

1988-89
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, October 13, 1988
2:30 p.m.
Senate Chambers, University Union

INFORMATION

1. Report on September 8, 1988, CSU Academic Senate meeting -
Erwin Kelly, Senior Senator
2. Senate meeting schedule for Fall semester:
October 13, Regular Meeting
October 27, John C. Livingston Annual Faculty Lecture
[Special Meeting--Library postponed to November 17]
November 10, Regular Meeting
November 17, Special Meeting--Library [Special Meeting--
Senate Structure and Function postponed to later date]
December 8, Regular Meeting
3. Presidential action on AS 88-36, Policy on Periodic Review of
Tenured Faculty

CONSENT CALENDAR

AS 88-94/Ex. COMMITTEE APPOINTMENTS

Affirmative Action Committee: ANN GRAVES, At-large, 1989
(repl. A. Harriman)

Curriculum Committee: ANDREW BANTA, At-large, 1991 (repl. J.
Doolittle)

Fiscal Affairs Committee:
DAVID MCGEARY, Senator, 1990 (repl. D. Scheel)
BARBARA BARTEE, At-large, 1991 (Fall '88 only, repl.
A. Radimsky)

General Education Committee:
MARJORIE LEE, Professional Schools, 1989 (repl. J. Kelley)

Graduate Policies and Programs Committee:
JEAN TORCOM, Senator, 1989 (repl. S. Yousif)

Military Studies Advisory Board: JAY CRAIN, At-large, 1991

Research and Scholarly Activity Committee:
GERALD FRINCKE, Arts and Sciences/Social Science, 1990 (repl.

Committee on Administrative Review:

VERNON HORNBACK, At-large, 1991

Faculty Representative, ASI: RICHARD ADAMS, At-large, 1989Parent Advisory Board, ASI Children's Center:

ANN MOYLAN, At-large, 1989

University Center Board: SUZANNE GAUGHEN, At-large, 1989AS 88-95/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF ENGLISH

The Academic Senate recommends that:

1. the Bachelor of Arts degree and Minor in English be approved for five years or until the next program review;
2. the English Single-Subject Waiver program be approved for a period of five years or until the next program review;
3. the Certificate in Teaching English to Speakers of Other Languages be approved for a period of five years or until the next program review;
4. the Master of Arts Degree in English, the Master of Arts degree in English--Creative Writing Option, and the Master of Arts degree in English--Teaching English to Speakers of Other Languages all be approved for a period of five years or until the next program review.

[For "Commendations and Recommendations," refer to Attachment A ; the complete Academic Program Review is available in the Academic Senate office, Adm. 264.]

AS 88-96/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF RECREATION AND LEISURE STUDIES

The Academic Senate recommends that:

1. the Bachelor of Science degree program in Recreation Administration with options in Recreation and Park Administration and in Therapeutic Recreation, be approved for another five years or until the next program review.
2. the Master of Science degree program in Recreation Administration be approved for another five years or until the next program review.
3. the Minor in Recreation and Leisure Studies be approved for another five years or until the next program review.

4. the Recreation Therapist Assistant Academic Achievement Certificate Program be approved for another five years or until the next program review.

[For "Commendations and Recommendations," refer to Attachment B ; the complete Academic Program Review is available in the Academic Senate office, Adm. 264.]

AS 88-97/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF CIVIL ENGINEERING

The Academic Senate recommends approval of the recommendations contained in the program review for the Department of Civil Engineering, amended as follows [underscore = addition; strikeover = deletion]:

1. The Bachelor of Science degree in Civil Engineering be approved for a period of five years or until the next program review.
2. The Bachelor of Science degree in Engineering Technology, Construction Management Option be approved for a period of five years or until the next program review.
3. The Master of Science degree in Civil Engineering be approved for five years or until the next program review providing that on or before May 1, 1990, the Department ~~demonstrates to the Graduate Policies and Programs Committee that~~ (a) reports to the Graduate Policies and Programs Committee on the recommendation to consider consolidating the graduate program so that it consists of fewer areas of study...in order to concentrate its resources more effectively and insure adequate enrollments for necessary courses (see Recommendation 19), ~~(a)~~ (b) the problem of the core has been satisfactorily resolved addresses the problem of compliance with the graduate core requirement (see Recommendation 14) either by submission of a program change that conforms to University policy on core requirements or a formal request for a waiver of the requirement, and ~~(b)~~ (c) the reports to GPPC on their effort to develop the transportation area has become viable in the graduate program (see Recommendation 17).

[For "Commendations and Recommendations," refer to Attachment C ; the complete Academic Program Review is available in the Academic Senate office, Adm. 264.]

CONSENT - INFORMATION**AS 88-91A/Ex. TASK FORCE TO STUDY NON-TRADITIONAL EDUCATION**

The Executive Committee, on behalf of the Senate, endorses the formation of a task force to study issues related to non-traditional students and modes of learning as identified in Vice President Burger's position paper (Attachment D). The Executive Committee, on behalf of the Senate, further recommends that the task force comprise the following membership:

Faculty members on the Regional Planning Commission:

JOHN SYER (A&S), MICHAEL LEWIS (Educ.), ANNE COWDEN (SBPA),
JAMES KHO (E&CS), HORTENSE THORNTON (A&S), DAVID MARTIN (A&S
and Academic Senate liaison) liaison.

ROBERTA GERHMANN (Extended Learning Committee liaison)

BARBARA HOADLEY (Academic Telecommunications Committee liaison)

RICARDO TORRES (Student Affairs)

JOHN HEATH (Student Affairs)

NANCY LEWIS (PASAR)

Assistant Vice President (ex officio)

AS 88-91B/Ex. TASK FORCE TO STUDY NON-TRADITIONAL EDUCATION

The Executive Committee, on behalf of the Senate, recommends to the Vice President for Academic Affairs that an at-large member be added to the Task Force to Study Non-Traditional Education and that Kurt von Meier serve in that capacity.

AS 88-92/Ex. COMMITTEE ON PCP FUNDED RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITY

The Executive Committee, on behalf of the Senate, recommends the following:

Whereas, the Committee on Program Change Proposal (PCP) Funded Research, Scholarship and Creative Activity shall "recommend to the Vice President for Academic Affairs the allocation of funds to individual faculty based on a review of proposals according to the guidelines and criteria adopted by the campus"; and

Whereas, all members and only members of the Committee shall be involved directly in the review of proposals and responsible for recommending the allocation of funds to individuals; and

Whereas, it has been the practice on this campus to declare, under similar circumstances (e.g., Professional Leave Committee), that individuals applying for an

award shall not be eligible for election to the committee responsible for recommending awards; and

Whereas, the Academic Senate in adopting AS 88-86A on the establishment of the Committee on Program Change Proposal (PCP) Funded Research, Scholarship and Creative Activity Programs, neglected to consider the matter of eligibility of individuals submitting proposals; therefore be it

Resolved, that the Academic Senate recommend that the provision of AS 88-86A pertaining to elected faculty membership be revised as follows (revision underlined):

"Eight tenured or probationary faculty (three from Arts and Sciences, one from each of the professional schools, and one from the Library) nominated by the probationary and tenured faculty in each school and elected at-large by the probationary and tenured faculty. Faculty members submitting proposals shall not be eligible for election to the Committee."

;and be it further

Resolved, that, subject to Presidential approval of the proposed revision, the Academic Senate shall contact nominees prior to publication of an election ballot to ascertain whether they shall be eligible under the revised policy.

REGULAR AGENDA

Carried AS 88-93/Flr. MINUTES

Approval of Minutes of the regular meetings of April 14 and May 12, the special meeting of May 19, and the regular meeting of September 8, 1988.

Carried AS 88-85/Ex. BY-LAWS REVISION - ELECTION PROCEDURES FOR SENATORS REPRESENTING TEMPORARY FACULTY

III. VOTING PROCEDURES FOR ELECTION OF ACADEMIC SENATE MEMBERS

- A. Procedures for nomination and election of full-time faculty representatives
- ...

IV. PROCEDURES FOR NOMINATION AND ELECTION OF AT-LARGE SENATORS REPRESENTING TEMPORARY FACULTY

A. Procedures for Nomination and Election

All nominations and elections shall be conducted in the spring semester. Nominations and elections shall be by and from the temporary faculty who have at least six wtu's during the semester of the election. To be nominated, an eligible faculty member must submit a nomination petition signed by six members of the electing body.

In the event that the number of nominees exceeds twice the number of positions to be filled, the Election Committee may hold a primary election in order to reduce the number of candidates.

Each member of the electing body may vote for as many candidates on the secondary ballot as there are positions to be filled. The positions shall be filled in the order of greatest number of votes received. However, no more than two at-large Senators may be from the same school. Two-year positions shall be filled before one-year positions. In the event of ties there shall be a ballot with each member of the electing body voting for one of the tied candidates.

All ballots shall be secret ballots.

B. Terms of Office

The four at-large Senators shall serve two year terms, staggered so that two members are elected to new terms each year. At-large Senators must have at least six wtu's during the semester of their election, and must continue to have at least 3 wtu's for each semester of their term. An at-large Senator may serve at most six consecutive years. At no time may more than two at-large Senators be from the same school.

C. Vacancies

If an at-large Senate seat is vacant, the Academic Senate may appoint a replacement who is willing to serve voluntarily for the remainder of the academic year from the temporary faculty who have at least 6 wtu's during the semester of their appointment. If this leaves a remaining year of the term, the position shall be filled for the second year by means

of the elections held during the spring semester of the first year.

FVV. PROCEDURES FOR ELECTION OF REPRESENTATIVES TO THE CSU
ACADEMIC SENATE

AS 88-102 here

to END - AS 88-88/AP, Ex. DISRUPTIVE STUDENT, DEALING WITH THE

The Academic Senate endorses the following statement as advisory to faculty in dealing with disruptive students:

THE RECOMMENDED WAY TO DEAL WITH THE DISRUPTIVE STUDENT

Due process is the key to handling the disruptive student. The student cannot be prevented from attending class or disenrolled from a course unless the student has been accorded due process.¹

Because of recent court cases in which universities have been ruled against, the following is the suggested procedure to use:

1. The disruptive student should be informed by the instructor that he/she is being disruptive.
 - a. Explain how the behavior exhibited is disruptive to your teaching.
 - b. Explain how the disruptive student is depriving others in the classroom of an education.
 - c. Advise the student at this time that he/she will be reported to the Dean of Student Affairs if behavior continues.
2. If the student's disruptive behavior continues after the student has been informed, contact the Assistant to the Dean of Student Affairs, Student Service Center, Room 206, ext. 6060, for assistance.²

All of the above steps must be followed to assure that the student has been accorded due process. This process need take no longer than three class meetings.

The student should be allowed to attend class during the steps outlined above, so long as the student does not continue to be disruptive. However, the student can be dismissed for the remainder of any class period when his/her behavior impedes the regular activity of the class. IF AT ANY TIME YOU FEEL A STUDENT IS A PHYSICAL THREAT, IMMEDIATELY CALL THE CAMPUS POLICE AT EXT. 6900.

¹Disenrollment from class is a possible discipline sanction by the Dean of Student Affairs Office.

²Feel free to call the Discipline Coordinator, ext. 6060 for assistance anytime during the above process.

Carried over
AS 88-90/AA, Ex. AFFIRMATIVE ACTION COMMITTEE COMPOSITION

In the spirit of affirmative action, being the charge of the Affirmative Action Committee, the Academic Senate approves the following change in representation:

- (1) Student member
- (1) Staff member
- ~~(1) Faculty member, Arts and Sciences~~
- ~~(1) Faculty member, Professional Schools~~
- (5) Faculty members (one from each School):
 - Arts and Sciences
 - Education
 - Business and Public Administration
 - Engineering and Computer Science
 - Health and Human Services
- ~~(2) At-large faculty members~~
- (2) Academic Senators
- (1) Professional Services member
- ~~12~~ 12 Total voting members

- 2 Administrative Staff representatives (ex officio)
- 1 Chair, Academic Senate (ex officio)
- ~~14~~ 15 Total committee membership

The Senate in making appointments shall consider the representation of all protected classes, including persons with disabilities.

Carried over
AS 88-98/Fisa, cc ACADEMIC MASTER PLAN, B.A. IN GERONTOLOGY ON

The Academic Senate recommends approval of the placement of a Bachelor of Arts Degree program in Gerontology on the Academic Master Plan [see Attachments E and F].

Carried over
AS 88-99/Ex. PROPOSITION 102 (AIDS REPORTING INITIATIVE)

The CSU, Sacramento Academic Senate endorses the CSU Academic Senate's resolution opposing Proposition 102:

AS-1826-88/GA
Approved September 8, 1988

OPPOSITION TO PROPOSITION 102 (DANNEMEYER)

WHEREAS, The Aids reporting initiative sponsored by Representative William Dannemeyer, has qualified for the November, 1988 California ballot as Proposition 102; and

- WHEREAS, The California State University has a direct interest in this proposition because of its impact on both our employees and students who as "students" and "teachers" are explicitly designated groups in the initiative; and
- WHEREAS, The drastic fiscal impact of the initiative, were it to pass, would in the words of the July 17, 1988 editorial of the Los Angeles Times impose "a diversion of money from other more urgent needs identified by public-health officials in the areas of education and treatment." The required tracing of sexual partners "would cost millions, probably billions of dollars"; and
- WHEREAS, The Gann limit would require that the cost of the proposition be shifted in some measure from education expenditures, the largest single pool of money over which the Legislature has discretionary control; and
- WHEREAS, A basic finding of the Presidential Commission on the HIV Epidemic concluded that the success of current public-health strategies for fighting the spread of HIV infection are entirely dependent on voluntary cooperation and rigorous maintenance of confidentiality; and
- WHEREAS, Major provisions of Prop. 102 relating to reporting of HIV test results would:
- Require doctors, under criminal penalty, to report to local health officers the name of anyone "believed" to be infected with the virus which causes AIDS;
 - Order all persons who test HIV positive to report themselves for contact tracing and notification purposes;
 - Require HIV test results obtained during most research studies to be reported to health officers;
 - Make HIV test results available for insurance, employment, criminal and civil trials, school enrollment, and surveillance and contact notification purposes;

-- Create new penalties for certain crimes committed by law offenders infected with the virus, including assault; and

WHEREAS, Research has shown that many fewer people would be tested if anonymous testing were not available; and

WHEREAS, Prop. 102 is opposed by the California Medical Association, California Nurses' Association, California Association of Hospitals and Health Systems, Health Officers Association of California, League of California Cities, California Taxpayers Association, League of Women Voters of California, California Teachers Association, Senators Pete Wilson and Alan Cranston, as well as Lieutenant Governor Leo McCarthy; therefore be it

RESOLVED: That the Academic Senate of the California State University oppose Proposition 102 and that it communicate its opposition and request the concurrence of the CSU Board of Trustees and the local campus senates.

The CSU, Sacramento Academic Senate further recommends that a prominent front-page article explaining Proposition 102 be placed in the October 2⁴, 1988, issue of the CSUS Bulletin.

Carried over. AS 88-100/Ex. PROPOSITION 78 (THE HIGHER EDUCATION FACILITIES BOND ACT OF 1988)

The CSU, Sacramento Academic Senate endorses the CSU Academic Senate's resolution in support of Proposition 78:

AS-1825-88/GA
Approved unanimously September 8, 1988

THE HIGHER EDUCATION FACILITIES
BOND ACT OF 1988 (PROPOSITION 78)

WHEREAS, The Higher Education Facilities Bond Act of 1988 (Proposition 78) will appear on the ballot of the November, 1988 general election; and

WHEREAS, Proposition 78 authorizes \$600 million for specific capital improvement projects at the University of California, the California State University, and the California Community Colleges; and

- WHEREAS, The CSU's share of the authorization for capital improvement projects in Proposition 78 is approximately \$128 million for specific projects which have been review and approved by the legislature and Governor; and
- WHEREAS, Previous reductions in capital outlay and the rapid growth of enrollment in California public higher education and in CSU in particular have placed a very heavy and growing demand on classroom, laboratory, library, and other types of buildings; and
- WHEREAS, The Tidelands Oil Fund, which has historically been the major source of revenue for capital expenditures for California public higher education, has been severely depleted because of the fall of oil prices during the last one and one-half years, thereby making bond financing more important; and
- WHEREAS, The State of California's debt-service ratio for general obligation bonds of about 2% of the general fund is well below the national average of 4%; therefore be it
- RESOLVED: That the Academic Senate of the California State University endorse and support the Higher Education Facilities Bond Act of 1988 (Proposition 78); and be it further
- RESOLVED: That the Academic Senate CSU urge faculty and local campus senates to work for adoption of the Higher Education Facilities Bond Act of 1988 (Proposition 78).

AS 88-101/FPDC, Ex. FACULTY PROFESSIONAL DEVELOPMENT
IMPLEMENTATION PLAN, 1988-89

The Academic Senate recommends the following faculty professional development implementation plan for 1988-89:
[Refer to "Faculty Professional Development Implementation Plan 1988/89," dated 9/29/88, which was distributed at September 29 meeting (bright blue document).] Proposed amendments approved by the Faculty Professional Development Committee--see Attachment G.

AFTER 88-85
Carried
AS 88-102/AA, UARTP, Ex. UNIVERSITY ARTP POLICY--AMEND SECTION
6.06.D

The Academic Senate recommends the amendment of Section 6.06.D of the statement of University ARTP policy as follows [strikeover = deletion; underscore = addition]:

6.06

D.

1. In order to assist itself to increase within its faculty the number of members of under-represented classes protected by law (i.e., women, racial and ethnic minorities, the disabled and Vietnam-era veterans), each department shall elect or otherwise provide for the selection of an affirmative action representative(s) to its search committee(s). This representative shall advise the department on recruitment, hiring and other means of increasing the representation of protected class members.
2. Each affirmative action representative shall be a tenured member of his or her department, serving, preferably, as a full-professor. Although it is not necessary to be a member of a legally protected under-represented class, every affirmative action representative shall be selected with a view to his or her sensitivity to the issues and commitment to the goals of affirmative action.
3. A department chair may serve as the affirmative action representative provided the department elects him or her to serve in that capacity. Nothing in this section shall be construed to absolve the department chair not elected to serve as an affirmative action representative of his or her responsibilities in relation to affirmative action.
4. Each affirmative action representative shall be elected or otherwise selected as the department directs in the early spring and shall serve a term of no less than one year.
5. The affirmative action representative shall serve as either an elected voting member or as an ex-officio non-voting member of the department's search committee(s).

6. The University Affirmative Action Officer shall sponsor training each spring or early fall for all affirmative action representatives to prepare them for their responsibilities. This training will include information and guidance on such topics as: equal employment opportunity laws and regulations, techniques of targeted recruiting, adequacy of applicant pools and their school's and department's established hiring and affirmative action goals, plans, timelines, and procedures.

DE.

AS 88-88

REVISED LIST

Commendations to the Department of English

The Department of English is commended for

- coping with the manifold problems of maintaining a variety of high quality undergraduate and graduate programs while at the same time fulfilling responsibility for the General Education composition program as well as the writing proficiency examination program,
- attracting and retaining a highly competent pool of part-time instructors to teach in the composition program,
- a well-qualified, energetic faculty of diverse backgrounds, including members with outstanding scholarly reputations,
- scheduling practices giving first priority to curricular and student needs,
- concerted efforts to encourage students to seek advising each semester,
- participation in the placement of TESOL graduates in programs in Japan, China, and Taiwan,
- extensive faculty participation in professional organizations such as the English Council of the California State University, the National Council of Teachers of English, and the California Association of Teachers of English.

Recommendations to the Department of English

It is recommended that

1. the Department review the use of assigned time for committee work, coordination, and similar functions to determine (a) whether such a large number of units are actually needed and (b) whether adjustments should be made to insure an equitable distribution of units. (p. 7)
2. the Department consider whether it would be advantageous to establish a position of vice-chair. (p. 8)
3. the Department develop a policy about the minimum information that should be included in course syllabi and a procedure for monitoring compliance with that policy. (p. 11)
4. the Department consider establishing a Senior seminar required of all majors that incorporates the concepts expressed by the consultant. (p. 11)
5. the Department consider (a) reducing the number of courses offered in the Engl 140 and 150 series, either along the lines suggested by the consultant or in some other way determined by the Department, and (b) publishing the course titles and course descriptions in the Catalog. (p. 11)

6. the Department review its offerings in the Literature of Minority Groups for the purpose of consolidating the program and establishing some regular offerings in this area. (p. 12)
7. the Department consider developing a course in methods of teaching English at the secondary level to be taught by English faculty and required of all credential candidates in English. (p. 12)
8. the English Department explore with the Dean of Arts and Sciences the feasibility of assuming responsibility for the supervision of all credential candidates in English including an appropriate transition period. (p. 13)
9. the Department review its policies about supervisory courses, particularly 195, 199, and 299, to determine whether such extensive use of these courses is necessary, considering they are carried as faculty overloads. (See Minority Report, Attachment C) (p. 15)
10. the Department consider (a) reducing the number of courses offered in the Engl 240 and 250 series, either along the lines suggested by the consultant or in some other way determined by the Department, and (b) publishing the course titles and course descriptions in the Catalog. (p. 16)
11. the Department delete Engl 71C from the Catalog, as the course has not been taught for five semesters. (p. 16)
12. the Department consider a more primitive method of enrolling lower division students in composition courses if computer controlled registration cannot be provided. (p. 17)
13. the Department of English consider recommending the units from Engl 109, which is clearly a remedial course, not be counted toward graduation requirements. (p. 18)
14. the Department review the various film courses in the Engl 197, Studies in Film as a Literary Form, series to determine (a) whether they warrant upper division credit, and (b) whether similar standards are maintained in all of the courses offered under this number. (p. 18)
15. the Department address the problem of grade inflation observed in upper division courses. (p. 20)
16. the Department maintain faculty vitae as outlined in the guidelines for the Academic Program Review Self-study Document. (p. 22)
17. the Department formulate a long-range plan that includes (a) the direction in which it desires its academic program to develop and (b) priorities for hiring new faculty consonant with that direction, taking into account potential retirements and projected program growth. (p. 22)

18. the Department hire a mixture of recently trained and experienced faculty as opportunities for employing new faculty arise, in order to preclude wholesale retirements at some future date. (p. 22)
19. the Department make a special effort to consult faculty on positions to be advertised and filled, and on the candidates for those positions. (p. 23)
20. the Department continue to recruit and employ members of ethnic minority groups. (p. 24)
21. the Department make a vigorous effort to improve its percentage of women faculty. (p. 24)
22. the Department revise the guidelines under C, Area Requirements, in the Catalog and Program Planning Guide so they are more informative and also better articulated with credential requirements as recommended by the consultant. (p. 28)
23. the English Department work with the Executive Vice President to resolve the health hazard in the Department's Production Room created by fumes from ditto machine fluid, and request cranks to be restored so the windows can be opened either as a permanent solution or until such time as adequate ventilation is provided. The Department is requested to report the progress in this regard to the Curriculum and Graduate Policies and Programs committees on or before September 12, 1988. (p. 30)
24. the Department consider setting aside at least one Department meeting in early Fall, 1988, to which the Dean is invited to present the budget allocation for the 1988-89 academic year to the entire faculty so they develop a better understanding of how the budget is determined and as a prelude to the preparation of the budget request for the following year. (p. 32)

Recommendations to the Dean of the School of Arts and Sciences

It is recommended that

1. the Dean of the School of Arts and Sciences explore with the Dean of the School of Education the feasibility of the English Department's participating in the supervision of all credential candidates along with whatever transition period may be desirable. (p. 13)
2. the Dean of the School of Arts and Sciences consult with the Vice-President for Academic Affairs about establishing a policy whereby faculty receive credit for supervising fieldwork, special problems, theses, internships, and similar courses. (p. 15)
3. the Dean of the School of Arts and Sciences allow the Department to hire a mixture of recently trained and experienced faculty as opportunities for employing new faculty arise, in order to preclude wholesale retirements at some future date. (p. 22)

- 4. the Dean of the School of Arts and Sciences give a very high priority to providing multiple computer-equipped classrooms for use in the teaching of writing courses in the near future. (p. 26)
- 5. the Dean consider the feasibility of separating the Department's allocation of resources into several categories such as the WPE program, the remedial writing program, the lower division composition program, and the major and minor in order to more clearly show the elements accounted for in the allocation. (p. 32)
- 6. the Dean consider the desirability of discussing the Department's budget allocation and the budget process with the entire faculty in order to dispel misunderstandings about the Department's budget and how it was determined. (p. 32)

Recommendation to the Dean of Students and the Director of Admissions and Records

It is recommended that the Dean of Students and the Director of Admissions and Records resolve the problem of computer sorting of students by EPT scores during registration to assist the English Department to provide appropriate composition courses. (p. 17)

Recommendation to the Vice-President for Finance

It is recommended that the Vice-President for Finance give attention to the resolution of the English Department's need for better access to copy equipment. (p. 31)

Recommendation to the Academic Vice-President

It is recommended that the Academic Vice-President consider the feasibility of establishing a policy whereby faculty receive credit for supervising fieldwork, special problems, theses, internships, and similar courses. (p. 15)

Recommendations to the Executive Vice-President

It is recommended that

- 1. the Executive Vice-President give consideration to the urgent need for office space conducive to working with students, including space for part-time instructors teaching composition, as space in the English Building or other space becomes available. (p. 30)
- 2. the Executive Vice-President and the Academic Vice-President give consideration to the English Department's need for computer-equipped classrooms for teaching composition courses when decisions are made about space utilization when UMS vacates its premises in the English Building. (p. 30)

3. the Executive Vice-President give immediate attention to the serious health hazard created by fumes from ditto machine fluid due to the lack of proper ventilation in the Department's Production Room. If other solutions are not immediately forthcoming, the Department should be allowed to open the windows in this room as a permanent solution or a temporary one pending installation of a more adequate ventilation system. (p. 30)
4. the Executive Vice-President address the problem of inadequate ventilation throughout the English Building. (p. 30)

Recommendations for Academic Senate Action

It is recommended that

1. the Bachelor of Arts degree and Minor in English be approved for five years or until the next program review;
2. the English Single-Subject Waiver program be approved for a period of five years or until the next program review;
3. the Certificate in Teaching English to Speakers for Other Languages be approved for a period of five years or until the next program review;
4. the Master of Arts Degree in English, the Master of Arts degree in English--Creative Writing Option, and the Master of Arts degree in English--Teaching English to Speakers of Other Languages all be approved for a period of five years or until the next program review.

5-16-88

REVISED LIST

5/16/88

Commendations and Recommendations

Commendations to the Department of Recreation and Leisure Studies

The Department of Recreation and Leisure Studies is commended for its

-well-written self study document.

-undergraduate program accreditation.

-contribution to the university's general education program.

-well-trained faculty, 86% of whom have earned doctorates.

-conscientious efforts in carrying out recommendations in its last review report.

-collegiality.

-strong and caring leadership.

-participation in the Satellite TV Instructional Program.

-undergraduate and graduate handbooks.

Recommendations to the Department of Recreation and Leisure Studies

It is recommended that

1. consideration be given to having a faculty retreat of more than one day's duration to develop a strategic five-year plan for program objectives, the curricular considerations of which would include the changing role of leisure, the relationship of government to recreation, the development of commercial recreation, and the increasing opportunities for recreation in corporate areas. (p. 4)
2. ways be found to improve communication between part-time and tenure track faculty. (p. 5)
3. catalog information be clarified to offer consistent instructions to applicants. (p. 6)
4. the course RLS 163, Park and Recreation and Public Land Politics, regularly be offered within two-year intervals or deleted from the 1988-90 CSUS Catalog. (p. 7)
5. for the next self study, criteria be provided that more fully differentiate the types of prerequisite information needed and the depth of inquiry engaged in between upper-division and graduate departmental courses. (p. 8)

6. the department chair meet with the Vice President for University Affairs, the Dean of the School of Health and Human Services, and the Dean of Graduate Studies to plan a strategy for active recruitment of students for the graduate program in Recreation and Leisure Studies, such a strategy to include, but not be limited to, development and distribution of published recruiting material, such as a brochure. (p. 9)
7. consideration be given to forming a community advisory group, which would include alumni and representatives from governmental agencies, corporations, service organizations, and commercial recreation interest. (p. 9)
8. the issue of high grading patterns be addressed and the revision of course requirements to effectively differentiate between varying levels of student performance be considered. (p. 9)
9. all off-campus, consortium, and extended education courses be evaluated by students, using the same instruments as are used for the department's regular courses. (p. 10)
10. faculty who teach classes with large enrollments be adequately compensated. (p. 11)
11. faculty work closely with local agency personnel and participate in regional and national professional conferences. (p. 11)
12. consideration be given to removing similarities between RLS 166 and 203. (p. 11)
13. in future hiring, efforts be made to recruit qualified women and ethnic minorities. (p. 12)
14. the department up-date its affirmative action plan and submit a copy to the CSUS Affirmative Action Office. (p. 12)
15. all undergraduate students have, by selection or assignment, an academic advisor. (p. 14)
16. the department chair meet with the Director of the Career Development and Placement Center to plan a career advising strategy for the department's majors. (p. 14)
17. the department chair, after meeting with the faculty to discuss and compose a description of all departmental facilities needs, meet with the Dean of the School of Health and Human Services, the Executive Vice President, and the Assistant Vice President for Facilities Management to discuss the facilities needs of the Department of Recreation and Leisure Studies and to ensure inclusion of the department's needs in the long-range building plan of the campus. (p. 15)
18. the department chair meet with the Dean of the School of Health and Human Services to consider ways of satisfying the department's needs for: (a)

two additional faculty offices; (b) an additional large lecture room on Tuesdays and Thursdays; (c) year-round clerical staff for the department office; (d) an upgrading of the classification of the department's clerical position; (e) compensation for instructionally related travel; (f) a printer; and (g) electrical work. (p. 15)

Recommendations to the Dean of the School of Health and Human Services

It is recommended that

1. a meeting be held with the Chair of the Department of Recreation and Leisure Studies, the Vice President for University Affairs, and the Dean of Graduate Studies to plan a strategy for active recruitment of students for the graduate program in Recreation and Leisure Studies, such a strategy to include, but not be limited to, development and distribution of published recruiting material, such as a brochure. (p. 9)
2. a meeting be held with the Chair of the Department of Recreation and Leisure Studies, the Executive Vice President, and the Assistant Vice President for Facilities Management to discuss the facilities needs of the department and to ensure their inclusion in the long-range building plan of the campus. (p. 15)
3. a meeting be held with the Chair of the Department of Recreation and Leisure Studies to consider ways of satisfying the department's needs for: (a) two additional faculty offices; (b) an additional large lecture room for use on Tuesdays and Thursdays; (c) year-round clerical staff for the departmental office; (d) an up-grading of the classification for the department's clerical position; (e) reimbursement for instructionally related travel; (f) a printer; and (g) electrical work. (p. 15)
4. consideration be given to creating a computer laboratory for use by all faculty and students in the School of Health and Human Services. (p. 15)

Recommendation to the Director of the Career Development and Placement Center

It is recommended that a meeting be held with the Chair of the Department of Recreation and Leisure Studies to plan a career advising strategy for the department's majors. (p. 14)

Recommendation to the Director of the University Media Services

It is recommended that a meeting be held with the Vice President for Finance to discuss shortcomings in the University Media Services' budget for graphics, photography, and audio-visual classroom and production equipment. (p. 12)

Recommendation to the Assistant Vice President for Facilities Management

It is recommended that a meeting be held with the Chair of the Department of Recreation and Leisure Studies, the Dean of the School of Health and Human Services, and the Executive Vice President to discuss the facilities needs of

the department and ensure their inclusion in the long-range building plan of the campus. (p. 15)

Recommendation to the Dean of Graduate Studies

It is recommended that a meeting be held with the Chair of the Department of Recreation and Leisure Studies, the Vice President for University Affairs, and the Dean of the School of Health and Human Services to plan a strategy for the active recruitment of students, such a strategy to include, but not be limited to, development and distribution of published recruiting material, such as a brochure. (p. 9)

Recommendation to the Vice President for Finance

It is recommended that a meeting be held with the Director of the University Media Services to discuss shortcomings in the University Media Services' budget for graphics, photography, and audio-visual classroom and production equipment. (p. 12)

Recommendation to the Vice President for University Affairs

It is recommended that a meeting be held with the Chair of the Department of Recreation and Leisure Studies, the Dean of Graduate Studies, and the Dean of the School of Health and Human Services to plan a strategy for the active recruitment of students, such a strategy to include, but not be limited to, development and distribution of published recruiting material, such as a brochure. (p. 9)

Recommendation to the Executive Vice President

It is recommended that a meeting be held with the Chair of the Department of Recreation and Leisure Studies, the Dean of the school of Health and Human Services, and the Assistant Vice President for Facilities Management to discuss the facilities needs of the department and ensure their inclusion in the long-range building plan of the campus. (p. 15)

Recommendations for Academic Senate Action

It is recommended that

1. the Bachelor of Science degree program in Recreation Administration, with options in Recreation and Park Administration and in Therapeutic Recreation, be approved for another five years or until the next program review.
2. the Master of Science degree program in Recreation Administration be approved for another five years or until the next program review.
3. the Minor in Recreation and Leisure Studies be approved for another five years or until the next program review.
4. the Recreation Therapist Assistant Academic Achievement Certificate Program be approved for another five years or until the next program review.

After reviewing thoroughly the attached Academic Program Review Report for the Division of Social Work, prepared by the Review Team jointly appointed by our respective groups, the Academic Senate Curriculum Committee and the Graduate Policies and Programs Committee make the following responses in terms of commendations and recommendations, and directs these to the indicated units and administrative heads. (Page references refer to the documentation for the response in the Review Report.)

Commendations to the Division of Social Work

The Division of Social Work is commended for its

1. well-trained and talented faculty.
2. generally strong course syllabi.
3. success in reversing enrollment declines.
4. success in gaining recent reaccreditation for its undergraduate program.
5. student honor society chapter.
6. conscientious efforts in complying with the majority of the curricular recommendations in its last program review.
7. external degree programs in Ukiah and Redding.
8. well-defined and effective undergraduate academic advising.
9. well-defined and effective graduate career advising.
10. well-written and thorough self study document.
11. current administrative leadership.
12. successful involvement of students on standing committees of the division.

*Using
and -
see second
attach B*

Recommendations to the Division of Social Work

It is recommended that

1. consideration be given to providing assigned time units for a graduate coordinator who is a person other than the division director. (p. 8)
2. the division faculty as a whole give serious consideration to establishing more substantive linkage between: (a) the undergraduate program and the graduate foundation semester; (b) the graduate concentrations; and (c) the graduate concentrations and field instruction. (p. 10)
3. consideration be given to teaching common subject areas across graduate concentrations in one or a few courses as a means of reducing the number of needed specialized courses in the graduate program. (p. 11)

4. the content of courses SW 215, 140A/B, 235, 125A/B, 295A, and 195A/B be reevaluated to consider ways of avoiding duplication and to more clearly delineate differences between the undergraduate and graduate courses. (p. 12)
5. consideration be given to reevaluating the graduate core challenge exams and, where appropriate, redesigning them to more effectively assess students' competencies. (p. 12)
6. SW 219A, 227, 242, 259, 267, 271, 273, and 276 be offered regularly within two-year intervals or eliminated from the 1988-90 Catalog. (p. 13)
7. admission standards for the graduate program be upheld. (p. 15)
8. the issue of grade inflation be addressed and ways be found to distinguish effectively between varying levels of student achievement. (p. 17)
9. consideration be given to placing at the top of its priority list for faculty hiring a person who would teach in the undergraduate practice area. (p. 18)
10. for the next program review, all faculty resumes be updated to reflect current professional involvements. (p. 19)
11. in future hiring, every effort be made to recruit qualified women and ethnic minorities. (p. 19)
12. the division's affirmative action guidelines be updated and submitted to the Affirmative Action Office. (p. 19)
13. the division director meet with the Executive Vice President, the Dean of the School of Health and Human Services and the Director of University Media Services to explore strategies for obtaining a closed-circuit TV studio for teaching social work practice skills. (p. 20)
14. the full division participate in developing an educational equity plan, including student recruitment strategies, that it will support. (p. 22)
15. educational equity mentors be recruited openly from faculty volunteers. (p. 22)
16. more effective utilization be made of assigned time units for recruitment of graduate-level ethnic minority students. (p. 22)
17. educational equity activities be addressed in ARTP deliberations. (p. 22)
18. its graduate program advising be coordinated to uphold program requirements and ensure consistent types and amounts of work from all students in the degree program. (p. 23)
19. the division director meet with the Director of the Career Development and Placement Center to develop a career advising program for the undergraduate program and to arrange for continued use of the placement file service for M.S.W. graduates. (p. 23)

20. the division director meet with the Executive Vice President and the Dean of the School of Health and Human Services to consider ways of obtaining more office space for part-time faculty. (p. 24)
21. the division director meet with the Dean of the School of Health and Human Services to consider ways of augmenting or redistributing the budgetary allocation for the Division of Social Work to permit purchase of the computer needs listed in section III-H-1-3 of this report, and to cover the expenses listed in section III-I. (p. 24)
22. the division director submit to the School of Health and Human Services annual budgetary requests based upon actual faculty workloads and programmatic needs. (p. 25)

Recommendations to the Dean of the School of Health and Human Services

It is recommended that

1. faculty in the Division of Social Work be adequately compensated for their supervisory work. (p. 2)
2. consideration be given to providing funds to hire a consultant or facilitator to meet with the full faculty of the Division of Social Work to help them develop strategies for working with the school administration and with one another. Such strategies should include ground rules for constructive interaction and academic planning. (p. 10)
3. a meeting be held with the Executive Vice President, the Director of the Division of Social Work and the Director of University Media Services to explore strategies for obtaining a closed-circuit TV studio for teaching social work practice skills. (p. 20)
4. consideration be given to establishing an instructional computer laboratory in the School of Health and Human Services for use by all human service students and faculty. (p. 21)
5. a meeting be held with the Executive Vice President and the Director of the Division of Social Work to consider ways of obtaining more office space for part-time faculty. (p. 24)
6. a meeting be held with the Director of the Division of Social Work to consider ways of augmenting or redistributing the budgetary allocation for the Division of Social Work to permit purchase of the computer needs listed in Section III-H-1-3 of this report, and to cover the expenses listed in section III-I. (p. 24)

Recommendation to the Director of University Media Services

It is recommended that a meeting be held with the Executive Vice President, the Dean of the School of Health and Human Services, and Director of the Division of Social Work to explore strategies for obtaining a closed-circuit TV studio for teaching social work practice skills. (p. 20)

Recommendation to the Director of the Career Development and Placement Center

It is recommended that a meeting be held with the Director of the Division of Social Work to develop a career advising program for the undergraduate program in social work, and to arrange for continued use of the placement file service for M.S.W. graduates. (p. 23)

Recommendations to the Executive Vice President

It is recommended that

1. a meeting be held with the Dean of the School of Health and Human Services, the Director of University Media Services, and the Director of the Division of Social Work to explore strategies for obtaining a closed-circuit TV studio for teaching social work practice skills. (p. 20)
2. a meeting be held with the Dean of the School of Health and Human Services and the Director of the Division of Social Work to consider ways of obtaining more office space for part-time faculty in the Division of Social Work. (p. 24)

Recommendations for Academic Senate Action

It is recommended that

1. the Master of Social Work degree program be approved for another five years or until the next program review.
2. the Bachelor of Arts degree program in Social Work be approved for another five years or until the next program review.
3. the Minor in Social Work be approved for another five years or until the next program review.

5-9-88

After reviewing thoroughly the attached Academic Program Review Report for the Department of Civil Engineering prepared by the Review Team jointly appointed by our respective groups, the Academic Senate Curriculum Committee and the Graduate Policies and Programs Committee make the following responses in terms of commendations and recommendations, and directs these to the indicated units and administrative heads. (Page references refer to the documentation for the response in the Review Report.)

Commendations to the Department of Civil Engineering

- American Board for Engineering and Technology reaccreditation of both the Civil Engineering and Engineering Technology--Construction Management Option undergraduate programs,
- the amount of scholarly out-put and number of professional activities of the faculty,
- the large proportion of faculty who are registered engineers,
- the good working relations among the faculty and their willingness to look at issues constructively,
- its efforts in securing external funding and in applying for National Science Foundation grants,
- the leadership of the Department Chair,
- the well-written, well-organized, informative, and succinct Self-study Report,
- the wide-spread participation, cooperation, and professionalism of the faculty in addressing matters pertaining to the Consultant's Report.

Recommendations to the Department of Civil Engineering

It is recommended that

1. the Department consider establishing a standing Curriculum Committee. (p. 9)
2. the Department consider developing and instituting formal procedures to obtain systematic feedback about the curriculum from students and recent graduates. (p. 9)
3. the Department correct the Catalog and Program Planning Guide so that the number of units required for the major and the listing of required and elective courses have the same total. (p. 10)
4. the Department correct the Catalog and Program Planning Guide so that (a) the full number of GE units are shown in the semester-by-semester listing of requirements, (b) the necessity of carrying more than 18 units during one semester if the program is to be completed in four years is clear, and (c) the program description includes the caveat that those who are working while enrolled in the program should expect to spend more than four years to complete the program. (p. 10)

5. the Civil Engineering Program establish a policy about the minimum information that is to be included in each course syllabus to be given to students and a procedures for monitoring compliance with that policy. (p. 13)
6. the Civil Engineering Program place greater emphasis on the writing skills of its students by assigning papers or essays requiring extended discourse in courses where appropriate and by making passing the WPE a prerequisite to selected upper division courses and requiring correspondingly high performance in written assignments in these courses. (p. 13)
7. the Civil Engineering Program include ethics and professional conduct in the course of study of all students. This could be achieved by requiring one or more class periods in selected courses to be devoted to this subject matter and determining students' understanding through questions on examinations. (p. 14)
8. the Civil Engineering Program include attention to social, political, and economic implications of environmental issues related to engineering interests and practices in the curriculum. (p. 14)
9. the Construction Management Program consider adopting a policy such that all faculty are expected to maintain the same high standard of syllabus preparation exemplified by the majority of the Program's syllabi. (p. 14)
10. the Construction Management Program consider whether it might be advantageous to make passing the WPE prerequisite to some of the upper division courses. (p. 14)
11. the Construction Management Program include ethics and professional conduct in the course of study of all students. This could be achieved by requiring one or more class periods in selected courses to be devoted to this subject matter and determining students' understanding through questions on examinations. (p. 14)
12. the Construction Management Program include attention to social, political, and economic implications of environmental issues related to engineering interests and practices in the curriculum. (p. 15)
13. the Department consider the merits of a long-term design project and a capstone course for the Civil Engineering Major. (p. 15)
14. the Department appoint a curriculum committee or an ad hoc committee to review (a) CE 180 to determine whether it is offered at an appropriate level, and (b) the exams in CE 171B to determine whether the consultant's criticism is justified and recommend remedial action should it be needed. (p. 15)
15. the Department work with the Dean of Graduate Studies to resolve the problem of compliance with the graduate core requirement. (p. 18)
16. the Department establish a curriculum committee or an ad hoc committee to review the courses cited in the body of the report to determine whether some or all of the consultant's criticisms are justified and recommend remedial action should it be indicated. (p. 20)

17. the Department delete CE 277, as it has not been taught for six semesters. (p. 20)
18. the Department make a vigorous effort to develop the transportation area in the graduate program during the next two years and report to the Graduate Policies and Programs Committee by May 1, 1990, whether sufficient interest in this area has developed so that it has become a viable program. (p. 20)
19. the Department consider consolidating the graduate program so that it consists of fewer areas of study rather than trying to cover all six (including environmental/sanitary, water quality, and water resources) in order to concentrate its resources more effectively and insure adequate enrollments for necessary courses. (p. 23)
20. the Department review the grading practices for construction management courses to determine whether the wide fluctuations in grades from semester-to-semester are warranted, and for conformity to University policy. (p. 26)
21. the Department actively seek and employ qualified members of under-represented ethnic minority groups and women whenever hiring opportunities arise. (p. 28)

Recommendations to the Dean of the School of Engineering and Computer Science

It is recommended that the Dean request the Cooperative Education Program to consider providing both interns and employers with written copies of their mutual responsibilities. (p. 12)

Recommendation to the Dean of Graduate Studies

It is recommended that the Dean of Graduate Studies assist the Department of Civil Engineering in finding a solution to the problem of compliance with the graduate core requirement. (p. 18)

Recommendations for Academic Senate Action

It is recommended that

1. the Bachelor of Science degree in Civil Engineering be approved for a period of five years or until the next program review.
2. the Bachelor of Science degree in Engineering Technology, Construction Management Option be approved for a period of five years or until the next program review.
3. the Master of Science degree in Civil Engineering be approved for five years or until the next program review providing that on or before May 1, 1990, the Department demonstrates to the Graduate Policies and Programs Committee that (a) the problem of the core has been satisfactorily resolved (see Recommendation 14 and (b) the transportation area has become viable (see Recommendation 17).

DRAFT
6/6/88

Attachment D
Academic Senate Agenda
October 13, 1988

Issues Related to Non-Traditional Students and Modes of Learning

American universities traditionally have been viewed as serving a student body of 18 to 21 years old, full-time students who recently graduated from high school, offering class instruction in lecture, seminar and laboratory formats, in rooms equipped only with desks, chalkboards and a professor.

This is not a complete and accurate picture of CSUS. Already, over 42% of our students are part-time. Most are over the age of 25 and commute to campus two to four days or evenings weekly for classes. Moreover, these students often have families and work or home responsibilities.

It is essential, therefore, that we rethink the academic programs and student services available to our students. It is time to review our policies and organizational structures and procedures in light of the changed situations and needs of our students and develop long-range goals and plans which are responsive to them.

It is proposed that a group of instructional faculty, Student Affairs professionals, students and administrators be appointed as a Task Force to engage in the exploration of ideas and actions that will be responsive to these needs and issues.

The Task Force would be charged to:

1. explore the questions which define non-traditional learning; i.e., Who are our students? What are their many features? What learning objectives do they have? What instructional modes and curricula can we use to accomplish these objectives?
2. explore issues relevant to the status and development of University policy that is receptive to and effective for non-traditional learners.
3. explore the current availability and adequacy of academic programs and services for students, who due to their non-traditional circumstances, experience barriers of time, resources, and other options.
4. explore alternative instructional modes that are consistent with the emerging educational technologies

and that enable us to serve the educational and professional development needs of students in all areas of our service region, including those unable to participate in educational programs on campus due to distance and work or home responsibilities.

5. recommend specific actions that might be taken which will enable the University to respond, while paying heed to the maintenance of higher academic standards, to the academic (and social) needs of non-traditional students and to the growing demand for non-traditional modes of instruction, including distance learning, that are predicted to characterize the next century.

Proposal for Initiating a Baccalaureate Degree Program in Gerontology on the CSUS Academic Master Plan

With this proposal, we are requesting that a Major in gerontology be added to the CSUS Academic Master Plan.

1. Name of the Academic Unit submitting the proposal:

Gerontology Program Committee, an interdisciplinary committee comprised of representatives from the Schools of Health and Human Services and Arts and Sciences.

Contact persons: Cheryl Osborne, Nursing Curriculum Chair

Emanuel Gale, Social Work, GPC Chair

Peggy Cavaghan, Home Economics, Gerontology Coordinator

2. Title of the proposed degree program:

BA in Gerontology.

3. Purpose of the program:

To provide a baccalaureate degree program which enhances the current curriculum offerings for students interested in gerontology. This program would offer courses which build on current courses and add more breadth and depth than currently available in the gerontology minor, thus increasing the possibility for gerontological specialization in the community and in graduate education.

4. How the proposed program fits into the mission of the University and program responsibility of the School and Academic Unit offering the program:

Since 1978, California State University, Sacramento has had an interdisciplinary program leading to a certificate in applied gerontology and a minor in gerontology, consistent with the mission of the University to offer professional education.

Campuses within the CSU system and universities across the nation, recognizing the dramatic change in demographics, have been increasing the academic offerings in gerontology to:

- Provide knowledge about the expanding field
- Engage in research
- Educate students for professional practice

The Gerontology major would be a logical progression from the current program and would enable the University to expand the academic offerings and meet the need of an increasing number of students who are interested in professional careers in service with older adults. It would be the only four year program in Northern California that would offer an undergraduate major in gerontology.

The proposal requests the establishment of a free standing Gerontology program similar to the Environmental Studies, Ethnic Studies and Women's Studies programs. By design, the program is interdisciplinary in nature. Core courses offered would be cross-listed in participating departments. The program would be co-sponsored by the School of Arts and Sciences and the School of Health and Human Services, reflecting previous interest and commitments.

5. Need for the program:

The rationale for a gerontology major rests upon three foundations. The first is California State University, Sacramento would be the only four year program in Northern California that would offer an undergraduate major in gerontology. The second is the rapid change in the demography of United States (and also in world) population. Increases in longevity have led to the phenomenal growth of the group aged over 85. This is the age group previously least studied and, even currently, most stereotyped. This age group also is in serious and increasing need of services. By the year 2000, the population group aged 65+ is expected to comprise 13% of the population. Predicted to be a healthier and better educated generation than ever before in history, the group between 65 and 85 will also expect services, but of a different nature than the increasingly frail over-85 group.

Recent census data about Sacramento indicates that about 14% of the population is over 60 with the projection that the number may double by the year 2010. Approximately 30,000 individuals were 75 and over in 1980. The population over 85 is expanding at a dramatic rate.

The third foundation is a growing network of educational programs being developed to train gerontology scholars and professionals. David A. Peterson, in his recent book Career Paths in the Field of Aging (1987), documents both the growth of gerontology education and the need for such education as the field of gerontology, both as an academic discipline and as a profession, develops.

Services to meet the needs of the older adult population are in the following areas:

- Advocacy
- Health maintenance
- Long term care
- Housing
- Leisure services
- Transportation
- Social services
- Employment
- Financial services

Recent employment projections predict the need for 42,000 geriatric nurses and 900,000 geriatric social workers by 1990. The demand for other professionals is already high and will continue as the aging population and the demand for services increases.

The need for a gerontology major on the CSUS campus is substantiated by the dearth of bachelor's degree programs in northern California. The 1987 National Directory of Educational Programs in Gerontology lists seven certificate programs, but only one bachelor's degree program: a B.A. in community services with a gerontology option, at CSU Chico.

Southern California colleges offer four gerontology bachelor's degree programs: B.A. in human services with a gerontology option, CSU Dominguez Hills; B.A. in gerontology, Mt. St. Mary's, Chalon campus; B.S. in gerontology, USC Andrus Center; plus a new program, effective September 1987 at CSU San Diego.

6. *Anticipated Student Demand* Master Plan Proposal 3
There is a strong commitment to developing a B.A. Gerontology
program. Student interest is high. Twenty-seven students are currently enrolled in the certificate/minor program.

American River Community College has an established gerontology major and has indicated high interest among its graduates to continue studying for a bachelor's degree. Sacramento City Community College is also in the process of developing a gerontology major. Community College faculty have indicated strong student interest in a four year program in gerontology.

Based on current interest and inquiries it is projected that during the first year there would be 25 students, the second year 50 and the third, 60-70 students in the gerontology program.

Community support for gerontology education leading to a bachelor's degree has been expressed by the Sacramento County Commission on Aging, Areas 4 Agency on Aging and other community service agencies.

7. General scope and content of the proposed program:

The scope and content of the interdisciplinary Gerontology Studies program would be to:

- Offer a series of core courses in gerontology for majors and minors
- Facilitate departmental commitment to enhance existing or design new course offerings in gerontology from the following currently participating departments plus departments which may become involved in the future:

Anthropology	Nursing
Art	Psychology
Biological Sciences	Recreation and Leisure Studies
Business and Public Administration	Social Work
Health and Physical Education	Sociology
Home Economics	Speech Pathology and Audiology

- Proposed curriculum on (following) page. Note that this curriculum proposal will be amended to reflect the results of the research in progress which assesses the need for professionals in the field of gerontology and to evaluate the current certificate/minor program.

GERONTOLOGY CURRICULUM PROPOSAL – 36 Units

A. PRE MAJOR LOWER DIVISION COURSES (may be taken for GE credit) UNITS
15

Bio Sci 20	-	Biology: A Human Perspective
Home Ec 50	-	Family Development
Nursing 10	-	Health Care: Issues and Delivery Systems
Psych 5	-	Introduction: Individual and Social Processes
Soc 1	-	Principles of Sociology

****STRONGLY RECOMMENDED:**

Stat 1	-	Statistics (quantitative reasoning requirement)
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B. LOWER DIVISION MAJOR COURSES 6

- Geront 1 - Issues in Gerontology
- Geront 5 - Survey of Services for the Aging (includes field observation)

C. UPPER DIVISION MAJOR COURSES 21

- Geront 100 - Policy and Services for the Aged
- Geront 195 - Field Experience – 3 units (195 in other depts may be substituted with advanced approval of coordinator)
- Bio Sci 120 - Biology of Aging
- Ethn St 133 - Cross cultural Aging in America QR
- Anthro 172 - Anthropology of Aging
- # Home Ec 159A- Aging in Human Development
- Nursing 163 - Holistic Approach to Aging
- # Soc Wk 145A - Practice with Older Adults

D. ELECTIVES (Required) 9

6 units from the following:

Home Ec 147	-	Financial Aspects of Aging
Home Ec 158A-		Aging and the Family
Psych 150	-	Psychological Aspects of Aging
Psych 151	-	Psychological Aspects of Death
Rec & LS 124	-	Recreation and Gerontology
Soc Wk 135	-	Problems of the Aged

3 units from the following:

H & S 150	-	Aging and Health
Psych 119	-	The Aging Brain
Home Ec 119	-	Nutrition and Aging

E. SPECIAL PROBLEMS – (In any department – with advanced approval of coordinator).

- NEW COURSES TO BE DEVELOPED
- # EXISTING COURSE TO BE MODIFIED

RECOMMENDED NEW COURSE DESCRIPTIONS IN GERONTOLOGY

Gerontology 1 - Issues in Gerontology

The course is a survey of issues in gerontology including demographics, normal aging, myths and stereotypes, changing role of the family, disabilities, socio-economic and multi-cultural aspects, ethics and the politics of aging.

Gerontology 5 - Survey of Services in Gerontology

The course reviews the continuum of services including recreational, social adjustment, In-home supportive services and the range of rehabilitative and residential care facilities. Requirements include field observation.

Gerontology 100 - Policy and Services for the Aged

The course examines significant public policies including Social Security, Supplemental Security Income, Medicare, MedCal, Older Americans Act; Services targeted for older adults including housing, leisure, health, protective, residential care; and ethical issues regarding care and treatment of the aged in the U.S.

Catalog descriptions of other courses in the Major begin on page 7.

-In addition, the goal of the Gerontology Program is to:

- △ Design and implement programs of faculty development
- △ Educate and train students for pre and professional roles
- △ Involve faculty and students in community research in gerontology
- △ Work in cooperation with the Gerontology Center by:
 - Strengthening relationships with community agencies for:
 - *Internships
 - *Research
 - Assisting in developing adult education programs for the elderly in the community
 - Developing services for the community:
 - *In-service training for persons currently working in community agencies
 - *Technical consultation

8. Resources required to operate the proposed program:

A. Program Faculty:

- 1.) Existing: 3.8 (Those in current 19 courses in the Minor program).
- 2.) Additional: .4 (designed to expand to a full time faculty position, including half-time teaching and half-time coordinating, for the Gerontology program - See B).

B. Administrative/Coordination Personnel:

- 1.) Existing: .2
- 2.) Additional: .2 (to coordinate and expand the development of the Gerontology program).

C. Space and Other Facilities

- 1.) Existing: None. (Current program operated from faculty/coordinator's office).
- 2.) Additional: Two (2) offices (coordinator, clerical person and student assistant).

D. Equipment:

- 1.) Existing: None.
- 2.) Additional: Office furniture, self-contained computer work station, two
 (2) telephones, access to duplicating machine , file cabinets and bookcases.

E. Operating Expenses:

- 1.) Existing: (AGHE membership) \$275
 (brochures) \$200
 (postage/supplies) Home Economics supplies
- 2.) Additional: Student Assistant \$2,000
 Travel 500
 Telephone 250
 Postage 250
 Supplies/services 2,500
 \$5,500

F. Clerical/Technical:

- 1.) Existing: Home Economics Department clerical person.
- 2.) Additional: .5 (to meet minimum clerical needs)

G. Support Services:

- 1.) Existing: At this point they are reasonable for the minor and sufficient to initiate program
- 2.) Additional: Update as needed to assure currency of materials.

9. Proposed source of funding:

In view of the strong community interest and significance of the gerontology program, the University should earmark the additional funds to support the program.

10. Programmatic/fiscal impact on sponsoring units:

Both the Schools of Arts and Sciences and Health and Human Services are committed to and currently supporting the minor. With the additional support of a .4 position for the conversion to a full time faculty position and the supplemental budget from the University, there should be no negative effect on the schools.

Submitted By: Gerontology Program Committee, Curriculum Committee

Cheryl Osborne, Nursing, Chair
 Emanuel Gale, Social Work, Gerontology Program Committee, Chair
 Peggy Cavaghan, Home Economics, Gerontology Coordinator
 Mary Jo Kenny, Home Economics
 Claire Johnson, Student Representative
 Anita Ratner, Community Member
 Donnelle Banks, Biological Sciences

GERONTOLOGY CURRICULUM PROPOSAL - 36 Units

UNITS

A. PRE MAJOR LOWER DIVISION COURSES (may be taken for GE credit)

15

Bio Sci

20. **Biology: A Human Perspective.** An introduction to the major concepts of biology and their application to humans. Major topics include reproduction and heredity, energy, and metabolism, ecology, evolution, and the levels of biological organization using the human as an example. Lecture three hours. Not open to majors in biological sciences and students who have received credit for Bio 5 8, 10, or 21. 3 units.

Home Ec

50. **Family Development.** Interpersonal and family development with emphasis on mate selection, marriage, parenthood, middle age and aging; social change and the family; alternatives to the nuclear family, and major social issues confronting the family today such as poverty, race discrimination and sex discrimination. Lecture-discussion. 3 units.

Nursing

10. **Health Care: Issues and Delivery Systems.** This course explores the relationships between social, political and economic systems, and the health care and delivery systems currently operational in the United States today. It provides a format to debate current biomedical issues and explores cross-cultural health practices. Lecture 3 hours. 3 units.

Psych

5. **Introductory Psychology: Individual and Social Processes.** Developmental psychology, personality, social psychology, maladaptive behavior, individual differences, and selected other topics. Requires 3 hours of participation as an experimental subject. 3 units.

Soc

1. **Principles of Sociology.** An introduction to the field of sociology; basic concepts and principles of sociology; the analysis and explanation of culture, personality, social institutions, social change, population, social processes and collective behavior. 3 units. (CAN SOC 2)

••STRONGLY RECOMMENDED

Stat

1. **Introduction to Statistics.** Descriptive statistics, basic concepts of probability and sampling with the aim of introducing fundamental notions and techniques of statistical inference. Prerequisites: Math 9 or three years of high school mathematics which includes two years of algebra and one year of geometry; passing score on ELM and the Intermediate Algebra diagnostic test. 3 units. (CAN STAT 2)

B. LOWER DIVISION MAJOR COURSES

- Geront 1. Issues in Gerontology
- Geront 5. Survey of Services for the Aging (includes field observation)

C. UPPER DIVISION MAJOR COURSES

21

- Geront 100. Policy and Services for the Aged
- Geront 195. Field Experience - 3 units

- Bio Sci 120. Biology of Aging. The study of the theories of aging of the human body. Current research in the field of aging will be discussed. ~~Course is acceptable for credit toward the Gerontology Certificate and Gerontology minor.~~ Lecture three hours. Prerequisite: A human biology (8 or 20) or general biology (10 or 5) course. Not offered every semester; 3 units.
- Ethn St 133. Cross-Cultural Aging in America. This course examines aging cross-culturally among ethnic groups in America. Emphasis will be placed on a review of the current literature on aging and ethnicity. Also examines changing roles and values in Black, Hispanic, Asian and Native American families. 3 units.
- OR
- Anthro 172. The Anthropology of Aging. Comparative study of aging, beginning with trans-species comparisons of biological and social aspects; emphasis on social conditions and consequences of growing old in various societies; age stratification and social structure; aging in non-industrial societies; aging and the domestic cycle; value systems bearing on the status and roles of the aged. 3 units.
- + Home Ec 159A. ~~Adulthood and~~ Aging in Human Development. Analysis of aging process; interrelation between physical, psychological, and social development in the ~~middle and~~ later years; characteristic personal, family and community adjustment problems. Prerequisite: Hm Ec. 50, 51, 150 or consent of instructor. 3 units.
- Nursing 163. Holistic Approach to Aging. A holistic approach to aging including biological, psychological, sociological, cultural and spiritual perspectives. Primary focus is on changing needs in health services and adaptation of the elderly to societal changes. The course is an overview of aging in the United States today and particularly California. It is oriented toward students who wish to understand the process of aging and who are pursuing a career in health related fields. ~~Fulfills a requirement for an interdisciplinary Certificate in Gerontology.~~ Lecture three hours. 3 units.
- + Soc Wk 145A. ~~Social Work~~ Practice with Older Adults. Examines the range of problems/issues which bring older people to the attention of social service agencies and the social work intervention methods, i.e., advocacy, counseling, referral, case management, group work. 3 units.

D. ELECTIVES (Required)

6 units from the following:

- | | |
|----------|---|
| Home Ec | 147. Financial Aspects of Aging. The effect of economic status and resource management on quality of life of aging persons. Lecture-discussion. Not offered every semester; 3 units. |
| Home Ec | 158A. Aging and the Family. A study of changing roles and relationships in the family as some members enter the stage of old age. The experience of aging, through a study of literature, using theoretical views of changing needs for relationships (during later life) in interpreting the literature. 3 units. |
| Psych | 150. Psychological Aspects of Aging. Changes in capacity for learning through the adult years into old age, changes in incentives and interests, emotional development, psychological problems of work adjustment, adult and parent education, leisure and retirement. Prerequisite: Psych 1 or 5. 3 units.
151. Psychological Aspects of Death. An examination of beliefs, attitudes, and behavior associated with death and dying. To gain insight into the meaning of death and the implications for man and society, empirical research, psychoanalytic and existential views of death, and selected literature are explored. 3 units. |
| Rec & LS | 124. Recreation and Gerontology. The study of factors which affect the status and life style of older Americans. Attention is given to the physical process of aging, individual differences, recreation problems and recreation programming. Examination of leisure services for the elderly in a variety of settings. As part of the course content, students will be required to complete a practicum experience at an approved site. Fall only; 3 units. |
| Soc Wk | 135. Problems of the Aged. Recognition of the special problems of the aged in America and an examination of the public and private services and laws designed to meet their needs. 3 units. |

3 units from the following:

- | | |
|---------|---|
| H & S | 150. Aging and Health. Deals with healthy aging: the needs and practices of the older age group in relation to health and health care. Discussion will be held on sexuality, health problems and ways of obtaining optimal health living in the aging process. Emphasis will be on health education methods geared to the elderly and their health concerns. Not offered every semester; 3 units. |
| Psych | 119. The Aging Brain. An upper-division lecture covering theories and models of aging in living systems and the structural, biochemical, and physiological changes in the aging human brain. The effects of diet, disease, and drug interactions are also discussed. Readings are chosen from the appropriate research literature. Prerequisites: Psych 1 and Bio S 10. 3 units. |
| Home Ec | 119. Nutrition and Aging. Study of basic nutrition as it applies to health and vitality of the elderly. Cultural, environmental, physical and economic factors affecting nutritional status of the elderly. Special nutritional problems associated with aging and programs for the aged are investigated. Lecture-discussion three hours. Prerequisite: Hm Ec 10 or 159 or permission of the instructor. Not offered every semester; 3 units. |

FISCAL AFFAIRS COMMITTEE

FISCAL IMPACT EVALUATION
Proposed Addition to CSUS Master Plan
B.A. Degree in Gerontology (BAG)

CSUS presently offers an interdisciplinary program leading to a certificate in applied gerontology and a minor in gerontology. The proposed addition to the campus master plan, B.A. in Gerontology, is a logical progression of present academic offering. The proposed BAG would be the only four-year degree offering in Northern California.* The proposed B.A. will continue as an interdisciplinary program jointly co-sponsored by the Schools of Arts and Sciences and Health and Human Services. Initial enrollment is projected around 25 students.

Summary of Resource Requirements

The campus currently expends resources in support of gerontology programs: Four faculty positions currently are used to staff and coordinate gerontology program offerings; some program support (office, use of equipment, O.E., clerical) has been provided, particularly by the Home Economics Department.

Implementation of the B.A. will call for additional resources. Projected resource needs, all to be provided by the University, include the following addition to present resources:

Faculty positions in support of instruction and coordination:	.6**
Clerical positions:	.5
Space:	Two offices
Library resources:	Not included in proposal
Equipment & furniture:	Office furniture, self-contained computer work station, 2 telephones, access to duplicating machine, file cabinets, bookcases
Operating Expenses: (student assistant, travel, telephone, postage, supplies)	\$5,500

The above estimate of additional resources is reasonable and is justified for a new B.A. program.

Recommendation

Fiscal Affairs Committee finds that the preliminary cost analysis of the proposed BAG is reasonable. As the program moves closer to initiation, FAC will provide a detailed fiscal impact evaluation.

* CSU, Chico offers a B.A. in Community Services with a Gerontology option.

** Designed to expand to a full-time faculty position.

AMENDMENTS TO THE "FACULTY PROFESSIONAL DEVELOPMENT
IMPLEMENTATION PLAN 1988/89," approved by Faculty Professional
Development Committee on September 18, 1988:

agreed 6. pg 12

A.

Add after the last sentence of first paragraph: The Academic Senate Faculty Professional Development Committee will receive a report at the end of the academic year on the use of assigned time, the criteria and processes used for the selection of the project or activities, and awards.

6. pg 13

B.

agreed

Add after the last sentence: The Academic Senate Faculty Professional Development Committee will receive a report at the end of the academic year on the use of these funds including the criteria, the process for awarding these funds and any other travel money for faculty professional development.

Additional amendments adopted by Faculty Professional Development Committee at its October 5 meeting will be presented at the meeting.

~~1. V. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.~~

Add to A & B:
Kerstin (1)
Nyg (2)

The report shall include an evaluation of the benefits resulting from the awards and an evaluation of the costs & benefits

Re: AS 88-77
Oct 13, 1988
Acad. Senate Agenda

Official Title and Summary Prepared by the Attorney General

REPORTING EXPOSURE TO AIDS VIRUS. INITIATIVE. Requires doctors, blood banks, and others, to report patients and blood donors, whom they reasonably believe to have been infected by or tested positive for AIDS virus, to local health officers. Restricts confidential testing. Requires reporting by persons infected or tested positive. Directs local health officers to notify reported person's spouse, sexual partners, and others possibly exposed. Repeals prohibition on use of AIDS virus tests for employment or insurability. Creates felony for persons with knowledge of infection or positive test to donate blood. Modifies fines and penalties for unauthorized disclosure of AIDS virus test results. Summary of Legislative Analyst's estimate of net state and local government fiscal impact: Fiscal impact is unknown, possibly tens or hundreds of millions of dollars depending on costs of measures "reasonably necessary" to prevent spread of disease, number and types of cases investigated, testing criminal offenders, and public health care for those denied insurance or employment.

Analysis by the Legislative Analyst

Background

Acquired immune deficiency syndrome (AIDS) is a disease that impairs the body's normal ability to resist serious diseases and infections. The disease is caused by a virus—the human immunodeficiency virus (HIV)—that is spread through intimate sexual contact or exposure to the blood of an infected person. At the time this analysis was prepared (June 1988), there was no readily available method to detect whether a person actually has HIV. An HIV antibody test does exist to detect whether a person has ever been infected with HIV and, as a result, has developed antibodies to it. A person infected with HIV may or may not develop AIDS after a period of years. There is no known cure for AIDS, which is ultimately fatal.

AIDS became a recognized disease in 1981. Since then about 14,000 persons in California have been diagnosed as having the disease, and about 8,000 of them have died. The State Department of Health Services estimates that possibly 500,000 persons in California are infected with HIV. The department estimates that by 1991 a total of approximately 50,000 AIDS cases will have been identified in the 10 years since AIDS became a recognized disease.

Health Officers' Authority to Prevent the Spread of Communicable Diseases. State law gives health officers broad authority to take actions they believe are necessary to protect the public health and to prevent the spread of communicable diseases such as tuberculosis and various venereal diseases, among others. The kind of action taken by health officers varies, depending on how easily the disease is spread from one person to another. For example, health officers may isolate or quarantine individuals infected with a communicable disease, or exclude them from certain jobs, if the health officer believes it is necessary in order to protect the health of others. Health officers may also investigate cases of communicable diseases in order to contact individuals who may have been exposed to a communicable disease. If a health officer carries out such an investigation, the law requires the infected person's identity to be kept confidential.

According to the State Department of Health Services, persons who have AIDS and persons who are capable of

spreading the HIV are subject to existing communicable disease laws. However, no health officer has ever taken any official action to require persons infected with HIV to be isolated or quarantined, because there is no medical evidence which demonstrates that HIV is spread by casual contact with an infected person. Many health officers, however, have initiated some limited investigation of cases.

Current Testing and Confidentiality Requirements Related to AIDS and HIV Infection. In addition to the laws relating specifically to communicable diseases, there are also laws relating to AIDS and HIV infection. These laws prohibit involuntary HIV antibody testing and require that voluntary test results be kept confidential. These laws also prohibit the use of the HIV antibody test for purposes of determining insurability or employability. With limited exceptions, a person may not be tested for antibodies to HIV without his or her written consent. With few exceptions, no one, except physicians who have been authorized in writing by the person tested, may disclose the results of an HIV antibody test. Anyone making an unauthorized disclosure may be subject to civil penalties or, if the disclosure causes harm to the person tested, the person making the disclosure may be charged with a misdemeanor and punished by imprisonment or a fine, or both. In addition, no one can be compelled to identify an individual who has been tested for HIV antibodies in any criminal or other governmental proceeding, nor can public health records of HIV antibody test results be used in those proceedings.

Current Reporting Requirements for Persons with AIDS and HIV Infection. Current law requires health care providers to report the names of persons with AIDS to local health officers. There are no requirements for reporting the names of persons who have tested positive for HIV infection. However, counties must report to the state the number of cases in which blood tests performed at certain facilities reveal that a person has been infected with HIV.

Existing Laws Governing Investigation of Persons with AIDS and HIV Infection. Although health officers have the authority under existing law to investigate cases of AIDS and HIV infection to identify the sources of infection and persons to whom the infection may have been transmitted, current law does not require health officers to do so. Health officers may alert persons who potentially have been exposed to the virus if the infected person provides written consent to the health officer to do so. If the health officer contacts a person who may have been exposed to the virus, the health officer must keep confidential the identity of the infected person.

Exposing Others to HIV. Current law does not impose specific criminal penalties on persons who knowingly expose others to HIV. Current law makes no provision for testing of persons charged with crimes to determine whether they are infected with the HIV.

Proposal

This measure makes various changes to existing laws that affect reporting, investigation, confidentiality, and penalties related to HIV infection. The measure also changes references in existing law from testing for HIV antibodies to testing for evidence of infection. The measure contains the following specific provisions:

Reporting and Investigation of HIV-Infected Persons. The measure requires health care providers to report the names of HIV-infected persons to local health officers and requires HIV-infected persons to report their own names and the names of their contacts to local health officers. It also directs local health officers (1) to immediately investigate cases of AIDS and HIV infection and (2) to take all measures "reasonably necessary" to prevent transmission of infection. The measure requires the State Department of Health Services to adopt regulations specifying procedures for case investigation and "reasonably necessary" methods for preventing transmission of HIV infection.

Elimination of Restrictions on Using HIV Antibody Test Results. The measure removes current restrictions on using HIV antibody test results for determining insurability or employability of individuals. It also allows use of HIV test results in criminal or civil actions against infected persons and provides that physicians and nurses cannot be held liable for damages resulting from their disclosure of test results to certain persons.

Testing Persons Charged with Crimes. The measure allows involuntary HIV testing of persons charged with prostitution, certain sex crimes, or assault by means likely to produce great bodily injury. The State Department of Justice would be required to keep the test results on file and provide them to the courts, legal personnel, and law enforcement agencies upon request.

Criminal Penalties for Persons Who Knowingly Expose Others to the HIV. Anyone who donates blood or engages in prostitution, knowing that he or she is infected with HIV, would be guilty of a felony, punishable by imprisonment in state prison for five, seven, or nine years. In addition, anyone who commits certain crimes (including rape, sexual battery, and assault by means likely to produce great bodily injury), knowing that he or she is infected with HIV, would be sentenced to three additional years in prison for each violation, in addition to the prison term imposed for the sex crime or assault.

Consent and Confidentiality Related to HIV Testing. The measure (1) eliminates the express requirement that consent for an HIV test be in writing and (2) prohibits physicians from being held criminally or civilly liable for disclosing test results without consent to (a) persons who may have been infected by the test subject, such as sexual partners, and (b) other medical personnel involved in treating the test subject. The measure also reduces fines and penalties for violation of provisions requiring that test results be kept confidential.

Protective Clothing. The measure prohibits any employer from inhibiting or interfering with an employee's decision to wear any type of protective clothing, such as gloves or a mask, the employee believes necessary to protect against HIV infection, unless the clothing interferes with the employee's ability to perform his or her job.

Biological Hazard Labels. The measure requires health facilities and clinics to place biological hazard labels on all items soiled by, or containing body fluids of, persons who are HIV-infected.

Compliance with the Measure. Failure to comply with specified provisions of the measure or State Department of Health Services regulations implementing these provisions would be a misdemeanor, punishable by imprisonment in a county jail or a fine or both.

Fiscal Effect

The measure has three potentially major, and a variety of minor or unknown, fiscal effects:

1. **Reporting and Investigation of Cases.** The fiscal impact of this provision could vary greatly depending on the number of persons who test positive for HIV infection, the number of cases investigated, the costs of investigating cases, and the types of measures determined to be reasonably necessary to prevent transmission of infection. The costs are potentially in the tens of millions of dollars annually. Costs could significantly exceed this amount if additional measures beyond tracing of contacts, such as widespread testing, are determined to be "reasonably necessary" to prevent the spread of the disease.

2. **Elimination of Restrictions on Using Test Results.** The costs of this provision to government health care programs ultimately could be in the tens to hundreds of millions of dollars annually if insurance companies institute HIV testing programs to eliminate or reduce their costs related to AIDS. This is because the annual costs of AIDS care in California will grow substantially over time. Currently, a majority of this care is funded by insurance companies. Allowing insurance companies to deny coverage based on HIV tests could shift a significant portion of these costs to public programs.

Potential costs resulting from employer testing programs are unknown. If a substantial number of people lose their jobs as a result of HIV testing, there could be substantial unemployment compensation and other costs.

3. **Testing of Criminal Offenders.** The fiscal impact of this provision is unknown, but could vary greatly, depending on how it is implemented. If all persons charged with prostitution, sex crimes, or assault by means likely to produce great bodily injury are ordered to submit to blood testing under the measure, the costs to local governments could range up to several hundred thousand dollars annually. However, because the measure does not require HIV testing of all offenders but merely permits it, the costs of this provision could be considerably less.

Minor or Unknown Fiscal Effects. The following provisions would have minor or unknown fiscal effect:

- Imposing additional penalties for persons who knowingly expose others to HIV through sex crimes, certain assaults, or donation of blood.
- Changing existing restrictions on disclosure and reporting of HIV test results.
- Requiring clinics and health facilities to label items soiled by HIV-infected persons.

Summary of Fiscal Effect. In summary, the fiscal impact of this measure is unknown. It could be as high as tens or hundreds of millions of dollars, depending on (1) the types of measures determined to be "reasonably necessary" to prevent further spread of the disease, (2) the costs for investigating HIV cases, (3) the extent of actions by insurance companies and employers to exclude persons who are HIV-infected, and (4) the number of criminal offenders who would be required to submit to a blood test.

Official Title and Summary Prepared by the Attorney General

HIGHER EDUCATION FACILITIES BOND ACT OF 1988. This act provides for a bond issue of six hundred million dollars (\$600,000,000) to provide funds for the construction or improvement of facilities of California's public higher education institutions, including the University of California's nine campuses, the California State University's 19 campuses, the 70 districts of the California community colleges, and the California Maritime Academy. The use of funds authorized under this act includes, but is not necessarily limited to, the construction or improvement of classrooms, laboratories, and libraries, and the implementation of earthquake and other health or safety improvements.

Final Vote Cast by the Legislature on SB 703 (Proposition 78)

Assembly: Ayes 66
Noes 2

Senate: Ayes 30
Noes 2

Analysis by the Legislative Analyst

Background

California's system of public higher education consists of 135 campuses serving about 1.8 million students. This system includes the University of California, the California State University, the California community colleges, and the California Maritime Academy.

The University of California has nine campuses with a total enrollment of about 153,000 students. This system offers bachelor, master, and doctoral degrees. The university is also the primary state-supported agency for research.

The California State University system has 19 campuses with an enrollment of about 343,000 students. The system grants bachelor and master degrees.

The California community colleges provide instruction to about 1.3 million students at 106 campuses operated by 70 locally governed districts throughout the state. The community colleges grant associate degrees and also offer a variety of basic vocational skill courses.

The California Maritime Academy provides instruction for students who seek to become licensed officers in the U.S. Merchant Marine. One of six such schools in the country, the academy has an enrollment of about 350 students.

The state provides funds for planning, construction, and alterations for buildings in the state's system of public higher education. In recent years, these funds have come from lease-purchase agreements and general obligation bonds.

Proposal

This measure authorizes the state to sell \$600 million in general obligation bonds to fund facilities for California's public higher education system. General obligation bonds are backed by the state, meaning that the state will use its taxing power to assure that enough money is available to pay off the bonds. Revenues deposited in the state's General Fund would be used to pay the principal and

interest costs on the bonds. General Fund revenues come primarily from the state corporate and personal income taxes and the state sales tax.

The bond money would be used to purchase building sites and certain equipment, construct new buildings, and alter existing buildings. The state also would be authorized to use General Fund money for short-term loans to community colleges for the purchase of instructional equipment.

The Governor and the Legislature would decide how to spend the bond money. The state's budget for the 1988-89 fiscal year would spend about \$350 million from this bond measure (if approved) for projects at various campuses. About \$500 million in additional funds will be needed to complete these and other previously approved projects.

Fiscal Effect

Direct Costs of Paying Off the Bonds. For these types of bonds, the state typically makes principal and interest payments from the state's General Fund over a period of about 20 years. If all of the authorized bonds were sold at an interest rate of 7.5 percent, the cost would be about \$1.1 billion to pay off both the principal (\$600 million) and interest (about \$475 million). The average payment for principal and interest would be about \$50 million per year.

Borrowing Costs for Other Bonds. By increasing the amount which the state borrows, this measure may cause the state and local governments to pay more under other bond programs. These costs cannot be estimated.

State Revenues. The people who buy these bonds do not have to pay state income tax on the interest they earn. Therefore, if California taxpayers buy these bonds instead of making taxable investments, the state would collect less taxes. This loss of revenue cannot be estimated.

Paying Off Loans to Community Colleges. This measure requires that any General Fund money loaned to community colleges be repaid from future revenue from the state's tidelands oil or from money received from the sale of these bonds.

Re: AS 88-101
Oct. 13, 1988
Academic Senate
Agreed

FACULTY PROFESSIONAL DEVELOPMENT
IMPLEMENTATION PLAN 1988-89

The following amendments to the document dated 9-29-88, distributed to Academic Senators and department chairs on September 29, 1988, were approved by the Faculty Professional Development Committee on October 5, 1988:

Reference to the Faculty Resource Center should be deleted throughout the document (pages 4, 6)

Page 3, last paragraph: ...~~in-September~~, during Fall, 1988.

Page 9, add:

D. University Association of Research Scholars: Bi-annual Meetings

The University Association of Research Scholars (UARS) sponsors a meeting each semester where members and invited guests present their research and other creative work to colleagues, students and invited friends in the Sacramento community. Presentations are chosen from submissions by faculty who respond to the call for papers circulated by UARS. At the end of each academic year, a booklet of proceedings is published which contains the abstracts of the presentations. These meetings are organized to foster the goal of the UARS, which is to encourage cross-fertilization of ideas and expertise, and to promote interdisciplinary endeavors among colleagues.

Contact Person: Dr. Arnold Golub (x7381)

Page 12, item A, first paragraph:

...and the Library have ~~usually set aside~~ used ...

second paragraph:

...activities, ~~are~~ have been ...

Agreed

CD
10/5/88
FPDPLAN

Re: OS 88-101
Oct. 12, 1988
Academic
Senate Agenda

To amend Page 2 by insertion of the following paragraph after the first three lines:

"Probationary and tenured faculty, and FERP faculty during the period of employment, are eligible to apply for all programs. An individual faculty member may receive no more than a total of 12 wtu's per year and no more than 9 wtu's in any one semester from any one or combination of these programs. Temporary faculty, whether full-time or part-time, are not eligible to apply for assigned time. However, they may apply for other awards in any program for which they are eligible."

~~Handwritten signature~~

To amend Page 2 by insertion of the following paragraph after the first three lines:

~~not temporary faculty~~

"Probationary and tenured faculty, and FERP faculty during the period of employment, are eligible to apply for all programs. An individual faculty member may receive no more than a total of 12 wtu's per year and no more than 9 wtu's in any one semester from any one or combination of these programs. ^{assigned to} ~~Temporary faculty, whether full-time or part-time, are not eligible to apply for assigned time.~~ ^{eligible} However, they may apply for other awards in any program for which they are eligible."

Mulla (1)
Martin (2)

Scheel (1) deflected
Martin (2)

Swanson (1)
Kirkman (2)

~~Handwritten signature~~

FACULTY PROFESSIONAL DEVELOPMENT
IMPLEMENTATION PLAN 1988/89

Last spring, the ad hoc committee on Faculty Professional Development proposed a plan for a comprehensive university-wide approach to faculty development activities. The Plan was endorsed and recommended by the Academic Senate and approved by President Gerth. He subsequently called for an implementation plan to be developed for activities in this area for the 1988/89 year. These activities, described later in this document, are intended to provide faculty members with opportunities to increase their effectiveness as teachers and scholars and also their professional satisfaction. Although it will not be possible to fund the program in 1988/89 at the level suggested in the Senate's document on Faculty Professional Development, additional resources will be devoted to the effort. The sources of funds for 1988/89 programs include lottery, general budget allocations and special legislative allocations as well as the Schools, Library, and other program centers having funds currently designated for faculty professional development.

Program Priorities for 1988/89

In keeping with the Senate recommendation and in consideration of limited resources for this program, the following priorities for 1988/89 funding are established:

- Currency and Career Enhancement
- Curriculum Development
- Creative Pedagogy

In addition, funding will continue for ongoing programs, including but not limited to:

- Research, scholarly and creative activity
- Affirmative Action Development
- New faculty orientation programs

Opportunities for Funding and Program Participation

Opportunities for individual faculty members and groups of faculty to apply for and receive funds and other support are available in these categories. Attachments A and B, pages 14 through 16, contain a grid of University faculty professional development programs, for FY 1988/89. Attachment A lists program titles, responsible offices, funding sources, assigned time

Approved by Faculty Professional Development Committee,
September 23, 1988

positions and/or monies available. Attachment B lists the same opportunities by type or category of support, available programs in each category and application addresses.

Faculty members and other eligible employees interested in any of the programs may contact the office listed or the Chair of their school's or unit's Faculty Professional Development Committee (see Attachment C, page 17). For school-based programs, requests for support should be directed to the Department Chair and School Dean.

Faculty Professional Development Programs (Approximately \$572,440 and 18.9 positions for a total of \$1,144,203)

Every effort is being made to decentralize the administration of faculty professional development activities, concentrating both funds and program oversight in the units closest to faculty professional development, the academic departments and schools. However, it is appropriate that some faculty professional development activities be responsible to program centers operating at the University level, primarily Academic Affairs and in several instances, Faculty and Staff Affairs.

Grants and awards programs for 1988/89 are as follows:

1. Pedagogy/Curriculum/Career Enhancement (Approximately \$304,238)

Largely through the use of lottery funds, individual faculty members and groups of faculty may apply for these award programs to receive support for activities which fall under the three priority categories for 1988/89.

- A. Mini-grants for Curriculum Development and Creative Pedagogy, and Currency and Career Enhancement (\$175,000).

For the "Mini-Grant" program, guidelines and procedures are to be developed by the Faculty Professional Development Committee for adoption by the Academic Senate. Proposals will be invited which deal with curriculum development, creative pedagogy or currency and career enhancement. It is expected that funded proposals will involve and benefit a program, departmental major, a concentration or emphasis, or interdepartmental curriculum coordination, and address the current or long-range programmatic needs of the department, school, University, or CSU system.

B. Grants for Instructional Development and Technology
 (\$35,238).

The primary aim of the Grants for Instructional Development and Technology program is to support projects utilizing applications of technology to improve or enhance the quality and/or effectiveness of instruction. According to lottery fund guidelines, these funds are specified and must be used for "instructional development and technology." Projects in this category must be linked to curriculum or instructional development and may include such activities as interactive video, video disc, satellite communications, ITFS, and computer conferencing. In general, projects dealing solely with instructional use of computers will not be funded under this program and are referred to the Academic Computing Enhancement Institute Project Funding component of the Office of Computing and Communications Resources.

Specific award guidelines and procedures are pending consideration and recommendation by the Academic Telecommunications Advisory Committee, as recommended by the Lottery Fund Allocation Committee, and further consideration and recommendation by the Faculty Professional Development Committee.

Announcement of application procedures for the mini-grant programs will be made in ~~September, 1988:~~

during Fall,

Contact Person: Vice President for Academic Affairs

C. Writing Across the Disciplines Project (\$30,000)

The goal of the Writing Across the Discipline Project is to improve student writing by encouraging faculty in all disciplines to integrate writing components into their courses; to encourage faculty to use writing as a way of developing students' understanding of course content; and to assist faculty in the development of writing assignments (other than term papers and essay exams), in the evaluation and commenting procedures for those writing assignments, and in using collaborative activities to improve writing and learning. Fifteen thousand dollars for the Fall semester, and depending on the project's evaluation of impact and further need, \$15,000 for the Spring semester have been allocated for a project of workshops and other training formats. The money for this program has been allocated and the programs are ongoing. Faculty interested in participating should contact Professor Joan Maxwell.

Contact Person: Professor Joan Maxwell (x5732)

D. Peer Coaching (\$10,000)

Peer coaching is a method of improving teacher effectiveness in which colleagues observe and discuss one another's teaching in an EVALUATION FREE environment. During the period September 1987 to May 1988, professors from the Schools of Arts and Sciences and Education attended 16 three-hour seminars and coached a colleague via ten class observations and conferences. A program evaluation revealed participant increases in the autonomous performance of certain cognitive functions associated with superior teaching; confidence and enthusiasm about teaching; and the application of expanded teaching repertoires. Student evaluations of participating professors' classes improved during this period. A similar procedure will be utilized in 1988-89. Ten thousand dollars from the professional development lottery funds have been designated to support the ongoing peer coaching project. The money has been allocated and the programs are ongoing. Faculty interested in participating may contact Professor Garmston.

Contact Person: Professor Robert Garmston (x6807)

E. Distinguished Visiting Scholars Program (\$35,000)

The purpose of the Distinguished Visiting Scholars Program is to support lecturers, speakers and groups visiting the campus, hosted by individual faculty, student and faculty groups, centers, etc. In addition to the lottery funds allocated directly to the schools and library, \$35,000, including \$15,000 targeted for public programs, has been designated for this program. Guidelines and procedures for applying to host a visiting scholar are available in ~~the Faculty Resource Center~~, the Office of the School Deans, the Vice President for Academic Affairs and the Vice President for University Affairs.

Contact Person: Professor John Merchant (x6966)

F. Summer Institutes (approximately \$4,000)

From 10 to 14 faculty members are selected annually to participate in faculty professional development

conferences or workshops sponsored by the Chancellor's Office. These institutes provide training in and exposure to a variety of pedagogical and "career enhancement" areas from computer instruction to grant writing and many others. They are funded by the Chancellor's Office and, locally, by the Vice President for Academic Affairs Office (\$4,000). Fourteen CSUS faculty participated in such workshops during the summer of 1988. A similar number of participants is anticipated for 1989. The Faculty Professional Development Committee will review this program, along with other faculty development programs and recommend procedures for its implementation before the application deadline in April, 1989.

Contact Person: Vice President for Academic Affairs

2. Faculty Travel Grants (\$20,000)

A. Travel Grants for System In-State Conferences, Workshops, Meetings (\$10,000)

The Office of Academic Affairs has been allocated, from General Funds, \$10,000 to assist faculty travel to CSU system sponsored in-state conferences, workshops and policy development meetings. Faculty members who are members or officers of a state or system task force commission or committee or who have been designated to represent the campus or the system in a conference or workshop may apply for reimbursement of in-state travel costs to such meetings and conferences, including airfare or mileage, parking and per diem. Faculty requesting travel grants should send a memo explaining specific information related to the workshop/conference and how they represent the University. Applications for reimbursement should be submitted at least two weeks prior to the trip, approved by the Dean, and include verification of the faculty member's membership, office or designation as University representative. Due to the limited funds available, all reimbursements will be at state employee rates; reimbursements will not be made when travel reimbursements are available from the system or sponsoring agency; total reimbursements for a trip may not exceed \$250; committee officers and members will be limited to reimbursement for no more than four (4) trips per academic year and conference representatives will be limited to one conference per year. Applications should be submitted to the Vice President for Academic Affairs at least two weeks prior to date of

departure. For those that are approved, expense statements and reimbursement forms should be submitted within one week of return to campus.

Application details and procedures may be obtained from the Academic Affairs Office ~~and in the Faculty Resource Center.~~

Contact Person: Vice President for Academic Affairs

B. Research Travel Grants (\$10,000)

The Hornet Foundation has allocated \$10,000 to Academic Affairs to support faculty travel related to research and scholarly activity. This fund is currently administered by the Office of Research and Sponsored Projects. Its purpose is to assist and enhance the ability of departments and schools to support faculty traveling to professional meetings to present research papers.

Applications for travel grants should be submitted by the faculty member to the Office of Research and Sponsored Projects at least two weeks prior to the meeting or conference. They must include the following information: total projected cost of trip; contributions, if any, of the department, school and other sources; verification of paper's acceptance, and approval of the Department Chair and Dean. Due to limited funds available, a faculty member may receive no more than one travel grant per year, not to exceed \$250 or half the cost of travel, whichever is less.

Application details and procedures may be obtained from the Office of Research and Sponsored Projects and the Academic Affairs Office.

Contact Person: Dr. Arnold Golub (x7381)

3. Research and Scholarly and Creative Activity (15 positions and \$251,402)

A. Research Awards Program (15 positions and \$25,000)

Academic Affairs reserves from General Funds 15 faculty positions awarded, as assigned time units, to assist and support faculty engaged in specific research or creative projects in their professional discipline. In addition, the Hornet Foundation makes \$25,000 available to award

monetary grants to faculty members, to assist and support them in research projects or creative activity in their professional discipline.

This program is intended to encourage faculty to engage in research and creative projects and to be active participants in their professional disciplines. Proposals for these awards (assigned time and/or monetary grants) are accepted from all fields. The eligibility requirements are: (1) the faculty member submitting the proposal must be tenured or tenure track; (2) the faculty member must have on file reports on all previously funded grants; (3) the proposed project must fall within the definition of research specified in the Program Announcement. Proposals are submitted to Academic Affairs via the Office of Research and Sponsored Projects. They are reviewed by the Senate Research Committee, which recommends to the Vice President for Academic Affairs, those which are to be funded with assigned time and/or monetary awards.

Further information on application guidelines, procedures and deadlines can be obtained from the Office of Research and Sponsored Projects and the Academic Affairs Office.

Contact Person: Vice President for Academic Affairs

B. Program Change Proposal: Research Scholarship and Creative Activity (\$176,402)

These funds are a new line item in the CSU's budget for 1988-89, and are intended to initiate direct support for faculty research, scholarship and creative activity. Funding categories include mini-grants for scholarly research, summer fellowships, and semester leaves with pay.

A committee of the Senate will develop and recommend to the Vice President for Academic Affairs local policies, guidelines and procedures for the allocation of these funds. The guidelines for allocation of funds received through the PCP mandates that the Committee be composed of a majority of faculty who shall be elected by probationary and tenured faculty. The Academic Senate has recommended that the Committee on PCP Funded Research, Scholarship, and Creative Activity Programs be comprised of eight tenured or probationary faculty (three from Arts and Sciences, one from each of the professional schools, and one from the library) nominated by the probationary and tenured faculty in

each school and elected at large by the probationary and tenured faculty. Other members of the Committee will include: one graduate student, in good standing in a degree program, who has participated in a faculty research project, appointed by A.S.I.; the Vice President for Academic Affairs/or designee; one school-level administrator selected by the Council of Academic Deans; and one member of the FPDC (ex-officio, non-voting) appointed by the FPDC.

Questions and requests for further information may be directed to the Office of Academic Affairs.

Contact Person: Vice President for Academic Affairs

C. Research Grant-Writing Fund (\$50,000)

The Hornet Foundation has made \$50,000 available to the Office of Academic Affairs specifically to increase the number of research grants made to CSUS by the federal government and by private foundations. These funds have been contributed exclusively for "research proposals" and are an important portion of the overall efforts in the University's Faculty Professional Development Program.

Monetary grants are available in the Fall, 1988 semester, and monetary and/or assigned time grants are available in the Spring, 1989 semester to faculty and other employees for developing research grant opportunities or writing grant proposals. These funds may be used for student assistance, secretarial, and other support services, travel or any other valid, professionally related expense during the time that grant opportunities are being developed and/or as the grant proposal is being written. The funds may not be used for salary supplements, but may be used for assigned time during the Spring semester.

The guidelines and procedures for applying for monies from this fund will be developed by the Committee on Research and Scholarly Activity for adoption by the Academic Senate.

Applications should be submitted via the school dean or program center head to the Academic Affairs Graduate Studies Office. Applications will be reviewed by a faculty review committee from the Committee on Research and Scholarly Activity, with the assistance and support of the Dean of Graduate Studies and the Director of Research and Sponsored Projects. The Vice President for Academic Affairs will allocate the funds.

No awards will be retroactive. A final report, including a copy of the submitted proposal, will be required. Further details on the application procedures and guidelines may be obtained from the Academic Affairs Office.

The Faculty Professional Development Committee will receive a list of the awards and will review this program at the end of the academic year.

Contact Person: Dr. Arthur Williamson (x6402)

D. ++

4. Grants for Affirmative Action/Educational Equity (3.5 positions and \$9,000)

A. Affirmative Action Development (1.5 positions and \$4,000)

This program is funded by the Chancellor's Office. It encourages and assists underrepresented minority and women faculty in full-time, positions at the instructor, assistant or associate professor rank (including library faculty) to prepare themselves to compete successfully for tenure and promotion. Full professors are not eligible. One and one-half (1.5) positions are available yearly for assigned time activities and the \$4,000 grant supports partially other expenses associated with these activities. The program is administered by the Director of Affirmative Action according to Chancellor's Office guidelines. Grants are made to faculty by the Vice President for Academic Affairs on the recommendation of the Director of Affirmative Action and an ad hoc committee appointed by the Academic Senate. The Office of the Vice President and the Affirmative Action Office can provide further information.

Contact Person: Dr. Stephanie Lieberman (x6907)

B. Educational Equity/Faculty and Peer Mentoring Program (2 positions; \$5,000)

The Faculty/Peer Mentoring Program is a new educational equity project supported with lottery funds. While its primary purpose is to assist underrepresented minority students persist in college, it also assists faculty members in advising and working with "at risk" students outside of the classroom. Ten full-time faculty are selected as mentors by a subcommittee of the University Educational Equity Committee and recommended to the

Assistant Vice President for Academic Affairs, who administers the program. Each of the selected faculty members receives three (3) units of assigned time each semester and participates in several training workshops. The purpose of the training workshops is to prepare for and conduct educational support activities for ten underrepresented students per faculty member. Appointment of faculty participants is made by the Vice President for Academic Affairs upon the recommendation of the Assistant Vice President. The allocation of the travel and training program funds is made under the direction of the Assistant Vice President in consultation with the Educational Equity subcommittee. The Office of the Assistant Vice President may be contacted for further information and for policies and procedures for applying for this program.

Contact Person: Dr. David Leon (x5925)

5. Development Programs for New Faculty/Chairs (.4 position and approximately \$1,600)

A. New Faculty Orientation (.4 position, \$650)

This program is sponsored by the Office of Faculty and Staff Affairs and is funded by .4 position allocated from General Funds for assigned time to the faculty member serving as Director of the Program. The New Faculty Orientation Program is designed to introduce new faculty members to CSUS, through a series of workshops. During the year, approximately four to eight workshops sessions are conducted. These deal with various issues, which could be of specific interest to incoming faculty members. Examples are: workload definition; interpretation of the Memorandum of Understanding (MOU), nature of student body at CSUS; teaching "at risk" students; and scholarly and creative activities on campus. All new full-time tenure track faculty members are invited and expected to attend. The workshops are open to all other new faculty members. Further information about this program is available in Faculty and Staff Affairs.

Contact Person: Professor Janelle Reinelt (x7033)

B. (New) Faculty Mentor (\$550)

This program is sponsored by the Office of Faculty and Staff Affairs and is administered by the Dean and his staff within their regular budget. The program matches

new full-time faculty members with senior full-time faculty as "partners" or "mentors." The mentors are volunteers. The pairing of the new and senior faculty members generally occurs in the same school. Typically the format of this collegial partnership is developed in mutual consultation.

Further information about this program is available in Faculty and Staff Affairs.

Contact Person: Professor Janelle Reinelt (x7033)

C. Department/Division Chairs Workshops (approximately \$1,600)

This program is sponsored by the Office of Faculty and Staff Affairs and is administered by the Dean and his staff, using about \$1,600 provided in the past from the University's Annual Fund. Typically, this program consists of one all-day off-campus program, several two-hour on-campus workshops, and an annual two-day orientation for new chairs. The program is designed to acquaint and update both new and experienced chairs with University policies and procedures.

Questions and requests for further information should be directed to Faculty and Staff Affairs.

Contact Person: Dean David Wagner (x6078)

6. School-Based Programs (Approximately \$178,800 and 13.0 positions)

Funds, assigned time and other kinds of support are available to faculty members in their schools for programs in the three priority categories and for research and scholarly and creative activities. Levels of funding and access to professional development programs will vary, of course, among the schools according to school and departmental objectives, needs and funding ability. Attachment D lists past (1987/88) and anticipated (1988/89) school-based expenditures for Faculty Professional Development.

The School Deans, and the Dean and University Librarian have been charged with formulating a school faculty professional development plan and have established or designated within their respective units a professional development committee to advise them on policy and procedural matters regarding the implementation of Faculty Professional Development programs and activities within their Schools or Units. This

Implementation includes publication of procedures for application, review, and communication of awards and final reports. For the specifics on school-based programs and activities, including particular program descriptions, application procedures and other information, faculty may contact the chair of the school or unit faculty professional development committee. Attachment C includes a list of these chairs or the unit's contact person and their office and telephone numbers.

Some of the current programs available or planned in all schools are as follows:

A. Faculty Assigned Time/Release Time (approximately 13.0 positions)

Through their general fund allocations, the Schools or Departments and the Library have usually ~~set aside~~ ^{used} approximately 11.5 positions, to provide faculty assigned time and Librarian release time for professional activities as defined in their Faculty Professional Development Plan. These activities have included course development, curriculum revision, and research projects. The 1988-89 plans for the use of assigned time, the criteria, and the process for the selection of projects or activities will be filed by the Departments, the Schools or other units with their Faculty Professional Development Committee. ++

Contact Person: School Committee Chairs ?

Approximately 1.5 positions for instructional and curriculum development, and other faculty professional development activities, ^{have been} ~~are~~ allocated to the schools from Educational Equity assigned time by the Vice President for Academic Affairs and administered by the dean according to approved Educational Equity plans.

Contact Person: Dr. David Leon (x5925)

B. School-Based Travel Grants (approximately \$130,800)

Limited School and Department funds are available to instructional faculty and academically-related faculty for travel to present papers at conferences, to attend professional meetings and for other travel for professional development purposes.

The travel grants coming from Program Center funds will continue to be administered by the Schools, Library and Student Affairs, as they have been in the past. The

criteria and the process for awarding these funds and any other travel money for Faculty Professional Development will be filed with the School Faculty Professional Development Committee. ++ ✓

Contact Person: School Committee Chairs

C. Visiting Scholars Programs (\$96,702)

A fund of \$96,702 from the lottery will be distributed to the Schools and Library according to a pro rata formula recommended by the Academic Deans. The Deans may employ existing procedures for consulting faculty about the use of these funds and/or consult with the Unit's Faculty Professional Development Committee. The Office of the Vice President for Academic Affairs and the Faculty Professional Development Committee will receive a year-end report on awards from this fund.

Contact Person: The Academic Deans

Attachment

Faculty Professional Development Programs
1988-89

University-wide Programs

<u>Program Title & Responsible Ofc</u>	<u>Funding Source</u>	<u>Assigned Time</u>	<u>Monetary Grant</u>
Affirmative Action Development (AAO)	Chancellor's Ofc	1.5	\$ 4,000
Chairs Workshops (FSA)	General Fund		1,600
Distinguished Visiting Scholars Program (AA)	Lottery Fund		35,000
Educational Equity Faculty & Peer Mentoring Programs (AA)	Lottery Fund	2.0	5,000
Mentors for New Faculty (FSA)	Faculty & Staff Affairs		550
New Faculty Orientation (FSA)	General Fund	.4	650
Pedagogy/Curriculum/ Career Enhancement Mini-grants (AA)	Lottery Fund		210,238
Peer Coaching (School of Education)	Lottery Fund		10,000
Research Scholarship and Creative Activity (AA)	General Fund Program Change Proposal		176,402
Research Awards Program (AA)	General Fund Hornet Foundation	15.0	25,000
Research Grant-Writing Fund (AA)	Hornet Foundation		50,000
Research Travel Grants (ORSP)	Hornet Foundation		10,000

<u>Program Title & Responsible Ofc</u>	<u>Funding Source</u>	<u>Assigned Time</u>	<u>Monetary Grant</u>
Summer Institutes (AA)	Chancellor's Office/ Academic Affairs		4,000
Travel Grants for System-Sponsored In-State Conferences, Workshops, Meetings (AA)	General Fund		10,000
Writing Across the Disciplines Project (A&S)	Lottery Fund		30,000
	TOTALS	18.9	572,440

AA = Academic Affairs x6331

AAO = Affirmative Action Office x6907

FSA = Faculty & Staff Affairs x6078

ORSP = Office of Research and Sponsored Projects x7381

School-Based Programs

<u>Program Title & Responsible Ofc</u>	<u>Funding Source</u>	<u>Assigned Time</u>	<u>Monetary Grant</u>
Faculty Assigned Time	General Fund	13.0	
Travel Grants	General Fund		130,800
Visiting Scholars	Lottery Fund		96,702
	TOTALS	13.0	227,502

Categories of Faculty Professional Development
1988-89

<u>Category</u>	<u>Programs Available</u>	<u>Apply to:</u>
Assigned Time	- Affirmative Action Development	Affirmative Action
	- Educational Equity Mentoring	Academic Affairs
	- Research Award	ORSP
	- Research Program Change Proposal	Academic Affairs
	- Pedagogy/Curriculum/Career Enhancement Mini Grant	School Deans
	- Research Grant-Writing	Graduate Studies
Travel Expenses	- Pedagogy/Curriculum/Career Enhancement Mini Grant	School Deans
	- Research Grant-Writing	Graduate Studies
	- Travel Grants for In-State	Academic Affairs
	- Research Program Change Proposal	Academic Affairs
Monetary Grants (OE, supplies, books, software, etc.)	- Pedagogy/Curriculum/Career Enhancement Mini Grant	School Deans
	- Research Grant-Writing	Graduate Studies
	- Research Program Change Proposal	Academic Affairs
	- Research Award	ORSP
	- Affirmative Action Development	Affirmative Action
Workshop, Institute, Other Training	- Affirmative Action Development	Affirmative Action
	- Educational Equity Mentoring	Academic Affairs
	- Visiting Scholars	Visiting Scholars Committee
	- New Faculty Orientation	FSA
	- New Faculty Mentoring	FSA
	- Peer Coaching	School of Education
	- Summer Institutes	Academic Affairs
	- New Chairs Workshops	FSA
- Writing Across the Disciplines	Closed	

Senate Faculty Professional Development Committee

Chair (Phyllis Mills)
 Mary W. Burger (Academic Affairs)
 Jeanne Pfeifer (Education)
 Art Jensen (Management)
 Jolene Koester (Communication Studies)
 Herb Kutchins (Social Work)
 Sheila Marsh (Library)
 Phyllis Mills (Nursing)
 Ronald Ernst (Computer Science)
 Janelle Reinelt (Theatre Arts)
 David Wagner (Faculty and Staff Affairs)

School Faculty Professional Development Committees

<u>School/Unit</u>	<u>Unit Chair or Contact</u>	<u>Office</u>	<u>Phone</u>
Arts & Sciences	Associate Dean Gray	SCI 334	x6502
Business & Public Admin	Associate Dean Ramey	BUS 1040	X7191
Education	Sid Gunston Parks	ED 414A	X5527
Engineering & Computer Sci	Associate Dean Hester	ENGR 1205	X6366
Health & Human Services	Priscilla Alexander	BUS 3124	X7176
University Library	Kay Jones	LIB 601A	X6230

Attachment

Faculty Professional Development
1987-88 Expenditures and Anticipated Expenditures in 1988-89

<u>Unit</u>	<u>Assigned Time</u>		<u>Travel</u>		<u>Grants</u>	
	<u>1987-88</u>	<u>1988-89</u>	<u>1987-88</u>	<u>1988-89</u>	<u>1987-88</u>	<u>1988-89</u>
Arts & Sciences	4.0	4.0	\$51,041	\$48,000 ¹		
Business	4.8	4.8	45,667	45,000	\$53,323 ²	\$40,000
Education	.2	.2	9,000	4,800 ³		
Engineering & Computer Sci	1.3	1.0 ⁴	6,140	6,000		
Health & Human Services	2.0	1.5 ⁵	18,000	18,000		
Library	---	---	7,000	9,000	4,000 ⁶	8,000

- ¹ Departments spent over \$3,000 more than budgeted for travel in 1987-88.
- ² School purchased software for faculty and paid Institute Fees for faculty.
- ³ Less summer school fees anticipated to support 1988-89 travel.
- ⁴ Slight reduction in proposed faculty allocation for 1988-89.
- ⁵ Increased instructional needs reduces available faculty professional development funds.
- ⁶ Release time to conduct workshops for faculty in the use of computerized indexes and to supplement other development grants.