

criterion, "Competent Teaching Performance," shall be the primary and essential, but not sufficient, criterion in the evaluation process at each review level.

Carried.

*AS 89-37A/Ex. UNIVERSITY ARTP POLICY--AMEND SECTION 5.05.B
(Criteria for Retention, Tenure and Promotion)

5.05 Criteria for Retention, Tenure and Promotion

- B. The following criteria are ~~the minimum~~ set by the university for retention, tenure, and promotion. Each primary evaluation level shall establish a value for each criterion in relation to the values it establishes for the other criteria. It may do so by means of a qualitative or quantitative statement. The first criterion, "Competent Teaching Performance," shall be the primary and essential, but not sufficient, criterion in the evaluation process at each review level.

When making its substantive evaluation and final recommendation in a particular case, each secondary evaluation level shall apply the relative values established by the primary unit in which that case has arisen.

Carried.

AS 89-37 VOID

*AS 89-38/AP, Ex. DISCIPLINARY ACTION NOTATION POLICY

The Academic Senate recommends approval of the "Disciplinary Action Notation Policy" as recommended by the Academic Policies Committee and amended by the Executive Committee:

Disciplinary Action Notation Policy

As a disciplinary sanction, students may be expelled, suspended, placed on probation or given a lesser sanction as provided in Section 41301 of Title 5, California Administrative Code.

In the event of expulsion or suspension, a notation is made on the student's transcript. No notations will be made for probation or lesser sanctions.

PROCEDURES FOR MAKING DISCIPLINARY ACTION
NOTATIONS ON TRANSCRIPTS

Without a disciplinary hearing:

The Coordinator of Judicial Affairs (CJA) will send a copy of the Disciplinary Action Notation Form to the Office of Admissions/Records. This serves as notification to the Director of Admissions/Records that a student has been suspended or expelled and the proper notation needs to be made on his/her transcript.

With a disciplinary hearing:

After a disciplinary hearing and after the student has been notified of Presidential action (if such action includes suspension or expulsion) the CJA will send a copy of the Disciplinary Action Notation Form to the Office of Admissions/Records. This serves as notification to the Director of Admissions/Records that a student has been suspended or expelled and the proper notation needs to be made on his/her transcript.

DISCIPLINARY NOTATION DELETIONS

Suspension

Disciplinary notations for suspension will remain on the transcript for a minimum of three years from the date of suspension. After this three year period the student may make a written request to the Dean of Students to have the disciplinary notation deleted from his/her transcript. The Dean of Students will then empanel a three member Student Disciplinary Hearing Panel which will review the facts of the case and the student's subsequent record to determine whether the disciplinary notation should be deleted.

If the student's request is denied, the student has the right to file a written appeal of the denial with the President of the University. The President's decision shall be final.

Expulsion

Disciplinary notations for expulsions become a part of the student's permanent record and are typically not deleted. However, seven years after the date of expulsion, a student can make a written request to the Dean of Students to have the disciplinary notation deleted. The Dean of Students will then empanel a three member Student Disciplinary Hearing Panel which will review the facts of the case and determine whether the disciplinary notation should be deleted.

If the request is denied, the student has the right to file a written appeal of the denial with the President of the University. The President's decision shall be final.

Procedures for Deleting Disciplinary Notations

If the student's request for deletion is approved, the CJA will complete the Disciplinary Action Notation Deletion Form, give the student a copy, submit a copy to the Office of Admissions/Records, and retain a copy for the student's file.

Once the disciplinary transcript notation has been deleted, the student may request an unofficial transcript after three (3) weeks from the Office of Admissions/Records. Such an unofficial transcript will serve as verification that the disciplinary notation has been deleted. A copy of the unofficial transcript will also be sent to the Dean of Students Office to be placed in the student's file.

Any questions regarding the procedures or interpretation of this document shall be decided by the Dean of Students Office.

Carried.

*AS 89-44/Ex. NAMING OF CAMPUS FACILITIES (Supercedes AS 69-193)

The Academic Senate recommends adoption of the policy and procedures for naming campus facilities (shown in Attachment B).

Carried.

*AS 89-46/Ex. TEACHER/SCHOLAR: SUMMER INSTITUTE FOR CSU FACULTY

The Executive Committee, on behalf of the Academic Senate, recommends that the Faculty Professional Development Committee review the applications and make recommendations to the Campus Coordinator on faculty to attend the June 12-16, 1989, Teach/Scholar: Summer Institute for CSU Faculty.

Carried.

*AS 89-47/Ex. COMMITTEE APPOINTMENTS (University)

The Executive Committee, on behalf of the Academic Senate, recommends the following faculty members be appointed to serve on the Search Committee for the Assistant Vice President for Academic Affairs:

GEORGE CRAFT, History

SCOTT FARRAND, Mathematics

ANN HARRIMAN, Organizational Behavior and Environment

ANNE-LOUISE RADIMSKY, Computer Sciences

Carried.

AS 89-48 VOID

AS 89-49/Flr. FACULTY ALLOCATION MODEL (AS 88-103)

The Academic Senate refers the question of whether or not the Senate should rescind its endorsement of the "Faculty Allocation Model" (AS 88-103) to the Fiscal Affairs Committee for study and recommendation to the Senate.

Carried.

AS 89-50/Flr. MINUTES

Approval of Minutes of the regular meeting of March 9, 1989, and the special meeting of March 16, 1989.

Carried.

AS 89-51/Ex. COMMITTEE APPOINTMENTS

Research and Scholarly Activity Committee:

ROSALIND VAN AUKER, Library, 1991 (repl. B. Palmer)

Carried unanimously.

*AS 89-52/Ex. COMMITTEE APPOINTMENTS (University)

Parking Task Force: CHARLOTTE COOK, Faculty Member
PETER URONE, Faculty Member

University Committee for Persons with Disabilities:

ELIZABETH STEVENSON, Instructional Faculty

Carried unanimously.

*AS 89-53/CC, Ex. COURSE DESCRIPTIONS, CATALOG COPY FOR

The Academic Senate recommends approval of the following "Guidelines for Catalog Course Descriptions":

GUIDELINES FOR CATALOG COURSE DESCRIPTIONS

Use the following criteria for course catalog descriptions. The descriptions should:

1. provide an overview of the course purpose in one or two brief sentences or phrases.
2. describe course content in specific terms; i.e., list the major course topics in brief phrases.
3. be approximately 40-80 words in length.
4. specifically state the number of units granted for the course and the number of lecture and/or laboratory hours per week. Courses which count for full time enrollment but not graduation should be identified as such. Courses that are graded Credit/No Credit should also be identified as such.
5. provide information on prerequisites, corequisites, etc. in a consistent order; e.g., prerequisites, corequisites, required concurrent enrollment, standard language or "corequisites." A suggested form is "Prerequisites: Math XX, YY and ZZ; concurrent enrollment in Math ZZZ permissible." Note: "corequisite" is not listed in many dictionaries.
6. explain enrollment restrictions such as class level requirements, course open to majors only or non-majors only, course not open to students who have completed a specific similar course, and instructor's permission in lieu of completion of a prerequisite being acceptable or unacceptable.
7. use some common wording for required concurrent enrollment. Suggested wording is: "concurrent enrollment in XX is required."
8. use a consistent style within programs; in particular, all course descriptions within a program should be complete sentences or not complete sentences, but not a mixture of both in any one description or within a given program's offerings.

9. include instructional method only if it is pertinent to the course or is unusual; e.g., a self-paced course in math.
10. include CAN (California Articulation Number) designation if applicable.
11. specifically include when the course is offered by indicating semester references for all courses. Include one of the following references: "offered every semester," "Fall only," "Spring only," or "not offered every semester."
12. omit ambiguous phrases such as "additional topics as time permits."
13. use standard abbreviations consistent with the class schedule for all subject designations; e.g., abbreviation "ECON 1A" should match the class schedule abbreviation.
14. not include any reference to G.E. categories; these designations appear in each semester's Class Schedule.

We suggest the following text sequence for catalog copy:

- Number
- Title
- Content Description
- Lecture and Lab Hours per Week
- Prerequisites and Concurrent Enrollment Requirements
- When offered
- Credit/No Credit
- Enrollment restrictions, if any
- Designation (when applicable) that course may be taken for workload credit toward full-time enrollment status, but is not applicable to the baccalaureate degree.
- Number of Units

Carried unanimously.

*AS 89-54/RSAC PRESIDENT'S AWARD FOR SCHOLARLY ACHIEVEMENT

The Academic Senate recommends the establishment of a President's Award for Scholarly Achievement, as follows:

The purpose of this award is to recognize and honor one faculty member each fall for significant contributions in research or creative activity made within the previous one to three years. In addition to the recipient of the award, up to two faculty members may also be awarded Honorable Mention. Unlike the Outstanding Scholar awards, which tend to be given for the accumulated contributions of a lengthy career, the emphasis

here is on work done within a short time span--by either new or veteran faculty members.

The recipient of the award shall present a lecture which will allow both public recognition of distinguished work and the opportunity for fruitful exchange of ideas among peers.

Nominations may be made to the Office of Research and Sponsored Projects, either by the individual or by a colleague, and should take the form of a letter describing in detail the candidate's recent accomplishments and offering any other pertinent information. The Committee for Research and Scholarly Activity will then select the recipient on the basis of the letter of nomination, the record of accomplishment, and any supporting materials that have been supplied. Supporting materials (copies of books, articles, etc.) for candidates who become finalists will be requested by the Committee if none have been forwarded. Evidence of excellence will include such factors as dissemination in refereed forums, or evidence of broad (national, international) recognition among knowledgeable peers--supplied, for instance, in the letters of recommendation.

Carried (Hand Vote: Yes - 14; No - 11).

*AS 89-55/AP, Ex. DISRUPTIVE STUDENTS POLICY

The Academic Senate recommends adoption of the following policy statement "Dealing with Incidents of Disruptive Student Behavior in the Classroom":

DEALING WITH INCIDENTS OF
DISRUPTIVE STUDENT BEHAVIOR IN THE CLASSROOM

I. Preamble.

This document is intended to help assure each student and course instructor at CSUS that the classroom environment is supportive of teaching and learning by providing procedures for dealing with the problem of the student who is perceived to be disruptive in the classroom. The document is also intended to provide due process in the treatment of the student who is involved in an incident of disruptive behavior in the classroom. Should any provision of the policy appear to be in conflict with existing legal statutes or administrative regulations or should the policy be silent on an issue, those statutes and regulations shall govern.

II. Definition.

A disruptive student is a student who engages in behavior in the classroom that interferes with the process of teaching and learning.

III. Procedure for Dealing with Incidents of Disruptive Behavior.

- A. Any student whose classroom behavior is judged by the instructor to be disruptive shall be informed by the instructor that his/her actions are disruptive. The instructor shall explain how the behavior disrupts the teaching/learning process, inform the student that if the behavior continues it will be reported to the Campus Student Discipline Coordinator, and request that the student cease the behavior. This explanation and request may take place in the classroom at the time of the behavior or at another time and place deemed appropriate by the instructor (e.g., during office hours).
- B. A student may be dismissed by the instructor from any class period in which disruptive behavior persists following the instructor's request that it cease. Attendance at subsequent class periods is allowed unless the disruptive behavior continues. If the student refuses a request by the instructor to leave the classroom following persistent disruptive behavior, the University Police should be called.
- C. If, at anytime, the instructor believes the student poses a physical threat to him/her or to other students, the University Police should be called.
- D. If a student's disruptive behavior continues following the request that it cease, the instructor shall refer the case to the Campus Student Discipline Coordinator for handling. The Coordinator will deal with the case according to established student discipline procedures. Disenrollment from the class is a discipline sanction that may be used.
- E. A student involved in an incident of disruptive behavior who believes he/she has been improperly treated may seek relief through established department, school, and university student grievance procedures.
- F. If a course instructor is unsatisfied at any point in the handling of an incident of disruptive behavior prior to its final resolution, he/she should contact the Campus Student Discipline Coordinator to discuss the matter.

- G. If the final resolution of the incident is unsatisfactory to the instructor, he/she may request an administrative review by the Dean of Students and the dean of the instructor's school. If agreement between the deans cannot be reached, the matter shall be referred to the Vice President for Academic Affairs for resolution.

Carried.

AS 89-56/GPPC, Ex. MASTER'S DEGREE, TIME LIMIT FOR COMPLETION OF

The Academic Senate recommends that exceptions to the seven-year limit for completion of a master's degree be permitted to allow departments to establish five- or six-year limits. Requests for exceptions shall be submitted on a Program Change Proposal reviewed through the normal procedures for review of program changes.

The Academic Senate further recommends that in cases where departments have established a special time limit students be allowed to apply for extensions beyond the special time limit as long as the time period for completion does not exceed seven years. Mechanisms for reviewing and approving such extensions shall be developed within the department.

Defeated (Hand Vote: Yes - 10; No - 11).

*AS 89-57/GPPC, Ex., Flr. NINE-UNIT CORE

The Academic Senate recommends that the following be added [underlined portion] to the CSUS "Policy and Procedures for Initiation, Modification, Review and Approval of Courses and Academic Programs," page 17, regarding the nine-unit core:

"Undergraduate degree programs are expected to include at least five courses with no fewer than fifteen units that are common to the degree program. Graduate degree programs are expected to include at least three courses with no fewer than nine units, excluding independent study, field work, and the culminating experience, that are common to the degree programs. Exceptions to this nine-unit core requirement will be considered on a program by program basis.

Carried.

The meeting was adjourned at 4:27 p.m.


Janice McPherson, Secretary

*President's approval requested.

RECOMMENDED DEFINITIONS OF TERMS
TO BE USED IN THE FUNDING OF ACADEMIC AND ACADEMICALLY RELATED PROGRAMS

Program Centers are a collection of campus academic or administrative units that have been combined for the purpose of planning and resource allocation. Each Program Center has a chief administrative officer that heads the unit. For example: School of Arts and Sciences, Division of Student Affairs, the Library.

University Centers and Institutes (title used interchangeably on CSUS campus) are those entities or units created within the University to administer one or more activity which is related directly to the academic mission of the University, such as

- 1) enhance the conduct of faculty research and scholarship;
- 2) promote the instructional programs of the university;
- 3) enhance the university's ability to obtain external funding;
- 4) provide for and coordinate public service programs.

Instructional programs are not normally offered by a center although the activities of a center may be related to a department's or school's instructional program. For example: Center for California Studies, Critical Thinking Resource Center, Real Estate and Land Use Institute.

Academic Departments/Units are those entities or units created within a School and organized around one or more related disciplines to administer academic programs. For example: Dept. Anthropology, Environmental Studies.

Academic Programs are courses of study leading to a specific educational or academic objective, e.g., a credential or certificate, a major, a minor, or a degree program. Academic Programs may be either disciplinary or interdisciplinary in nature.

Interdisciplinary Academic School Programs are developed by the faculty of more than one academic department/unit within a School and administered by that School. For example: Interior Design Major, Film Studies Minor, BA Degree Government/Journalism.

Interdisciplinary Academic Inter-School Programs are developed by the faculty of more than one School and administered through

a School designated by the Vice President for Academic Affairs. For example: Women's Studies Minor, Gerontology Certificate, MA Degree in International Affairs.

Academically Related Programs are programs, including Centers and Institutes, that encourage or support scholarly and creative activities, promote student development, provide professional or community services, or otherwise support, but do not offer, academic programs.

Academically Related School Programs are those that are tied in a substantial way to one or more academic programs within a School. Such School programs are developed and administered by the faculty and staff within a single school. For example: English Tutoring Center, Center for Small Business, Achievement Institute, Polymer Research Institute.

Academically Related Inter-School Programs are those academically related programs that are tied in a substantial way to academic programs in two or more Schools, but whose jurisdictional interests are contained within the sponsoring Schools. Inter-School Programs may be developed and staffed by individuals from a number of Program Centers, but are administered through a School designated by the Vice President. For example: Accelerated College Entrance Center, Assistive Device Center, Gerontology Center.

University Programs are those academically-related programs that: (a) transcend the jurisdictional interests of, or generate benefits which go significantly beyond, any single Program Center; (b) are tied in significant and broad ways to the overall mission and goals of the University; and (c) promote the instructional mission of the University through faculty and student research and scholarship and/or public service.

This definition may apply to some Centers and Institutes established through existing University procedures (PM 87-04), as well as other academically related programs and activities that are not established Centers and Institutes.

GUIDELINES FOR FUNDING ACADEMIC AND ACADEMICALLY RELATED PROGRAMS

- I. Centers and Institutes may receive for up to three years support from University-wide resources to help establish their activities and functions. After the start-up period, Centers and Institutes are expected to be self supporting.* However, if Program Centers wish to help support these entities after University funding has expired, Program Centers may do so out of their own budgets. In determining what support, if any, is appropriate, Program Centers may consider how central the Center's or Institute's activities are to the mission and goals of the Program Center, and how these activities rank among its other program priorities.
- II. Academic Programs, including Interdisciplinary Programs, are to receive funding through the Program Center that administers them.
- III. Academically Related School Programs, including Inter-School Programs, are to receive funding, if any, through the Program Center that administers them, unless they meet the conditions of a University Program.
- IV. University programs must satisfy all of the following conditions:
 - A. Definition of Programs
 1. Transcend the jurisdictional interests of, or generate benefits which go significantly beyond, any single Program Center; and/or
 2. are tied in significant and broad ways to the overall mission and goals of the University; and/or
 3. promote the instructional mission of the University through faculty and student research and scholarship and/or public service.

This definition may apply to some Centers and Institutes, established through existing University procedures (PM 87-04), as well as other academically related programs and activities that are not established Centers and Institutes.

- B. The program must fulfill reporting and review requirements specified by PM 87-04, in cases of Centers and Institutes, and, in the case of other programs which are not established Centers or Institutes, must submit annual reports of activities, expenditures, and progress toward meeting goals and objectives.

*Exception to the rule is noted in Guideline IV.

- C. An annual budget request must be submitted through the Program Center that has been designated by the Vice President for Academic Affairs as the lead administrative unit for the program.

Priority for Funding University Programs

The selection of University Programs for funding will be made within available resources, according to the approved University budget process. In establishing priorities among programs which meet the eligibility criteria stated above, the following factors will be considered:

1. The degree to which the program speaks to one or more of the University's goals and objectives, and the breadth of its potential impact on the University community and the region;
2. Demonstration of distinction, or its potential, in either (1) scholarship, research, or creative activity, or (2) university or community service.

In addition to the above factors, continuing university programs must also provide information regarding the following:

3. Demonstration of significant achievements in fulfilling its stated goals and objectives;
4. Evidence that the program is administered efficiently;
5. Evidence that previously-allocated University funds have been spent effectively (if applicable) and that the budget proposal reflects real needs.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

POLICY AND PROCEDURE FOR
NAMING CAMPUS FACILITIES

The following policy and procedure implement Board of Trustee policy governing the naming of campus buildings and properties. It is the further intent of this document to provide an orderly process to assure appropriate consultation.

POLICY

California State University policy on naming of facilities and properties policy is set forth in PPD 84-21, "Policy and Procedure for Naming of Facilities and Properties," issued on July 30, 1984. It states:

The Board of Trustees of The California State University retains authority for naming all CSU facilities and properties; e.g., all buildings; major portions of buildings; university or college streets or roads; stadium and baseball fields and other areas of major assembly or activity; plazas, malls and other large areas of campus circulation; and all other highly visible facilities and properties. The Board delegates to the Chancellor the authority to name individual rooms, limited areas and individual items or features within buildings, individual landscape items or features, limited outdoor areas, and other minor properties. The Chancellor may sub-delegate as she deems appropriate. (The Chancellor subdelegated this authority to Presidents in Executive Order 335, on September 9, 1980.)

Each proposal for naming of CSU facility or property shall be considered on its own merits. No commitment for naming shall be made prior to Trustee approval of the proposed name.

A name of CSU facility or property must meet one or more of the following criteria:

1. It must designate the function of a facility or property.
2. It must reflect natural or geographic features.
3. It must reflect a traditional theme of a university or college.

4. It must honor an individual.

4.1 When no gift is involved:

4.1.1 It must honor a person who has achieved unique distinction in higher education or other significant areas of public service.

4.1.2 It must honor a person who has served the CSU in an academic capacity and has earned a national or international reputation as a scholar, or made extraordinary contributions to a CSU campus or the system which warrant special recognition.

4.1.3 It must honor a person who has served the CSU in an administrative capacity and who, during administrative service, made extraordinary contributions to a CSU campus or the system which warrant special recognition.

4.1.4 When a proposal for naming in honor of an individual involves service to the university or college in an academic or administrative capacity, a proposal shall not be made until the individual has been retired or deceased at least one year.

4.2 When a gift is involved, the Board will take into consideration the significance and amount of the proposed gift as either or both relate to the realization or completion of a facility or to the enhancement of the facility's usefulness to the university or college. For an amount to be considered "significant," it shall either fund the total cost to the facility to be named, or provide funding for that portion of the total cost which would not have been available from any other source (such as federal or state loans or appropriations, student fees, bond issues, etc.).

5. In special circumstances, the Board of Trustees may waive any or all of the above criteria.

The request to name a specific facility or property on a campus shall be sent by the campus President to the Vice Chancellor for University Affairs.

PROCEDURE

1. Any member of the university community may request that a specific facility or property at CSUS be named.
2. Requests are directed to the Campus Environment Committee of the Council on University Planning via the Executive Vice President.
3. Each request must:
 - a. Be made in writing and state reasons for the proposed name.
 - b. Comply with Trustee policy, including, when appropriate, justification for proposing waiver of particular criteria.
 - c. Identify any individual or campus constituent or other group(s) proposing and endorsing the request.
 - d. Include complete biographical data if the naming is to honor an individual.
4. Confidentiality shall be maintained at all levels of review.
5. Upon receipt of the request, and after ensuring that it is complete, the Executive Vice President shall direct it to the Campus Enrollment and Environment Committee for initial review.

If the request does not comply with this policy and procedures, it shall be returned to the originator(s) with appropriate explanation.

6. If the request complies with this policy and procedures the Committee shall appoint an ad hoc sub-committee consisting of individuals who are or will be principal occupants, members of the Academic Senate, and such others as it deems appropriate.

The charge to the ad hoc sub-committee is to study the history and significance of the facility, the concerns of the University and community users of the facility and other interested groups, financial implications, and possible alternatives. Upon completion of its study, the ad hoc sub-committee shall report its findings to the Campus Environment Committee.

7. The Committee shall then make a determination whether to endorse the request.

8. The request, documentation, report of the ad hoc Committee, and Committee recommendation, shall then be forwarded to the Academic Senate Executive Committee and such other bodies as CEEP may deem appropriate for deliberation and recommendation.
9. The Executive Committee of the Academic Senate shall review documentation and shall forward the request, documentation, report of the ad hoc Committee, and Campus Environment Committee to the President together with its recommendation. When circumstances cause the Committee to conclude that advice of the entire Senate should be sought, the referral shall take place only after conferring with the Executive Vice President in any case where the proposal involves the name of an individual, group of individuals or an organization.
10. Other bodies who may be asked to make a recommendation shall proceed as in step nine above.
11. After receipt of all documentation and recommendations, the President shall decide whether to make a request to The California State University (Vice Chancellor for University Affairs) for forwarding to the Board of Trustees. The decision of the President shall be final and binding on the University.
12. More than a single request to name a specific facility or property may be forwarded to the President with affirmative recommendations. In such cases, the President shall advise all concerned bodies as to his tentative decision and shall allow reasonable time for additional comment.
13. The President shall notify the originator of the request whether or not the request is being forwarded to the Board of Trustees for consideration.

PERIODIC REVIEW

From time-to-time or upon request of the President or the Council on University Planning, the Campus Enrollment and Environment Committee shall review the names of campus facilities and shall make recommendations to the president concerning the appropriateness of such names. The Committee may or may not initiate the process for recommending new name(s) at its discretion.