initial start up cost. As per our telephone conversation, the major cost is that of a coordinator. It is our intent to provide assigned time for a period of time in order to build other resources. Hopefully, this will not be necessary for more than two years. During that time the School also will assume other associated costs from its own resources.

I appreciate the opportunity to respond to the Executive Committee's concerns in writing as I will be away from the campus when the Executive Committee meets next. Hopefully, this response has clarified our intent.

I am enclosing a revised copy of the proposal in which clarification has been added to the document under the headings "Coordinator", page 3 and "Financial Arrangements", page 4.

Needless to say, your endorsement, and that of the Executive Committee, for the establishment of the Center will be greatly appreciated.

CENTER FOR HEALTH AND HUMAN SERVICES
CONCEPT PAPER

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

MAR 4 1988

Statement of Purpose

Academic Starts Received
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A university, particularly an urban university, has a fundamental purpose to marshall its best expertise and energies to address not only its own problems and priorities, but also those issues facing the community of which it is a part. Through assistance in problem-solving, the development of new program ideas, teaching, and research and community leadership, the university should serve as a principal vehicle for bringing knowledge and expertise to bear on the problems of our time.

The area of health and human services provides a special challenge. Issues that surface require interdisciplinary approaches in which the expertise of a number of recognized disciplines is brought to bear on specific community and individual problems. The multidisciplinary nature of the School of Health and Human Services at California State University, Sacramento places it in a unique position to respond to the demand for interdisciplinary attention to the needs of those we serve. Since the School's inception in 1981, it has been involved in research activities, as well as in problem-solving and demonstration projects in collaboration with a variety of public and private human service institutions and agencies. In line with the University's mission "to provide superior quality instruction at baccalaureate and master's levels, while simultaneously developing related research and public service roles," it is, hereby, proposed that the School of Health and Human Services establish a Center for Health and Human Services to facilitate its service objective, enhance faculty scholarship, and enrich the educational opportunities of students.

The primary purpose of the Center, therefore, will be to provide leadership in promoting interdisciplinary training, applied research, and other efforts of programs involved in health and human services. More specifically, its mission will be to do as follows:

1. Facilitate the scholarly study of a broad range of health and human service topics;
2. Serve as the focal point for interdisciplinary applied research;
3. Provide appropriate technical assistance and expertise to local, state, regional and national constituencies seeking to improve the quality and effective implementation of needed programs and services;

4. Develop primary, in-service and/or continuing education opportunities for students, faculty and practitioners involved in human service and health professions;
5. Provide a resource center to support not only community endeavors but also the enrichment of the School's own curriculum; and,
6. Promote forums in which scholars, educators, professional and others interested in issues related to health and human services can meet to present, exchange and discuss their ideas.

Expected Activities

To accomplish its objectives, the Center will:

- conduct problem-oriented research and research-related program assistance in which students are involved as members of research teams (in conjunction with student work opportunities or in conjunction with their educational programs);
- participate in activities designed to promote the exchange of ideas and the dissemination of new knowledge (e.g., publishing reports, conducting seminars and/or colloquia series);
- enter into contracts to provide technical assistance for the enhancement of human service delivery;
- participate in activities that are designed to provide continuing education (either credit or non-credit) opportunities in areas represented by the disciplines within the School through means such as courses, workshops, etc.;
- collaborate with other units of CSUS in areas of mutual interest with respect to human service related activities; and
- encourage research proposal development among faculty members within the School and generally augment services of the Office of Research and Sponsored Projects and the Hornet Foundation.

Proposed Structure (Functional)

As the Center will be a vehicle for scholarly study on a wide range of health and human service topics, as well as for interdisciplinary applied research, technical assistance, and training activities in selected program areas of relevance to the various disciplines represented in the School, these selected program areas will be identified as Institutes within the Center. Functioning as an Institute will allow each program area maximum visibility and programmatic autonomy while assuring direct access to the necessary resources and administrative avenues of the School and the University, as provided by the Center. Utilizing the Institute format, the Center will best be able to develop a style of operation which promotes and contributes to the coexistence of varied types of knowledge- building and application activities, including projects proposed by individual faculty members, requested by the professional community, and/or generated by the Center in line with various interdisciplinary Institute themes. Such themes will include gerontology, health maintenance, human service management, childhood vs. adolescence, et. al.

Proposed Structure (Administrative)

Coordinator

The Coordinator will be responsible for the overall administration of the Center (with recognition of the role of project Principal Investigators). The Coordinator will be administratively responsible to the Dean, and will act with advice and counsel from an Advisory Committee. The Coordinator, in liaison with the Dean, will also be responsible for relations among the Institutes, the Center, the School, and other units of the University and the Community. The coordinator will be appointed by the dean in consultation with the advisory committee of the center.

Institute Staff

Center staff will be made available to Institutes as needed, and will be supported by their work on various projects. Responsibility for coordination of specific projects within an Institute area will be facilitated by the Center Coordinator in consultation with Principal Investigators, the Dean and the Advisory Committee.

Faculty

While the Center will have no faculty of its own, faculty members of the School of Health and Human Services and interested faculty in other units of CSUS (in conjunction with the School) may choose to propose and/or conduct projects within an institute via the facilities and resources of the Center.

Grants and Contracts

Grants and contracts to supply technical assistance, training, research, and/or consultation will be sought, administered, and conducted by the Center via the appropriate Institutes. Center generated projects will, likewise, be referred to specific Institutes where appropriate.

Advisory Committee

There will exist a Center for Health and Human Services Advisory Committee composed of faculty and professional community representatives from program areas served by the Center and its Institutes. This committee will work in an advisory capacity in conjunction with the Coordinator on issues of relationship among the Center, the School, the University, and the Community. It will advise on development or modification of Institute themes and propose Center generated projects.

Relations With Other CSUS Units

Productive, cooperating working relationships will be built with other units of the University. Particular emphasis will be placed upon achieving active working relationships with units whose missions and programs lie in areas similar, or complimentary, to the Center.

Financial Arrangements

It is the intent that most projects undertaken be self-supporting via external funding in the form of grants, awards, and/or direct contracts for services. The resources of the Hornet Foundation and the Office of Research and Sponsored Projects will be utilized to assure efficient and effective "grantmanship" where appropriate. Operating expenses of the Center will be included in all applications for external funding as well as direct service contracts. There are initial start up cost associated with the Center; however, they are expected to be minimal. The primary cost is that of the coordinator position. Initially, this expense will be borne by the School through the allocation of assigned time. Other initial costs also will be assumed by the School.