1989-90
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, October 12, 1989
2:30 - 4:30 p.m.
Forest Suite, University Union

INFORMATION

1. Report of Committee on the Faculty Endowment Fund
    (Attachment A)

                                            TIME CERTAIN: 2:35 p.m.
                                R. Curry, D. Lucas, J. Torcom

2. Academic Senate Meetings:

    Thursday, October 19, 1989, 2:30-4:30, **Playwrights Theatre**
    (General Education)

    Thursday, October 26, 1989, 2:30-4:30, Forest Suite,
    University Union

CONSENT CALENDAR

AS 89-95/ConC   COMMITTEE APPOINTMENTS

Academic Policies Committee:
    HELENE BURGESS, Arts and Sciences, 1992
    MERLE MARTIN, At-large, 1992
    JOAN MAXWELL, At-large, 1992
    GARY SHANNON, Senator, 1991

Affirmative Action Committee:
    SHOTARO HAYASHIGATANI, Arts and Sciences, 1991
    CHRISTINE MILLER, Senator, 1991

Curriculum Committee:
    JOHN WILLIAMS, Arts and Sciences, 1992
    JUNE HORRIGAN, At-large, 1992

Faculty Affairs Committee:
    GEETHA RAMACHANDRAN, Arts and Sciences, 1992
    GEORGE KOSTYRKO, Professional Schools, 1992
    DORIS BEARD, At-large, 1992
    IRVING HERMAN, Senator, 1990
    SUSAN MCGOWAN, Senator, 1991
    HARRIET NEAL, At-large, 1991 (repl. I. Herman)

Faculty Endowment Fund Committee:
    ROBERT CURRY, At-large, 1992

Faculty Professional Development Committee:
  ARTHUR JENSEN, Business Administration, F'1989
  SHEILA MARSH, Library, F'1989

Fiscal Affairs Committee:
  STEVEN BUSS, Arts and Sciences, 1992
  PATRICIA KEARLY, At-large, 1992
  LYNN COOPER, Senator, 1991

Graduate Policies and Programs Committee:
  LES KONG, Professional Services, 1992
  MAURINE BALLARD-CAMPBELL, At-large, 1992

Research and Scholarly Activity Committee:
  ROBIN BANDY, Engineering and Computer Science, F'1989
  PHYLLIS MILLS, Health and Human Services, F'1989
  MICHAEL SHEA, Arts and Sciences/Math and Science, F'1989

AS 89-96/Ex.   COMMITTEE APPOINTMENTS - SENATE

Affirmative Action Committee:
  ANNE GRAVES, Education, 1990 (repl. D. Cordero)
  KATHY FERRARA, E&CS, 1992 (repl. S. Vadvah)

Curriculum Committee:
  GWEN AMOS, Senator, 1991 (repl. R. Tzakiri)

Curriculum Committee--Program Review Team Pool:
  DENNIS HUFF, At-large, 1989-90

Faculty Professional Development Committee: THOMAS PYNE, Arts
and Sciences, 1991 (repl. J. Koester)

Fiscal Affairs Committee:
  AMIN ELMALLAH, Prof. Sch., 1990 (repl. M. Lewis)
  SCOTT FARRAND, At-large, 1990 (repl. A. Elmallah)

General Education Committee:
  LINDA PALMER, Senator, 1991 (repl. J. Maxwell)
  CHARLES WASHBURN, Prof. Sch., 1990 (repl. S. Proctor)

Graduate Policies and Programs Committee:
  ROBERT CURRY, At-large, 1990 (repl. J. Koester)
  SUSAN MCGOWAN, Senator, 1991

Graduate Policies and Programs Committee--Program Review Team
Pool:
  THOMAS COTTINGIM, At-large, 1990
  CAROLE MAYER, At-large, 1990
  THOMAS PHELPS, At-large, 1990

Research and Scholarly Activity Committee:
    CHARLES W. LOVITT, A&S/Humanities, 1991 (repl. J. Reinelt)
    CHRISTINE MILLER, Senator, 1991 (repl. D. Freund)

Visiting Scholars Subcommittee:
    NGO THINH, E&CS, 1990 (repl. M. Holland)
    ANTHONY PLATT, H&HS, 1991
    JERRY TOBEY, A&S, 1991
    LAUREL HEFFERNAN, A&S, 1991
    CLIFFORD WOOD, Prof. Services, 1991

AS 89-97/Ex.   COMMITTEE APPOINTMENTS - UNIVERSITY

Academic Telecommunications Advisory Committee:
    BARBARA HOADLEY, At-large, 1991
    JAMES GEHRMANN, At-large, 1991

Administrative Telecommunications Advisory Committee:
    CHARLES G. NELSON, At-large, 1991

AIDS Advisory Committee:
    LELAND NICHOLS, At-large, 1991
    JOSEPH HELLER, At-large, 1992

A.S.I. Budget Review Board: ROGER BARTLETT, At-large, 1990

Athletic Advisory Board:
    ROSE LEIGH VINES, At-large, 1990 (repl. R. Metcalf)
    JEAN TORCOM, At-large, 1991

Committee on Administrative Review:
    JOHN WILLIAMS, At-large, 1992

Council for University Planning:
    ED CHRISTENSON, At-large, 1990 (repl. A. Radimsky)
    DAVID MARTIN, At-large, 1991
    JUANITA BARRENA, Executive Committee Member, 1990

Energy Management Committee:
    JOHN CORLESS, At-large, 1991

Faculty Representative, A.S.I.:   RICHARD ADAMS, At-large, 1990

Grade Appeal Procedural Appeals Board:
    WILLIAM DILLON, At-large, 1990
    ANN HARRIMAN, At-large, 1990
    LUCIEN AGOSTA, At-large, 1990

Hornet Foundation Board of Directors:
    DORIS BEARD, At-large, 1992

Livingston Annual Faculty Lecture Committee:
    BRIAN HAUSBACK, At-large, 1991
    GERALD MCDANIEL, At-large, 1991
    CHARLES G. NELSON, At-large, 1991

Lottery Fund Allocation Committee:
    PAUL NOBLE, Arts and Sciences, 1992
    PATRICIA STRONG, Business Administration, 1992
    JAMES HERNANDEZ, Health and Human Services, 1992

Meritorious Performance and Professional Promise Awards
Committee:
    JEAN TORCOM, Unit 3, 1990
    ESTELA SERRANO, Unit 3, 1990
    JOHN CONEY, Unit 3, 1990

Parent's Advisory Council, ASCSUS Children's Center:
    ROBIN REESE, At-large, 1990

Public Safety Advisory Committee:
    HUGUETTE BACH, At-large, 1990

Student Academic Development Committee:
    THADDEAUS SHOEMAKER
    DAVID RASKE
    JESUS TARANGO

Student Disciplinary Hearing Officer:
    PAUL FALZONE, At-large, 1990
    SUSAN GERINGER, At-large, 1990
    ERWIN KELLY, At-large, 1990

Student Economic Support, University Committee for: (staggered
three-year terms to be determined at first committee meeting)
    PEGGY CAVAGHAN, Arts and Sciences
    NANCY TOOKER, Arts and Sciences
    CHARLOTTE COOK, Education
    PATRICIA ACKERMAN, Health and Human Services
    Business and Public Administration - PENDING
    DAEHEE LEE, Engineering and Computer Science

University Center Board:
    JAMES KENNEY, At-large, 1992

University Union Board of Directors:
    MICHAEL LEWIS, At-large, 1990

AS 89-98/CC, FisA, Ex. PROGRAM CHANGES

The Academic Senate recommends approval of the following
program changes:

a. **Adapted Physical Education Specialist Credential:**
   Substitutes PE 146 and PE 195.5 for PE 179. No significant
   fiscal impact.

b. **Mechanical Engineering:** In response to program review
   recommendations, restructures the core and provides two
   distinct options (Thermal Science, and Computer Aided Design
   and Manufacturing). No significant fiscal impact.

c. **Anthropology B.A.:** Creates three rather than two groups of
   courses from which students are required to take a specified
   number of units. No significant fiscal impact.

d. **Journalism Minor:** Increases the total number of units in
   the Minor from 20 to 21 and specifies Journalism 30 as a
   requirement for the Minor. No significant fiscal impact.

e. **Philosophy Minor:** Adds specification that three courses
   (Philosophy 4, 20 and 21) are required for completion of the
   Minor and removes the requirement that upper division
   courses must be numbered 140 or higher. No significant
   fiscal impact.

CONSENT - INFORMATION

AS 89-70/CC, FisA, Ex.   PROGRAM CHANGE--NURSING UNDERGRADUATE
                         PROGRAM

The Executive Committee, on behalf of the Senate, recommends
approval of the changes proposed in the undergraduate program
in Nursing (Attachment B).

REGULAR AGENDA

AS 89-94/Flr. MINUTES

Approval of Minutes of the meetings of April 13, April 27, May
11, May 18, May 25, August 22, August 31, September 14, and
September 28, 1989.

AS 89-99/AP, Ex. HONORS AT GRADUATION, POLICY ON

The Academic Senate recommends revision of the policy on
Graduation With Honors as follows:

Honors At Graduation is to be awarded to CSUS Bachelor's
degree graduates who have completed a minimum of 30 units in
residence at the time the CSUS grade point average is
calculated for awarding honors. The GPA calculation shall
include all CSUS coursework, including the final semester.
Honors shall be awarded based on the following scale:

Cum Laude: 3.50-3.74
Magna Cum Laude: 3.75-3.89
Summa Cum Laude: 3.90-4.00

Second Bachelor's Degree graduates are not eligible for
Honors At Graduation.

AS 89-100/CC, FisA, Ex.   FINE ARTS, BACHELOR OF

The Academic Senate recommends approval of the proposed
Bachelor of Fine Arts degree (see Attachment C).

However, the Academic Senate notes that the program as proposed
may not comply with the 1988 WASC Standard 4.B.9 ("The
equivalent of two years of study toward the baccalaureate
degree will be in general education and unrestricted electives
even if this extends the basic program. Institutions which
offer programs that do not meet this standard bear the burden
of proof that the tripartite goals of the baccalaureate are
otherwise met."). Therefore, the Academic Senate recommends
that the Art Department consult with the Vice President for
Academic Affairs to review the proposal and make changes, if
necessary, in total units and description of the tripartite
disposition of units to comply with the Standard.

AS 89-101/CC, FisA, Ex.   CHINESE, MINOR IN

The Academic Senate recommends approval of the proposed Minor
in Chinese (Attachment D).

AS 89-102/FPDC, Ex.   FACULTY PROFESSIONAL DEVELOPMENT PROGRAM

Whereas,   the California Postsecondary Education Commission
             (CPEC), in its May 1988 report to the Legislature on
             faculty development programs in California's public
             colleges and universities directed the three systems
             of public higher education to establish a planning
             process that will lead toward better planning,
             coordination and evaluation of faculty development,
             and

Whereas,   Coded Memorandum FSR 89-08 (Attachment E-1) from the
             Chancellor's office directs each campus to submit a
             campus plan for faculty professional development
             consistent with the "Guidelines for a Campus

Planning Process for Faculty Development Programs" developed for the CSU segment by the Chancellor's office in consultation with a statewide advisory committee, and

Whereas, the CSUS Academic Senate, in April, 1988, recommended and the President approved a comprehensive policy statement on faculty professional development titled "Faculty Professional Development: A CSUS Investment in Professional Growth" (AS 88-41B), and

Whereas, since the April 1988 policy statement was adopted, the program has expanded and become more complex as a result of externally imposed guidelines for certain types of programs (e.g., State Funded [a.k.a. 1988-89 PCP] Research, Scholarship and Creative Activity Program), and

Whereas, a variety of Senate and school committees are involved in policy development and/or implementation of various aspects of the campus faculty development program, and

Whereas, the composition of the Committee on State Funded Research, Scholarship and Creative Activity and procedures for implementation of the program, recommended in AS 88-86A, were only approved for the 1988-89 academic year, with the commitment of the Academic Senate to "conduct a review of the 1988-89 procedures for implementation of the State Funded Research, Scholarship and Creative Activity programs, including a review of the selection and composition of the campus committee required under the guidelines," and

Whereas, the four Senate committees involved in policy development and/or implementation of faculty development programs, at a meeting on February 17, 1989, established an ad hoc committee consisting of one member from each of the committees and the Coordinator of Faculty Professional Development, as chair, to:

1. examine the existing committee model and recommend revision, as necessary, to improve efficiency, facilitate policy development, coordinate program implementation and standardize procedures, and

2. develop recommendations regarding the "campus plan" that must be prepared by the administration for submission to the Chancellor's office in response to Coded Memorandum FSR 89-08, and

Whereas,   the recommendations contained in the ad hoc committee report, dated May 24, 1989 (Attachment E-2) have been reviewed and endorsed with modification, by the Executive Committee and the Faculty Professional Development Committee; therefore, be it

Resolved,   that the Academic Senate receives the report of the ad hoc committee; and, be it further

Resolved,   that the Academic Senate, based on the findings and recommendations of the ad hoc committee, makes the following recommendations regarding campus policy on faculty professional development, and procedures for administration and implementation of faculty professional development programs:

1. the Academic Senate recommends that administrative support for the faculty professional development programs of the university be increased as determined necessary by the university administration, in consultation with the Academic Senate, to reflect the increased clerical and administrative support requirements relating to the implementation of the various programs. The Academic Senate requests that specific attention be given to providing adequate support to the chair(s) of relevant committees and staff support to these committees. The Academic Senate further recommends that the Vice President for Academic Affairs, with the Academic Senate Chair, review the support requirements detailed in the Appendix of the May 24, 1989 ad hoc Committee report, with the aim of identifying appropriate levels and sources of staff support for the programs.

2. the Academic Senate recommends that, subject to the conditions specified above with regard to increased support, a new Senate committee, named the Research and Creative Activity Committee, be established which combines the functions of the Committee on State Funded Research, Scholarship and Creative Activity (created by AS 88-86A) and

the Senate's Research and Scholarly Activity
Committee (created by AS 85-55 and AS 86-23).
The Academic Senate further recommends the
membership and charge of the newly established
Research and Creative Activity Committee as set
forth in Attachment E-3.

3. the Academic Senate recommends the following
changes in the visiting scholars program:

a. that the University Visiting Scholars
Committee be changed from a subcommittee of
the General Education Committee to a
standing Senate committee, with the
definition and purpose, membership and
charge set forth in Attachment E-4.

b. that a portion of the funds devoted to
supporting the visiting scholars program,
including Lottery funds, continue to be
allocated to the University Visiting Scholars
Program and that the remaining funds be
distributed to the school-based programs on a
pro-rata basis.

c. that the name of the school-based visiting
scholars programs be changed to avoid
confusion with the University Visiting
Scholars Program, and that school-based
programs be required to submit an annual
review to the Faculty Professional
Development Committee, which includes a
description of the school's policies and
procedures, a summary of activities funded
and an evaluation of the school-based
program.

4. Subject to approval of 1, 2, and 3 above, the
Academic Senate recommends the following
committee organizational structure for
coordinating the Faculty Professional
Development Program on this campus and further
recommends that this organizational structure be
included in the Campus Plan for Faculty
Professional Development submitted to the
Chancellor's Office in response to FSR 89-08.

FACULTY PROFESSIONAL DEVELOPMENT ORGANIZATION

Faculty development activity on campus will be
organized into a three-tier system. The first

tier, the Faculty Professional Development
Committee, will be responsible for faculty
professional development policies. That
responsibility shall include development of
program priorities, guidelines, and evaluation
practices. Among the tasks of the FPDC are
receiving summary reports on faculty
professional development programs and
facilitating data collection for reports to the
Chancellor's Office and for the Faculty Resource
Center data base.

The second tier will have procedural
responsibilities for management and
implementation of the programs. This tier will
include, for example, the "new" Research and
Creative Activity Committee, the University
Visiting Scholars Committee, and the
school-level Faculty Professional Development
Committees. Tasks of these committees include
reviewing criteria for granting awards and
assuring that the policies and guidelines for
the programs are adhered to when awards/grants
are made. At the direction of the FPDC, these
committees may also be involved in formulating
guidelines for the programs.

The third tier is responsible for reviewing
proposals and recommending the awarding of
grants. This tier will consist of the review
panels established by the committees in the
second tier. *reporting relationships of the*

The following is a schematic representation of
the ~~organizational structure and~~ programs
related to faculty professional development.

FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE ~~ORGANIZATION~~ *Coordination*
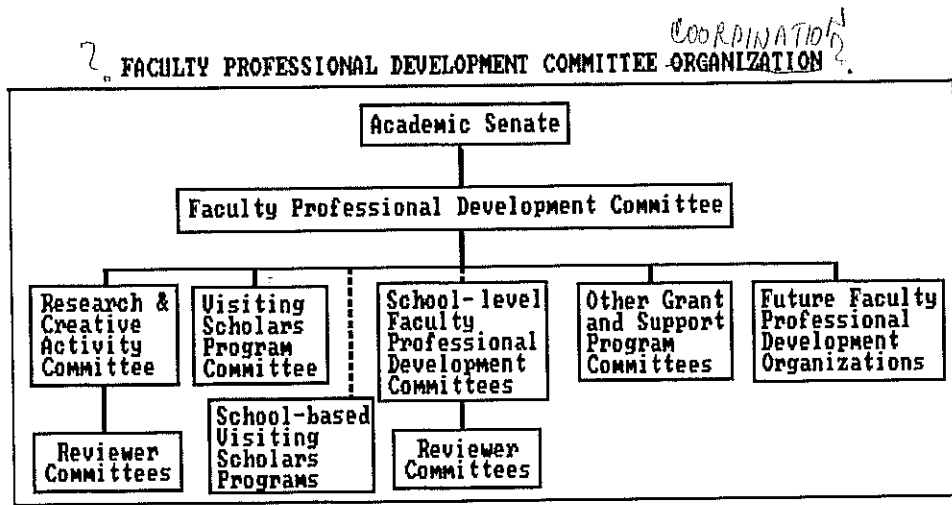
AS 89-103/Ex.   TRUSTEES' OUTSTANDING PROFESSOR AWARD

The Academic Senate reaffirms AS 88-115A, as follows:

"Whereas,   The CSUS Academic Senate views the Trustees'
            Outstanding Professor Award Program as an
            inappropriate way to recognize superior teaching;
            therefore be it

"Resolved: The CSUS Academic Senate reaffirms the campus
            policy of declining to participate in the
            Trustees' Outstanding Professor Award Program."

AS 89-104/CC, GPPC, Ex.   CURRICULUM REVIEW - COMMUNICATION
                           STUDIES [Response to AS 88-09]

[AS 88-09: "3. the General Communication Concentration in the Bachelor of Arts Degree in Communication
Studies be extended until May 1, 1989, in order to give the Department time to consider recommendations
for program revision and to address enrollment targets, advising procedures, and the sequencing of the
common core courses."]

a.   Based on the Department of Communication Studies' response
     (Attachment F-1) to program review recommendations and the
     recommendation of the Curriculum and Graduate Policies and
     Programs committees, the Academic Senate recommends
     approval of the General Communications concentration in the
     Bachelor of Arts in Communication Studies until the next
     program review.

[AS 88-09: "1. the Media Concentration in the Bachelor of Arts Degree in Communication Studies be
approved for five years or until the next scheduled program review with the condition that a program
report be made jointly by the School of Arts and Sciences and the Department of Communication Studies to
the Graduate Policies and Programs Committee and Curriculum Committee by May 1, 1989, concerning the
state of facilities and equipment for the Media Concentration. In addition, the ad hoc Committee on
Media Planning established by the Associate Vice President in response to the program review
recommendation to the Academic Vice President, shall develop 'a formal, detailed, written statement of
the mutual responsibilities and obligations of the Department and University Media Services concerning
studio equipment and supplies purchases, studio and equipment usage, equipment repair, and equipment
repair priorities and report back to the Academic Senate Curriculum Committee and Graduate Policies and
Programs Committee by May 1, 1989.'"]

b.   The Academic Senate acknowledges receipt of a report
     (Attachment F-2) from the Department of Communication
     Studies pertaining to the Media Concentration and
     recommends that the Media Concentration be approved
     unconditionally until the next scheduled review. The
     Academic Senate notes that, to date, the ad hoc committee
     on Media Planning established by the Academic Vice
     President has not submitted the written statement requested
     in AS 88-09, and requests that, at a minimum, a progress
     report from the committee be submitted to the Senate by
     Nov, October 17, 1989, and a final report no later than the end
     of the Spring semester.

AS 89-105/CC, GPPC, Ex. CURRICULUM REVIEW - GEOLOGY

The Academic Senate postpones consideration of the recommendation in the <u>Academic Program Review, Department of Geology</u> that "1. the Vice President and the Academic Senate clarify the role of Academic Affairs in the allocation of space for curricular functions. (p. 39)," pending receipt of related information.

The Academic Senate recommends that:

1. the Bachelor of Arts degree program in Geology be approved for five years or until the next program review.

2. the Bachelor of Science degree program in Geology be approved for five years or until the next program review.

In addition, the Academic Senate joins with the Review Team [Recommendations to the University, #6] in urging that "the Council for University Planning urgently expedite the safety measures recommended by the state fire marshal for the Science Building."

[See Attachment G for "Commendations and Recommendations"; the complete program review is available for review in the Academic Senate Office, Adm. 264.]

AS 89-106/CC, GPPC, Ex. CURRICULUM REVIEW - COMPUTER SCIENCE

The Academic Senate recommends that:

1. the Bachelor of Science Degree Program in Computer Science be approved for another five years, or until the next program review

2. the Master of Science Degree program in Computer Science be approved for another five years, or until the next program review

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

[See Attachment H for "Commendations and Recommendations"; the complete program review is available for review in the Academic Senate Office, Adm. 264.]

AS 89-107/CC, GPPC, Ex. CURRICULUM REVIEW - ELECTRICAL AND
                              ELECTRONIC ENGINEERING

The Academic Senate postpones consideration of recommendations 1 and 2 to the Academic Senate in the <u>Academic Program Review,</u>

Department of Electrical and Electronic Engineering ["1. the
General Education Committee and the Academic Senate Curriculum
Committee reconsider the special provision allowing School of
Engineering students to meet the General Education critical
thinking requirement by course work in their major." and
"2. the General Education Committee and the Academic Senate
Curriculum Committee reconsider the special provision allowing
School of Engineering students to meet the Understanding
Personal Development requirement by courses in their major."]
pending the outcome of actions in the General Education program
review that pertain to this issue or no later than Spring
semester 1991.

The Academic Senate recommends that the B.S. and M.S. Programs
in Electrical and Electronic Engineering be approved for five
years or until the next program review.

[See Attachment I for "Commendations and Recommendations"; the
complete program review is available for review in the Academic
Senate Office, Adm. 264.]

AS 89-108/CC, Ex.   EXTENDED LEARNING PROGRAMS REVIEW

The Academic Senate recommends that the following policies and
procedures be used to review the Extended Learning Program:

1.   A review of the Extended Learning Programs be conducted in
     a manner similar to that used for the review of other
     academic programs. The review should include utilization
     of an outside consultant appointed by the Vice President
     for Academic Affairs in consultation with the Academic
     Senate Chair.

2.   The Extended Learning Programs Review Team shall be chaired
     by an Academic Program Review Team Chair and shall include
     two members of the ELP Subcommittee (these two members may
     not also be members of the ELP staff), one member of the
     Curriculum Committee, one member of the Fiscal Affairs
     Committee, one at-large ELP faculty member (who is not a
     CSUS faculty member) to be nominated by the Dean of ELP,
     and one at-large CSUS faculty member, with care being taken
     to ensure that all five Schools receive representation
     whenever possible.

3.   The questionnaire approved by the Extended Learning
     Programs Subcommittee, Attachment J, be used as the basis
     for the Extended Learning Programs self study, with the
     understanding that the Review Team, once appointed, may
     have additional questions to ask ELP and will give ELP
     adequate time to respond to these questions.

4.   The ELP Review Team shall solicit input from department and
     schools regarding Extended Learning Programs.

AS 89-70

AS 87-73/Ex. FACULTY ENDOWMENT FUND

The Academic Senate recommends the establishment of a Faculty Endowment Fund.

It further recommends that there be established a standing committee of the Senate on the Faculty Endowment Fund for the purpose of managing the Fund, membership of which shall be:

- Three faculty members (nominated by the Executive Committee and appointed by the Senate)
- An Emeritus faculty member (appointed by and from the Emeritus Faculty Association)
- The Vice President for Academic Affairs (ex officio, voting)
- An Office of University Affairs representative (ex officio, non-voting) who shall sit with the committee to advise and staff its work

Members of the committee will serve staggered, three-year terms.

Committee on the Faculty Endowment Fund

It shall be the responsibility of the Committee on the Faculty Endowment Fund to:

1. recommend to the Academic Senate policies regarding the purpose(s) and use of the Fund;
2. recommend to the Academic Senate procedures, guidelines and criteria for allocation of funds;
3. advise the Office of University Affairs on fund raising strategies for the Fund;
4. evaluate proposals for funding and decide the annual disbursement of earnings from the Fund; and
5. report annually to the Academic Senate on the disbursement of earnings from the Fund.

Carried 10/8/87

AS 88-11/FEF, Ex.   FACULTY ENDOWMENT FUND--PURPOSES AND FUND-RAISING STRATEGIES

The Academic Senate approves the Faculty Endowment Fund Purposes and Fund-raising Strategies as follows:

Purposes: The Faculty Endowment Fund shall be dedicated to four purposes:
1. student scholarships, grants-in-aid, and loans;
2. student scholarly and creative activity;
3. faculty contingency funds, and
4. endowed chairs

Fund-raising Strategies:

The Office of University Affairs shall aggressively seek contributions to the Fund from individuals, companies, etc., outside the University community as well as from the faculty and staff, in order to more quickly build up a significant balance.

Further, fund raising shall be encouraged by a letter explaining the fund which would be signed by the Chair of the Academic Senate, a past faculty recipient of the Research and Scholarly Activity Award, and a designee from the Emeritus Faculty.

Carried 2/11/88

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
SCHOOL OF HEALTH AND HUMAN SERVICES
Division of Nursing

M E M O R A N D U M

MAR 1989
RECEIVED
CSU, SACRAMENTO
ACADEMIC AFFAIRS

DATE: March 28, 1989

TO: June Stuckey, Associate Vice President
          for Academic Affairs

VIA: John N. Colen, Dean
          School of Health and Human Services

FROM: Annita B. Watson, Chairperson
          Division of Nursing

RE: Proposed Curriculum Changes for the Undergraduate
          Program in Nursing

Following an extensive curriculum review as part of our program
evaluation, the faculty of the Division of Nursing voted on
February 22, 1989 to make the following curriculum changes as
requested below. Two of the changes are requested to be
effective Fall 1989, and two are requested for implementation
Spring 1990. Following the listing of requested changes and
proposed date of implementation, each individual change is
subsequently addressed. Appropriate course change proposals are
attached.

1.   The sequence of courses be changed as follows,
     effective Fall, 1989:

     Semester 1:   N15.0 (3), N111 (3), N112 (6)

     Semester 2:   N129 (6), N135 (6)

     Semester 3:   N125 (6), N138 (6)
     Semester 4:   N140 (2), N143 (4), N144 (5)

     Semester 5:   N155 (1), N156 (3)

2.   N15.0 be increased by one unit by adding an additional
     unit to the nursing curriculum, bringing the N15.0
     units to a total of 3 units and the total nursing units
     to 51, effective Fall, 1989.

3. N140 Nursing Research should be placed in the fourth or
fifth semester, bringing the total number of nursing
units in fourth semester to 11 or five units in fifth
semester, effective Spring, 1990.

4. State boards be taken at the end of fourth semester,
effective Spring, 1990.

Discussion of each proposed change, including a statement of
funding implications is hereby presented. See Attachment A for
tabular presentation of existing and proposed sequences.

1. **First Proposed Change**

Change the sequence of nursing courses in the major from the
existing sequence to the following sequence, effective Fall
1989.

Existing Sequence

Semester 1

N15.0	Introduction to Clinical Nurse Practice (2 Units)
N111.0 or	Introduction to Professional Nursing (3 Units)
N111.1	Transitional Concepts for Professional Nursing (3 Units)
N112.0	Nursing Care of Adults (6 Units)

Proposed Sequence

Semester 1

N15.0	Introduction to Clinical Nurse Practice (2 Units)
N111.0 or	Introduction to Professional Nursing (3 Units)
N111.1	Transitional Concepts for Professional Nursing (3 Units)
N112.0	Nursing Care of Adults (6 Units)

Existing Sequence

Semester 2

N125.0   Nursing the Childbearing Family (6 Units)
N129.0   Mental Health Nursing (6 Units)

Proposed Sequence

Semester 2

N129.0   Mental Health Nursing (6 Units)
N135.0*   Nursing Families in Complex Illness (6 Units)
              *(To be renumbered to N123.0)

Existing Sequence

Semester 3

N135.0   Nursing Families in Complex Illness (6 Units)
N138.0   Nursing the Childrearing Family (6 Units)
N140.0   Research in Nursing (2 Units)
              (May currently be taken in 3rd semester)

Proposed Sequence

Semester 3

N125.0*   Nursing the Childbearing Family (6 Units)
N138.0   Nursing the Childrearing Family (6 Units)
              *(To be renumbered to N137.0)

Existing Sequence

Semester 4

N140.0	Research in Nursing (2 Units)*
N143.0	Leadership and Management in Nursing Practice (4 Units)
M144.0	Community Health Nursing (5 Units)

Proposed Sequence

Semester 4

N140.0	Research in Nursing (2 Units)*
N143.0	Leadership and Management in Nursing Practice (4 Units)
N144.0	Community Health Nursing (5 Units)

Existing Sequence

Semester 5

N155.0	Senior Forum (1 Unit)
N156.0	Selected Senior Practicum in Nursing (3 Units)

Proposed Sequence

Semester 5

N155.0	Senior Forum (1 Unit)
N156.0	Selected Senior Practicum in Nursing (3 Units)

*N140.0 may also be taken in 5th semester in both sequences

Rationale for Proposed Change in Sequencing

Following an extensive curriculum review and evaluation, the faculty have determined that the proposed sequence more clearly reflects the Conceptual Framework of the undergraduate curriculum, and will provide a stronger sequential development of fundamental cognitive, affective, and psychomotor nursing skills. This will enable students to be better prepared in underlying medical-surgical and mental health nursing concepts before entering the obstetrical and pediatric specialty areas. It is also recognized that by making the two existing medical-surgical courses in the program directly subsequent to one another,

i.e., N112 Nursing Adult Clients in first semester and the current N135 (to be N123) Nursing Families in Complex Illness in the second semester, students will be advantaged by having greater opportunity to practice the psychomotor skills for which they are held accountable throughout the curriculum. This is particularly important in light of the changing health care environment, the increased acuity of patient care and concurrent advances in technologies for which the nurse is responsible, in the immediate and regional geographic areas.

The proposed change in sequencing is particularly timely for the Fall 1989 semester in light of the courses to be offered in the graduate program and available faculty resources. In order to make the transition in sequencing as proposed it will be necessary to delete N125, Nursing the Childbearing Family, from the class schedule for the Fall 1989 semester. Faculty who have expertise in Maternity Nursing (Nursing the Childbearing Family) are also prepared to teach in two of the graduate courses which will be offered in the Fall, N214.2 Educational Program Development in Nursing and N294.2 Practicum in Educational Program Development in Nursing. It will also be necessary to modify the class schedule by offering 10 sections of N123 Nursing Families in Complex Illness (formerly N135) in the Fall 1989 class schedule in order to meet the curricular needs of all students currently enrolled. The ten clinical sections will generate two didactic, theory, sections as opposed to the one which is currently offered. A projected enrollment of 80-90 students is anticipated in the medical-surgical course for the Fall 1989 semester. This is a one-time occurrence only to accommodate the transition between the current and projected sequencing of the undergraduate curriculum. There appears to be enough faculty prepared in the medical-surgical specialty area to meet this need.

Course change proposals for N125 and N135 are attached.

Fiscal Impact

As noted in the preceding paragraph, it will be necessary to offer two sections of the didactic portion of N135 (to be N123) and ten clinical sections. This generates a total of 66 WTUs in comparison to the 33 WTUs typically generated by N135 when five clinical sections and one didactic section are offered. The additional 33 WTUs which are generated by

doubling sections N135 for the Fall 1989 semester only are offset by a savings of 33 WTUs from the N125 course which will not be offered in the Fall 1989 semester. <u>Thus there is no actual fiscal impact by making the change in sequencing as requested.</u>

2. **Second Proposed Change.**

Increase the units of N15.0, Introduction to Clinical Nursing Practice, an on-campus clinical laboratory course which is coded C16, by one unit by adding an additional unit to the nursing curriculum, bringing the total number of units in N15.0 from 2 to 3 and the total number of units in the major, nursing units, to 51, effective Fall 1989.

Rationale

The increase in unit value is requested to provide a stronger base for clinical nursing practice, a change which faculty view as being of critical importance in view of the increased acuity of patient care both in the hospital and the home, and the anticipated exacerbation of this phenomenon. The additional unit will provide students a greater opportunity to master fundamental psychomotor skills essential to achieving success in the total curriculum, and will provide additional time for the students to strengthen physical assessment skills, a skill critical to the nursing profession and one which is an expectation of new graduates of nursing by the in-patient and community based nursing service employers.

A course change proposal for N15.0 is attached.

Fiscal Impact

N15.0 is a two-unit-on-campus clinical laboratory course which is coded C16, and which currently generates 20 WTUs (4 WTU/section x 5 sections = 20 WTUs). An increase of 1 unit would generate an additional 10 WTUs (1 additional unit generates an additional 2 WTUs/section x 5 sections = 10 WTUs. The proposed change would generate a total of 30 WTUs to cover the course in comparison to the existing 20 WTUs.

3. **Third Proposed Change**

N140 Research in Nursing should be placed in the fourth or fifth clinical semester as opposed to the third, fourth, or fifth semesters, effective Spring 1990.

Rationale

Currently the students may take N140 in any one of the three semesters, third, fourth, or fifth. Faculty have noted that students who take the research course in the third semester are limited in their ability to identify researchable nursing problems. Their knowledge of nursing science and practice is limited, thus, they are not adequately prepared for the research course. By limiting enrollment in the course to students enrolled in the fourth and fifth semesters, the students will have had exposure to additional clinical specialty areas and will have developed a greater foundation and knowledge base from which to identify and develop researchable nursing problems.

Coupled with this change will be change in timing for eligibility to take the state board licensure examination. Students may currently take the board after the third clinical semester. This change will negate that possibility as the student will need the two units from the research course in order to meet board eligibility requirements. The Board of Registered Nursing will be notified of this change to be effective with the incoming class of Spring 1990.

Fiscal Impact

None.

4.   **Fourth Proposed Change**

Students will no longer be allowed to take the State Board Licensure Examination at the end of the third semester of nursing courses. They will be certified for eligibility at the end of the fourth semester of clinical nursing courses, effective with the Spring 1990 incoming class of students.

Rationale

This change is in direct relationship to the third proposed change regarding the research course. The Board of Registered Nursing stipulates that students need 18 theory units and 18 clinical units to be eligible to take the state licensure examination. Moving the research requirement to the fourth and fifth semester negates the possibility of completing the 18 theory units prior to the completion of the fourth clinical semester. The Division was mandated by state statute (AB 2878) in 1976 to make it possible for the students to take the licensing exam at the completion of 36

months or the third clinical semester. This law was
repealed effective January 1987 contingent on schools
submitting a curriculum revision nullifying the possibility
of completing the requirements for licensure by the end of
the junior year, or in our case the end of the third
clinical semester. The faculty of the Division believe that
it is more educationally sound to complete a minimum of four
semesters of the nursing major prior to taking the licensing
examination. Thus this change is requested at this time.

In order to give prospective students advance knowledge of
this change prior to selecting the program at CSUS, it is
requested that this change be effective with the Spring 1990
incoming class. With the cooperation of the Department of
Admissions and Records, notice will be sent to prospective
nursing students and to articulating community colleges.

Fiscal Impact

None.

ABW:ll
Attachments

cc: Robyn Nelson
      Mary Braham
      Mina Robbins
      Pat Ackerman

Attachment A

	Existing Sequence		Proposed Sequence	
Semester				
1:	N15.0	(2 Units)	N15.0	(3 Units)
	N111.0	(3 Units)	N111.0	(3 Units)
	or		or	
	N111.1	(3 Units)	N111.1	(3 Units)
	N112.0	(6 Units)	N112.0	(6 Units)
		11 Units		12 Units

Semester				
2:	N125.0	(6 Units)	N129.0	(6 Units)
	N129.0	(6 Units)	N135.0*	(6 Units)
			*(To be renumbered to N123.0)	
		12 Units		
				12 Units

Semester				
3:	N135.0	(6 Units)	N125.0*	(6 Units)
	N138.0	(6 Units)	N138.0	(6 Units)
	N140.0*	(2 Units)	* To be renumbered to N137.0)	
	*May currently be taken in third semester			
		12-14 Units		12 Units

Semester				
4:	N140.0	(2 Units)*	N140.0	(2 Units)*
	*N140.0 may also be taken in fifth semester in both sequences			
	N143.0	(4 Units)	N143.0	(4 Units)
	N144.0	(5 Units)	N144.0	(5 Units)
		9-11 Units		9-11 Units

Semester				
5:	N155.0	(1 Unit)	N155.0	(1 Unit)
	N156.0	(3 Units)	N156.0	(3 Units)
		4 Units		4 Units

	Total Units	50 Units	**Total Units**	51 Units

MEMORANDUM

TO: Margaret Goodart, Chair   DATE: May 4, 1989
      Curriculum Committee

FROM: Michael Lewis, Chair   SUBJECT: Curriculum Changes
       Fiscal Affairs Committee   for the Undergraduate Program
       in Nursing

===

On May 2, 1989, the Fiscal Affairs Committee met to discuss
proposed changes in the nursing program. The Division's estimate
of cost related to these changes is accurate. Overall, the
proposed changes would yield an increased demand of 10 wtu's per
semester to cover N15.0. Chair Watson reports to FAC that the
Division will not be able to meet this increased demand without
additional resources.

Please call me if you have any question or concerns.

ML/CD
cc: J. Stuckey
     M. Robbins
     J. Barrena

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
DEPARTMENT OF ART

This is a proposal to initiate the Bachelor of Fine Arts Degree (BFA) in the visual arts at CSUS as an initial professional degree in art the primary emphasis of which is one the development of skills, concepts, and sensitivities essential to the professional artist.

This degree differs from the BA degree in that it is studio oriented, requires 81 units to complete and only students who possess exceptional talent, artistic sensibilities and a strong commitment are admitted into the BFA program. (Students in art history, art education and others in studio areas will continue in the BA programs.) The BFA is a professional program providing directed studies, designed for students seeking in-depth preparation for careers in two-dimensional or three-dimensional fine art disciplines.

This BFA degree prepares students to function as practitioners who exhibit both technical competence and broad knowledge of art and art history, sensitivity to artistic style and an insight into the role of art in the life of humankind. It also prepares them to enroll in Master of Fine Arts programs, the terminal degree for the visual artist.

The BFA at CSU, Sacramento would be the only undergraduate professional degree available in this northern area and would provide needed training for a small percentage of students (approximately 20% or less of the total undergraduate art majors enrolled for any given semester).

DEFINITION OF THE PROPOSED DEGREE MAJOR PROGRAM

a.   California State University, Sacramento, proposes the implementation of the Bachelor of Fine Arts degree in Fall 1990.

b.   The Department of Art, CSU, Sacramento, will have primary responsibility for the implementation of the Bachelor of Fine Arts degree with an emphasis in the visual arts.

c.   The individual responsible is Kurt von Meier, Ph.D., Professor, Chairman of the Department of Art; Professor of Art.

d.   The objective of the BFA program is to provide training for the student who seeks to become a professional artist. The program emphasizes the development of skills, concepts and sensitivities essential to the professional artist. It is planned for the student eventually seeking a Master of Fine Arts

degree, the position of a professional artist, and for those planning a career of teaching studio art within a particular specialization.

e. The total number of units required for the BFA is 81 units.

. . .

CATALOG DESCRIPTION

Bachelor of Fine Arts Degree

The Bachelor of Fine Arts program is designed for students interested in (a) pursuing a professional level, (b) obtaining a MFA degree or (c) developing a career teaching a studio specialization.

The Bachelor of Fine Arts degree program is highly selective, requires a high quality of performance by the student and intensive preparation in an area of specialization.

Bachelor of Fine Arts Admission Requirements

- Applicants must meet University admission requirements and must have completed 15 units of art courses with a grade point average of 3.0 or better in those courses. Transfer students must complete at least 6 units in residence before applying for the BFA program.

- Each applicant must successfully pass a screening review which will be held twice a year in early April and early November (more specific dates may be obtained from the Art Department Office).
- Students for the program will be selected by the Art faculty from submitted portfolios or slides and photographs which should indicate the creative level expected of BFA candidates.

- Completion of the program requires the candidate to prepare an individual project which will demonstrate the candidate's professional competence in the area of concentration.

Bachelor of Fine Arts Degree Requirements

The BFA degree requires 81 units in the major (29 core units, 52 units from the Area of Specialization). A total of 132 units is required.

BFA Core Courses:

Art 1A	Stone Age to Renaissance	3 units
Art 1B	Renaissance to Present	3 units
Art 20A	Beginning Drawing	2 units
Art 20B	Intermediate Drawing	3 units
Art 27	Beginning Color	3 units
Art 60	Visual Organization Artists	3 units
Art 70	Form, Space and Vision	3 units
Art 109	20th Century Art	3 units
Art 194	BFA Seminar	3 units
Elective	(1) upper division course in Art Hist.	3 units
	Total	29 units

Two-Dimensional Art Emphasis: Painting and Drawing Concentration requires the following courses:

Art 21	Beginning Painting	2 units
Art 24	Watercolor	2 units

Two courses from: 4 units
Art 40A	Basic Printmaking-Etching (2)
Art 40B	Basic Printmaking-Lithography (2)
Art 40C	Basic Printmaking-Relief (2)
Art 40D	Basic Printmaking-Silkscreen (2)

One course from: 3 units
Art 141	Advanced Silkscreen (3)
Art 142	Advanced Lithography (3)
Art 143	Advanced Etching (3)
Art 160	Interm./Adv. Photography (3)

Art 120	Advanced Drawing (3)	6 units
Art 121	Advanced Painting (3)	9 units
Art 124	Advanced Watercolor	3 units
Art 125	Life Studio (3)	6 units
Art 126	Life Painting (3)	6 units
Art 129	Painting/Drawing Studio	3 units
Art 145	Advanced Printmaking	3 units
Art 199	Independent Study	2 units
Electives	Upper Division	3 units

	Total	52 units

The Three-Dimensional Art Emphasis: Sculpture and Fine Metals Concentration requires the following courses:

Art 86	Clay Sculpture	2 units
Art 87	Wood Sculpture	2 units
Art 75	Beginning Metalsmithing	3 units
Art 175	Intermediate Metalsmithing (3)	6 units
Art 178	Sculpture Metalworking Processes	3 units
Art 179	Craft/Art Metal Studio (3)	6 units
Art 180	Figure Sculpture (3)	6 units
Art 183	Advanced Sculpture I	3 units
Art 184	Advanced Sculpture II (3)	6 units
Art 187	Advanced Wood Sculpture	3 units
Art 189/199	Sculpture Studio/Special Problems	9 units
Electives	Upper Division Studio	3 units
	Total	52 units

The Three-Dimensional Art Emphasis: Ceramics Concentration requires the following courses:

Art 50	Beginning Ceramics	2 units
Art 53	Beginning Handbuilt Ceramics	2 units
Art 150	Advanced Ceramics (3)	12 units
Art 152	Glaze Calculations	3 units
Art 153	Advanced Handbuilt Ceramics (3)	12 units
Art 154	Kiln Techniques	3 units
Art 159/199	Ceramics Studio/Special Problems	9 units
Art 186	Advanced Clay Sculpture	3 units
Electives	Upper Division	9 units
	Total	52 units

g. The Bachelor of Fine Arts in Art may have a two-dimensional emphasis: painting and drawing concentration; or the Bachelor of Fine Arts in Art may have a three-dimensional emphasis: ceramics or fine metals and sculpture concentration.

h. The following are the course prerequisites and other criteria for admission of students into the BFA program:

Faculty Review

All students accepted into the BFA program must submit a portfolio to be reviewed and evaluated by art department faculty. The review occurs twice yearly: in early April for the following Fall; in early November for the following Spring.

CSUS Students

To pursue a BFA, CSUS students must first apply for a BA with a major in art. After the completion of a minimum of 15 units of lower division art courses, with a 3.0 grade point average within the major, the student may apply for BFA status.

Transfer Students

Students transferring from community colleges or other institutions must complete at least 6 of the 15 minimum lower division units on the CSUS campus before applying for BFA status.

Grade Point Requirements

Students accepted into the BFA program must maintain a 3.0 grade point average in art to retain BFA status. Student's status will automatically shift to BA upon failure to maintain a 3.0 grade point average in the major. Students must receive a grade of C- or better in all courses attempted within the program.

BFA Seminar

Students in the BFA program must complete prior to graduation one semester minimum of BFA seminar. An exhibition of BFA student work is integral to this seminar. The instructor, or instructors, direction BFA Seminar will act as advisors for BFA candidates.

BFA Requirements

Total Units Required: 81 units
General Education   51 units

i. Special characteristics of the degree major are the requirement of 81 units rather than the maximum 48 units required for a BA, the concentration and emphasis in certain studio areas and the creation and presentation of a body of work for evaluation in order to graduate.

j. Most of the courses included in the BFA program are not themselves new. Accordingly, an articulation agreement has already been provided for with community colleges, and qualified community college students may transfer credits into the program.

k. Since the program of the Art Department is already accredited by the National Association of Schools of Art and Design (NASAD), it is anticipated that, following CSUS approval, the BFA major will be submitted to NASAD for its review and accreditation.

FISCAL AFFAIRS COMMITTEE
FISCAL IMPACT EVALUATION
BACHELOR OF FINE ARTS (BFA)

The Art Department proposes a new BFA program. The unit structure of the program would be:

29 units	CORE
55 units	Specialization
51 units	GE
135 units	
-6 units	double-counted GE courses
129 units	

The proposal is unclear in its description of unit requirements; catalog copy should make these requirements clear.

The new program is expected to attract the most talented students in the existing BA program, estimated at 15-25 students each semester. Initially, no overall rise in FTES is expected as a result of this new program. Over time, the Department does hope to attract some new students to the BFA program, leading to an increase in Department FTES.

The Department is not asking for additional resources in support of the BFA program; resource needs will be addressed with existing resources.

Analysis of Resource Needs

The resource implications of the proposed program are found in the 29 unit core. The core is comprised of some existing courses, one new course (20B) and some redefined courses. FAC finds the following with regard to core offerings:

+/- wtu's

CLASS	C/S	NOTES	FALL	SPRING
1A (3)	01	Used to be GE; no longer GE; expect enrollment drop	0	0
1B (3)	01		0	0
20A (2)	07	GE; history of over-enrollment; may need add'l section; Dept. will control enrollment	0	0
20B (3)	07	new; plan to reduce 20A offerings to cover		+3.9
27. (3)	07	replaces ART 127; no net change	0	0

60 (3) 0207 not offered since Sp '87
               enrollment <u>close</u>   +3.6 (?)

70 (3) 07   replaces Crafts, which
               has not been offered in   +3.9
               2 years.

109 (3) 01   room in existing sections 0   0

194   05   new seminar; 05 assumed   +3

                                          10.8 - 14.4
                                             TOTAL

The Department reports that no additional resources are necessary
for program support, including library, equipment, supplies and
program coordination.

Summary, Conclusion, and Recommendations

The new BFA program will add 10.8 to 14.4 wtu's per year to the
Art Department's schedule. The Department plans to cover this
increase with existing resources; one proposal is to cut GE
offerings to cover the BFA core courses. FAC recommends against
a cut in GE offerings. Indeed, current GE offerings in Art are
not sufficient to meet student demand. Decreasing GE offerings
in order to support a new major undermines the commitment to GE.
Furthermore, the Department should be aware of the adverse effect
on SFR caused by cuts in the GE offerings. More efficient
management of underenrolled graduate courses might be a better
strategy for freeing resources for the BFA core.✱

The unit requirement for this major needs to be clarified,
especially in the catalog copy.

The classification of ART 194 needs to be determined; a
classification of 05 is recommended.

ML/CD
12/6/88 - Approved by the Fiscal Affairs Committee

✱ In response to concerns raised by the Fiscal Affairs Committee and the Curriculum Committee, the Art Department,
in a memorandum dated April 26, 1989, provided the following revision of its plans to support the new program:

   "The faculty of the Art Department agrees with this concern and reaffirms its commitment to maintaining
   the required level of GE offerings. However, any redistribution of faculty and other resources to
   support the BFA program will come from resources normally applied to majors. The committee should
   recall that some Art courses, such as the four semesters of 113A-D, were once GE but were inadvertently
   dropped from that classification. A separate proposal is being drafted to reinstate these courses which
   will then augment GE offerings by the department."

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

DEPARTMENT OF FOREIGN LANGUAGES

PROPOSED MINOR IN CHINESE

There is an aggregate of courses in Chinese--most of which are already in place (a few are presently being implemented or will soon be proposed)--which are designed to offer students the necessary linguistic, literary and cultural background in Chinese (specifically, the Mandarin dialect: China's national language) to form a minor degree worthy of the name.

In a recent survey conducted by the Department of Foreign Languages, 15 current students of Chinese expressed an interest in obtaining a minor in the language. Some of these students will file for a special minor insofar as they will be graduating within the next year or two. The majority, however, will still be undergoing the requisite coursework in 1989: the year in which the regular minor in Chinese could be implemented if this proposal is accepted.

It is proposed that the minor in Chinese require 12 units of upper division credit. The prerequisite lower division language acquisition will generally be done through coursework, though an equivalency exam is available for those students who feel they may already be at the upper division level. The relevant list of courses is as follows:

Lower Division

CHIN 6A	Elementary Mandarin	5 units
CHIN 6B	Elementary Mandarin	5 units
CHIN 7A	Intermediate Mandarin	4 units
CHIN 7B	Intermediate Mandarin	4 units
		18

Upper Division

CHIN 102	Advanced Mandarin: T.V., Film & Radio	3 units
CHIN 103	Advanced Mandarin: Conversation & Composition	3 units
CHIN 110	Advanced Mandarin: Modern Chinese Fiction	3 units
CHIN 105	Advanced Mandarin: Topics in Chin. Linguistics	3 units
		12 units

CHIN 102 was first offered in Spring Semester, 1988 with an enrollment of 15 students. The catalogue description is as follows:

> An introduction to the Chinese media with an emphasis on enhancing general listening comprehension. Scripts and screenplays will be consulted. An appreciation of the didactic role of the Chinese media, as well as the development of Chinese cinema, will be a by-product of the course.

CHIN 103 is being offered Fall Semester, 1988 (enrollment period still open). Its catalogue description is as follows:

This course is designed to augment the student's ability to treat a topic both through proper verbal expression and formal written expression. The linguistic differences between these two modes of expression are a major focus of this course.

The two courses to be offered in subsequent semesters--Spring and Fall, 1989--are as follows:

CHIN 110   Advanced Mandarin: Modern Chinese Fiction

This is a survey course taught exclusively in Mandarin as an introduction to Modern Chinese Fiction through a careful study of representative works from both the People's Republic of China and Taiwan (Republic of China).

CHIN 105   Advanced Mandarin: Topics in Chinese Linguistics

Topics include a general survey of historical linguistics, comparative dialectology, a linguistic appreciation of Classical Chinese (wenyan), the concise style of newspaper language and other written forms.

Thus, the required two-year scheduling pattern would be as follows (starting with the courses already in place):

Spring, 1988 CHIN102   Advanced Mandarin: T.V., Film & Radio

  Fall, 1988 CHIN103   Advanced Mandarin: Conversation & Composi ɪ

Spring, 1989 CHIN110   Advanced Mandarin: Modern Chinese Fiction

  Fall, 1989 CHIN105   Advanced Mandarin: Topics in Chin. Linguistiɪ

No additional courses and sections are required so long as the CHIN 196 series is given a permanent number (upgraded from "experimental" status). Since only one upper division course is given each semester, there is no additional burden on the Professor convening the courses. While it is anticipated that some lower division teaching will be handled by part-time staff, the convener for all upper division courses will be:

Lewis Stewart Robinson
Assistant Professor, full-time (tenure track)
Ph.D. (1982), Oriental Languages, U.C. Berkeley

Director, Chinese Program   (August 1987 - Present)
Department of Foreign Languages
California State University, Sacramento

*Lecturer in Chinese   (July 1983 - July 1987)
Macquarie University
Sydney, Australia

*N.B.: The Australian system follows the British system, whereby the rank of lecturer is the equivalent of an assistant professor, or even an associate professor (the latter is more often the same as "senior lecturer" in the British system).

The part-time member of staff chosen from a pool of candidates who will be assisting Dr. Robinson in lower division teaching during the upcoming academic year is Miss Chiung-Ru CHEN, B.A., Foreign Languages, Tamkang University; M.A. candidate, Foreign Languages, CSUS; teaching assistant in Chinese, CSUS (August 1987 - May 1988).

NO ADDITIONAL INSTRUCTIONAL RESOURCES WILL BE REQUIRED FOR THE IMPLEMENTATION OF THE MINOR IN CHINESE.

NO SUPPLEMENTAL FUNDING REQUIRED FOR THE IMPLEMENTATION OF THE MINOR OF CHINESE.

FISCAL AFFAIRS COMMITTEE
FISCAL IMPACT EVALUATION
MINOR IN CHINESE

The proposal involves giving credit for a Minor in Chinese for the completion of 12 upper division units in Advanced Mandarin. Four 3-unit courses will be offered over four semesters, one per semester:

```
Chinese 102 TV, Film and Radio      last offered S88 (as 196A)
        103 Conversation and Composition        F88 (as 196B)
        110 Modern Chinese Fiction              S89 (as 196C)
        105 Topics in Chinese Linguistics  to be offered F89
```

The first three courses have enrolled 11 to 13 students (in courses with limits of 25 to 30 students). All new course numbers and descriptions were approved in February, 1989.

Estimated enrollment within the minor is 15 students, all from the currently enrolled students in upper division Chinese.

The proposed minor is primarily a means of giving minor credit to existing students in existing courses, and is, therefore, judged to have no fiscal impact.

5/2/89 Fiscal Affairs Committee

FSR 89-08
ATTACHMENT

GUIDELINES FOR A CAMPUS PLANNING PROCESS FOR FACULTY DEVELOPMENT PROGRAMS

Campuses are directed to establish a campus coordinating committee to develop a campus-wide plan for faculty professional development in response to the guidelines in this memorandum and to submit the plan to the Office of the Chancellor no later than October 1, 1989.

A. PREAMBLE

1. Background.

In the 1986 Budget Act the Legislature directed the California Postsecondary Education Commission (CPEC) to study faculty development programs in California's public colleges and universities in order to clarify State policy and improve State decision making. Following a study by consultants, Berman, Weiler Associates, CPEC staff prepared a report which described the findings and offered policy recommendations. Because of limitations of time and funds, CPEC and the consultants focused primarily on the role of faculty in undergraduate instruction, with the main objective of the study being the improvement of undergraduate instruction. The report was approved by CPEC in May 1988. It directs the three systems of public higher education to establish a planning process that will lead toward better planning, coordination and evaluation of faculty development, and more comprehensive and detailed information regarding campus objectives/purposes, needs, and expenditures for faculty professional development. The CPEC recommendations are attached (appendix A).

These guidelines have been prepared in consultation with a statewide advisory committee. They are intended to encourage the coordination, planning and evaluation of faculty professional development and related activities which CPEC seeks, while preserving the differences among campus approaches which best suit the needs of the individual campuses. These guidelines presuppose that there will be significant faculty participation throughout the planning process. This is in keeping with the CPEC report which states that planning for specific programs must involve participants throughout the process, from beginning stage through evaluation (see the attached Standards for Effective Faculty Development from the CPEC report, appendix B).

2. Definition.

The CPEC report refers to faculty development as those university activities designed "to help faculty members improve their competence as teachers and scholars " and states that most observers include the areas of:

o professional development that promotes the expertise of faculty members within their primary discipline and is often accomplished through research grants, sabbatical leaves, attendance at professional conferences;

o instructional development that improves faculty members' ability to teach more effectively and is often accomplished by videotaping their classes, having other faculty observe their teaching and advise them about it, attendance at workshops and conferences on teaching;

o curriculum development that aims at evaluating or revising the curriculum and goes well beyond the normal expectations that professors will periodically revise the course they teach;

o organizational development that involves faculty members in improving the institution such as the Administrative Fellows Program.

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275
(213) 590- 5649

Code: FSR 89-08

Date: January 25, 1989

To: Presidents

From: Caesar J. Naples
Vice Chancellor
Faculty and Staff Relations

Subject: Campus Planning for Faculty Development Programs

The California Postsecondary Education Commission has directed the three systems of public higher education to establish a planning process that will lead to better planning, coordination and evaluation of faculty development programs and make available more comprehensive and detailed information about campus objectives, needs and expenditures for faculty development. CPEC required that each segment establish guidelines for the campus planning process and the CSU guidelines are attached to this letter. The CPEC recommendations which direct this planning process are in Appendix A of the guidelines.

The purpose of this letter is to request that you begin the planning process on your campus which is described in the attached guidelines. Please note that a campus plan which meets the requirements of the guidelines is due in this office no later than October 1, 1989. For campuses which have not completed the planning process in time to submit a plan by October 1, 1989, an interim report may be submitted by that date with the final plan due on April 2, 1989.

The guidelines have been drafted with considerable help from an advisory committee and have been modified in response to campus comments. If you have any questions about the implementation of these guidelines, please call Dean Judith Hunt, (ATSS 635-5649, 213/590-5649) or Associate Dean William Coffey, (ATSS 635-5594, 213/590-5594).

CJN:dd

Attachment

Distribution: w/attachment

Vice President, Academic Affairs
Associate Vice Presidents/Deans,
Faculty Affairs
Vice Presidents, Administration
Business Managers

Personnel Officers
Payroll Supervisors
Affirmative Action Officers
Auxiliary Organizations
Chancellor's Office Staff

2. Campus Coordinating Committee.

The campus shall establish a broadly representative committee to prepare the campus plan. The means of establishing the committee and its size are at campus discretion and the approval process for the plan should follow normal campus procedures for faculty governance. The committee must include substantial faculty representation, including both senior and junior faculty, and academic administrators.

3. Record-keeping.

Records will be kept for state general funds which are specifically designated, at the system or the campus level, for faculty development activities. The purpose is not to create onerous reporting requirements but rather to allow the campus, the CSU and the State to assess the extent of and the need for faculty development programs. Although some additional records will be required, the intent is to use existing approval and reporting mechanisms to the extent possible. Thus, if an Associate Dean approves faculty travel claims, that Associate Dean would be the appropriate person to record faculty travel for faculty development purposes.

a. Records are to be kept by each campus of the state general funds which are expended for the following programs on an annual basis.

  o Systemwide training funds if used for faculty development
  o Sabbatical and difference in pay leaves
  o Affirmative Action Faculty Development Program
  o Any centers or programs for faculty development
  o Assigned time for a faculty development purpose if not included in
    another category
  o Travel if authorized for faculty development.

b. Reporting Categories for record-keeping are:

  o Direct expenses for faculty development:
    1. travel
    2. operating expenses
    3. faculty assigned time for faculty development
  o Administrative time-per cent of time in direct support of faculty
    development and related activities such as 40% of an Associate Dean's
    time assigned to coordinate faculty development and research
    activities. Do not report percentages less than 5%.

C. CAMPUS PLAN.

The campus plan is a document prepared in accordance with these guidelines and due in the Office of the Chancellor on October 1, 1989.

1. Mission Statement. The CSU mission statement will be incorporated into the system report to CPEC. Campuses are asked to incorporate portions of their own mission statement which are related to faculty development along with the campus goals for a coordinated faculty development program, or to draft a mission statement specifically for faculty development which includes the goals of the campus faculty development program.

The Jarman, Heller study noted that the three systems defined faculty development differently and in the California State University, the consultants study defined "faculty development as both instruction-related activities and activities designed to support the conduct or dissemination of research, scholarly study, and the maintenance of up-to-date knowledge (or currency) in scholarly disciplines and fields."

For these planning purposes, the CSU defines faculty development as the enrichment and renewal of the faculty in order to maintain and increase teaching timeliness and effectiveness. As campuses develop their mission statements incorporating faculty development goals, we expect variety and diversity in goals and priorities, in the programs chosen to meet faculty needs and in definitions. The CPEC report calls for coordination of "faculty development and related activities at the campus level." The nature of these activities will vary from campus to campus.

3. CPEC State Priorities for Faculty Development Funding.

The CPEC report recommends that the State should ensure that an increased proportion of any additional State funds for faculty development should be directed towards improving undergraduate instruction and lists, but does not limit the improvement to, five specific priorities:

  a. Improving instruction for students with diverse learning styles;
  b. Improving the faculty's abilities to use new technologies;
  c. Developing new means of student assessment;
  d. Retraining faculty for teaching in a related field; and
  e. Providing release time and other support for women and minority
    faculty for scholarly activity.

B. THE PLANNING PROCESS.

1. Coordination.

This process is an opportunity for each campus to do broad based planning for faculty professional development and to coordinate a range of both existing and proposed activities for the better use of resources and for better dissemination of information. Some of these activities will be programs at a faculty development center, others may be handled by school deans or a research coordinator, yet others may involve competing proposals for support to attend an off campus conference. The focus is on coordination, not centralization.

Examples of the diversity of activities which could be included are: faculty learning to meet the needs of students for whom English is not their first language, performing artists developing the skills of film arts management, physicists or electrical engineers learning to work with newly developed materials such as high temperature superconductors, social science faculty developing skill at grant writing in their discipline.

2. A Definition of Faculty Development. The CSU definition for purposes of these guidelines is in the preamble of this memorandum. Campuses may add a different definition to their plan or incorporate the system definition.

3. Needs Assessment Strategies for Recruitment and Retention. Campuses are asked to describe their plans for hiring, the strategies that are expected to be necessary to recruit high quality new faculty and to retain high quality faculty, and the ways that these strategies involve the campus faculty professional development program.

Faculty development often emerges out of perceived needs of the faculty and an assessment of the individual needs of faculty and the institution for the next five years is to be part of the campus plan. Various means may be used to assess needs such as a short survey to faculty, an analysis by chairs and deans, an existing campus committee's report, group discussions. The campus assessment must include the views of faculty, including new faculty. System-wide analysis of recruitment and hiring needs for the next fifteen years will be included in the system report to CPEC.

4. CPEC Priorities. CPEC asks for a statement of how the State priorities of the improvement of undergraduate education and faculty affirmative action will be addressed at the campus and departmental levels. Depending upon the campus needs, these priorities may or may not be the highest priorities on the campus. Since the CPEC priorities (see Preamble, A 3.) refer to the expenditure of additional funds, campuses may either incorporate the means they will use to address these priorities into the plan of the faculty development program (item 5 below) or include a separate description of the procedure that would be followed in addressing these priorities if new funds were made available.

5. The Faculty Professional Development Plan. Describe the faculty development strategy aimed at meeting the needs identified by the campus. Include description of existing programs and how they will be coordinated and a description of any new programs which are envisaged. As part of the plan, include an analysis of the current decision making processes for faculty development and how these processes will change in implementing an on-going process of planning for faculty development. Include a description of the campus coordinating committee and the process the campus followed in developing this campus plan.

6. Estimated Resources. CPEC requests an estimate of the resources needed to implement the campus faculty professional development strategy. Assume the campus will continue to have non-State funds available for some activities and estimate the additional State funds needed annually to implement the campus plan for the next five years. It will be helpful in combining campus estimates into a system-wide estimate if estimates can be tied to specific portions of the plan. Use the record-keeping and reporting categories from B 4 a,b.

7. Evaluation.

a. A part of the campus faculty professional development program should involve provision for on-going evaluation of the program, including the record keeping outlined in B.3. Describe the means the campus will use to evaluate the program.

b. As part of a system-wide evaluation process, each campus will be asked to prepare a brief (2-3 pages) annual report of faculty professional development and related activities which are funded by State general funds. The annual report will be submitted to the Office of the Chancellor each July 1 (beginning in 1990) and used in system-wide planning and the preparation of budget requests. The reports will include a summary of the activities funded according to:

1. Items funded (e.g. workshop, sabbaticals) and expenditures
2. estimated number of faculty served
3. needs met and unmet, by category and type of need
4. description of evaluation procedures and results
5. summary statement of effects on undergraduate instruction, including particularly effective examples.

D. SCHEDULE.

The Planning Process.

a. December 1988 guidelines submitted to CPEC.
b. January 1989 guidelines sent to campuses.
c. October 1, 1989 three copies of the campus plans due in the Office of the Chancellor**
d. December 1, 1989 system report summarizing campus plans submitted to CPEC.

** If the campus planning process has not been completed in time for a campus plan to be submitted by October 1, 1989, an interim report should be submitted consisting of a description of the campus planning process and a progress report. The final plan will be due April 2, 1990.

Send three copies of the campus plan to Judith A. Hunt, State University Dean, Faculty Affairs, Suite 222, Office of the Chancellor. If you have any questions, please call Dr. Hunt at (213) 590-5649, ATSS 635-5649.

- Faculty access to development programs are limited by a number of factors, including scarce resources, heavy workload, and institutional choices in the use of discretionary funds that are often "husbanded to support instruction" (ibid.).

- Faculty "are often unaware of development opportunities and felt they were under too much work pressure to become much more proactive in advancing their interests at the campus level" (op. cit. p. 51).

- Resources to support comprehensive, effective faculty development programs are inadequate.

These problems are not impossible or impractical to address at the State policy level, and they suggest that the State should give more, rather than less, attention and support to meeting them. Berman, Weiler found that State University faculty members are highly motivated to participate in faculty development opportunities: "Many faculty members recognized their need for more development and had expended considerable effort and ingenuity to utilize what support was available. Faculty motivation and demand at the State University were important strengths, and would be critical to the success of any new or expanded faculty development programs" (ibid.).

University of California

The University of California holds that research is an assigned part of the faculty member's regular responsibilities and should not be considered as a faculty development activity. While numerous by-products of basic and applied research are identical to faculty development objectives, Commission staff has agreed that no feasible way exists to link some fraction of the University's research investment to these by-products for the purposes of this study.

The absence of data on this matter and the difficulty in securing information from the University's divisional and departmental levels create a gap in information that makes it difficult to generalize about the adequacy of faculty development support as a whole in the University. The attention that Berman, Weiler gave to the University's instructional improvement efforts, however, provides some basis for drawing conclusions about this aspect of its program. Two findings are significant in this regard:

1. A large proportion of faculty state a need for assistance in improving their ability to use technology in instruction (69 percent) and in developing curriculum (59 percent); and

2. Several systemwide efforts are associated with the improvement of instruction, including the University Opportunity Fund, the Task Force on Lower Division Education and new campus committees charged to implement its recommendations; and divisional committees on Teaching, which are divisional committees of the University's Academic Senate on six campuses.

The faculty response regarding the need for assistance in improving their ability to use technology is salient because it involves a need that is not readily met by an application of individual resources to keeping current with the burgeoning field of technology, and the application of technology to a growing number of academic disciplines is central to the future development of these disciplines.

The University's current systemwide efforts demonstrate not only that the University has begun to respond to the call from several quarters for more attention to its instructional mission but that its resources are equal to the task at the present level of faculty development and would be critical for additional financial assistance from the State for faculty development effort. The University has not called for additional financial assistance from the State in continuing the direction except in the areas of faculty affirmative action. More remains to be done in continuing the direction the University has begun.

Policy recommendations

Recommendation for State policy

The State has been funding faculty development in the three public segments of higher education at an estimated level of $42 million per year. Considering the fact that the State's General Fund expenditure for current operations in the three segments exceeds $4.5 billion, this level of investment (less than 1 percent) in the maintenance of faculty is modest at best, and appears to be unfocused in its aims.

RECOMMENDATION 1: The State should ensure that in the budgeting of any additional funds for faculty development, an increased

proportion of its support is directed toward the improvement of undergraduate instruction. Specifically, this goal includes, but is not limited to:

1. Improving instruction for students with diverse learning styles;

2. Improving the faculty's abilities to use new technologies;

3. Developing new means of student assessment;

4. Retraining faculty for teaching in a related field; and

5. Providing release time and other support for women and minority faculty for scholarly activity.

Recommendation for the three segments

Segmental and campus efforts at planning for the most effective use of State funds have been minimal. In order to ensure that the priority needs of the faculty are met, that the State's objectives for improved undergraduate education and faculty affirmative action are addressed, and that appropriate attention is paid to the evaluation of alternative forms of faculty development and their effectiveness, the Commission offers the following four recommendations:

RECOMMENDATION 2: The President of the University of California, the Chancellor of the California State University, and the Chancellor of the California Community Colleges should each establish a process that will lead toward better planning, coordination and evaluation of faculty development in their segments, and will provide to the State more comprehensive and detailed information regarding campus objectives, purposes, needs, and expenditures in this area.

RECOMMENDATION 3: Toward that end, each segment should report to the Commission by January 1, 1989, with a procedure, guidelines, and schedule for initiating a campus planning process to provide for the coordination and evaluation of faculty development and related activities at the campus level. These guidelines should encourage the coordination of various

faculty development and related activities through such means as a broadly representative campus-wide committee and the adoption of record-keeping procedures that will enable each segment to report the use of State funds for various campus, system, and State priorities. These guidelines should also encourage the development of evaluation processes with appropriate output measures for assessing the effectiveness of campus and segmental faculty development programs.

RECOMMENDATION 4: The California State University should indicate in its January 1, 1989, report to the Commission how it will coordinate planning for, allocating of, and reporting on the $2.5 million for research contained in the 1988-1989 Governor's Budget, if funded.

RECOMMENDATION 5: By December 1, 1989, each segment should provide the Commission with a report that summarizes and comments on these campus plans. In their reports, the State University and the University of California should address the following two policy issues:

a. The effects and feasibility of using a budget ratio as a funding goal for faculty development and

b. The effects and feasibility of employing a restricted budget line item for funding faculty development.

The purpose of the segments' reports is to provide an information base for the Commission's review of the segments' on-going expenditures for faculty development and subsequent requests for additional State funds.

In establishing a process for planning at the campus level, the segments should consider recommending that the following information be included in each campus plan:

1. A mission statement that incorporates faculty development goals;

2. A definition of faculty development;

3. An analysis of recruitment and hiring needs and strategies and the ways in which these needs

DRAFT

Faculty Development from a State Perspective, Commission staff presented the following summary of standards (p. 13):

1. Encouragement of opportunities for continued professional growth must rank high on an institution's list of priorities.

2. An institution-wide plan for this growth is essential.

3. The plan should respond to the perceived needs of faculty in achieving institutional priorities.

4. Planning should reflect the benefits of faculty development to students, faculty, the institution, and society.

5. Planning should be based on the understanding that the faculty have different needs at different stages of their career.

6. Planning should provide for a multi-faceted program, including professional, instructional, curriculum, and institutional development.

7. Planning for specific programs must involve participants throughout the process, from beginning stages through evaluation.

8. Only the most exemplary training activities should be implemented.

Much of the literature on faculty development programs stresses that they must be designed close to the participants with very clear purposes in mind. A corrolative requirement is that institutions should have the flexibility to design their programs based on their mission and needs. State policy should ensure not only that this provision is made, but that the planning process outlined in the summary above is also taking place.

Standards for evaluating programs at the program objective level must be developed in conjunction with planning the programs. For example, an affirmative action program designed to retain and promote qualified women and minority professors should have program objectives that are reasonable and accessible measures of success. Even if increased instructional effectiveness of those professors in the program may not be one of these measures, the proportion of faculty in the program who are retained and promoted is an appropriate standard of its effectiveness.

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type of program in his 1988-89 budget. His inclusion of this specific line item for research in the State University establishes a precedent, although "research . . . consistent with the primary function (i.e., instruction) of the state colleges" was authorized by statutes enacting certain provisions of the 1960 Master Plan.

In part, because the University of California maintained that no aspect of its research activities should be reported as faculty development during Berman, Weiler's survey of its development activities, the issue of whether research contributes to instructional quality was raised by Berman, Weiler but, as far as it affected the University, it was not resolved. The Commission discussed the issue at some length in an earlier report on research in the University (1987, p. 15), in which it identified both the positive and negative effects of research on undergraduate instruction.

Certain by-products of research activity, such as keeping current with one's field, gaining new knowledge that has immediate applicability to the curriculum, and access to resources to attend professional meetings and add new equipment to the laboratory, obviously contribute to faculty members' instructional capabilities. Because none of these benefits were covered in Berman, Weiler's survey of the University, Berman, Weiler state that their description of instruction-related faculty development at the University "may understate matters." From the State's perspective, the segments of higher education should be as direct as possible about the relationship of instruction, research, and faculty development.

Standards for effective faculty development

Faculty development efforts can be evaluated for their effectiveness at two levels of analysis – program planning and program objectives – even if at a third and most desirable level – the impact of development activities on instruction – little research has been able to trace its effects on the learning of students.

Standards exist for the evaluation of the effectiveness of faculty development programs at the planning level as a result of professional experience and the distillation of research on effective programs. In

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...strategies involve faculty development;

4. A statement of individual faculty needs over the next one to five years;

5. A statement of the needs of the institution over the next one to five years;

6. A statement of how the State priorities of the improvement of undergraduate education and faculty innovative action will be addressed at the campus and departmental levels;

7. A faculty development strategy aimed at meeting these priorities and needs;

8. An analysis of current decision-making processes for faculty development;

9. An estimate of the resources needed to implement this strategy;

10. A comprehensive accounting system for faculty development expenditures; and

11. Provisions for the evaluation of faculty development programs.

Recommendations for Community College faculty development

The finding that faculty development in California's Community Colleges suffers from "serious resource scarcities" is clearly borne out by the information they submitted for this report. Seventy percent of the responding institutions reported spending less than 1 percent of their operating budget on faculty development – and over half reported spending one-half of 1 percent or less. This stands in sharp contrast to Florida, where approximately 2 percent of each college's budget is routinely allocated to staff and program development.

Despite the likelihood that some colleges may be choosing not to make allocations of available funds to faculty development, the overall evidence of need for additional resources for this purpose is considerable. Provision of additional State resources should

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be made over the next several years in a way which enlists the best efforts of the institutions to plan effective development programs and, where possible, to reallocate current funds in combination with new State funds for supporting these programs.

Toward that end, the Commission offers these three recommendations:

RECOMMENDATION 4: The State should adopt a budget goal that will raise each Community College's support of staff, faculty and program development to 2 percent of the College's State and local revenues for the previous budget year (Adopted March 21, 1988).

RECOMMENDATION 7: The State should allocate to each district in fiscal year 1988-89 an amount of funds equal to one-half of 1 percent of the district's State and local revenues during fiscal year 1987-88 for the planning and support of staff, faculty, and program development. These funds should be used to supplement the level of funds spent during fiscal year 1987-88, and a report on these expenditures should be made to the Board of Governors at the end of the fiscal year (Adopted March 21, 1988).

RECOMMENDATION 8: The Board of Governors should develop a funding plan for the support of staff, faculty, and program development in the California Community Colleges that provides:

a. An appropriate institutional matching requirement;

b. A requirement that planning, evaluation, and accountability procedures referred to in the recommendation for segmental planning be adopted at the district and campus levels;

c. A restricted budget line item for staff, faculty, and program development at the district and campus levels; and

d. Appropriate adjustments based on size or geographical considerations.

AS 89-/FPDC, Ex.

California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694
California State University, Sacramento
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MAY 25 1989

Academic   Senate Received
413

M E M O R A N D U M

DATE: May 23, 1989

TO: Juanita Barrena, Chair
          Academic Senate

SUBJECT: Report of the ad hoc Coordinating Committee
          for Faculty Professional Development

FROM: Members of the Committee

Phyllis Mills, Chair
Phyllis Mills, Chair

Marjorie Gelus
Marjorie Gelus

Art Jensen
Art Jensen

Sheila Marsh
Sheila Marsh

Janelle Reinelt
Janelle Reinelt

Attached is a report of the recommendations related to the structure, charge, and the relationship of the four existing Senate Committees (Faculty Professional Development; Committee on Research and Scholarly Activity; Committee on State Funded Research, Scholarship, and Creative Activity; and Visiting Scholars Committee.) Pursuant to your request for these recommendations, the committee has been meeting weekly throughout the Spring Semester. We believe the recommendations meet the request to examine alternative committee models in order to improve efficiency, facilitate policy development, and better coordinate program implementation.

PM/CD

THE CALIFORNIA STATE UNIVERSITY

REPORT OF THE AD HOC COORDINATING COMMITTEE FOR FACULTY PROFESSIONAL DEVELOPMENT

INTRODUCTION

The main charge of this committee was to look at the structure, charge, and the relationship of the four existing Senate committees (Faculty Professional Development; Committee on Research and Scholarly Activity; Committee on State Funded Research, Scholarship and Creative Activity; and Visiting Scholars Committee) involved with policy development and implementation of various aspects of the campus faculty professional development program. The committee was requested to examine alternative committee models in order to improve efficiency, facilitate policy development, coordinate program implementation, and standardize procedures. An additional goal of the committee's endeavors was to help the University administration in responding to Part B of the Chancellor's Office document on "Guidelines for a Campus Planning Process for Faculty Development Programs."

A.   Recommendations on Committee Structure

The committee's deliberations resulted in three major recommendations:

1.   Recommend that the composition and membership of the Senate Faculty Professional Development Committee remain unchanged.

2.   Recommend establishing "The Research and Creative Activity Committee" (RCA)

Two existing committees, the "Committee on State Funded Research, Scholarship, and Creative Activity" and the "Committee on Research and Scholarly Activity" will be merged, and the new committee will have both elected and appointed faculty members. This committee will deal with the programs of both of the old committees. Membership on the committee will be as follows: six elected faculty members, representing each of the five schools and the library; four at-large faculty members appointed by the Academic Senate; one student representative.[1] Ex officio members of the committee will include the Chair of the FPD Committee, Director of the Faculty Resource Center, the Dean of Graduate Studies, and the Director of Research/Sponsored Projects.

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[1]This committee make-up satisfies the requirement for the State Funded Research, Scholarship, and Creative Activity Programs, that the committee consist of a majority of elected faculty members.

Report of the ad hoc Coordinating
Committee for Faculty Professional
Development--May 24, 1989

There will be a slate of reviewers for these programs, selected from all of the schools on campus. The procedure to be used for project review will be similar to that currently being used by the Committee on Research and Scholarly Activity. There will be separate calls for proposals and there will be different review panels for each major program (although the same persons could serve on review panels for several programs). The review panels will submit their findings to the RCA Committee.

3. Recommend that the University Visiting Scholars Committee manage the entire Visiting Scholars Program.

Since the Visiting Scholars Program is a Faculty Professional Development activity, this committee will be under the auspices of the Faculty Professional Development Committee (see schematic presentation of FPD organizational structure, p. 5)

This committee will be designated as a Senate committee, with members appointed by the Committee on Committees of the Senate, continuing the current constituent composition.

The total funding for Visiting Scholars will be allocated to the University Visiting Scholars Committee. This committee will retain a specified amount of money for the University-wide program. The remaining monies will be distributed to the individual Schools on a pro rata basis. It is suggested that these School-level programs (formerly, Visiting Scholars Programs) be designated as the "Guest Faculty Program."

In carrying out the intent of the current Visiting Scholars Program, the Schools will have one of the following options: form a Guest Faculty Program Committee to administer the program; turn the program over to the existing School-level Faculty Professional Development Committee; or allow the School dean to allocate funds for the program with faculty consultation. An annual report of the School's activities will be made to the Visiting Scholars Committee.

Report of the ad hoc Coordinating
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B. Recommendations on Committee Support

The major support requirements of the committees are listed in the Appendix, along with an indication of who is currently providing the support. This committee wishes to emphasize that certain of its recommendations can be implemented only with increased support; if support is not made available, then some of the recommended changes should not be made at all, and others will need to be revised. For instance:

1. Faculty Professional Development Committee

Although we are recommending no change in its makeup, the duties of this committee may increase, due to its proposed new status as the policy-making body and coordinator for all campus FPD activities. During the past year, there has been minimal staff available to take and distribute minutes of its weekly meetings, as well as those of its subcommittees, and to make reports--though the Senate office did type and distribute materials when there was adequate notice. There is simply not adequate staff to handle the work of these committees. Even with increased staff support, the chairs of this and other major committees need 3 wtu of assigned time to manage their numerous responsibilities.

2. Research and Creative Activity Committee

The merging of the former Committee for Research and Scholarly Activity and State Funded Research, Scholarship and Creativity Activity Program Committee should not take place at all if more support is not available. We are recommending that proposals for the latter programs be reviewed by a large slate of reviewers, as the Research Award programs have been for some time now, rather than by the members of the committee. This has the triple advantage of allowing committee members to submit proposals themselves, relieving them of the unreasonable burden of reviewing some hundred proposals each, and providing proposers with the benefits of one of the most carefully developed review processes on campus. But the review process of the Research Award programs is complicated and very time-consuming. It is made possible only by the extensive help of the Office of Research, and the Office of Research as it is presently constituted cannot take on another task of this magnitude. It would make no sense, however, to merge programs under one committee without offering all of them the benefit of the

same carefully developed review process. Our recommendation is contingent, then, upon increased support comparable to what the Office of Research is now providing for one set of programs.

A major question arises concerning the role of the Office of Research. A concern of this committee has been that it is not always clear which administrative office and administrator is responsible for which Faculty Professional Development program. This increases the difficulty of knowing where to apply for the staff, administrative, and financial support that are essential to running the programs. In particular, the role of the Office of Research in certain research-related Faculty Professional Development activities needs to be explicitly delineated. Where do its obligations to FPD programs begin and end, and if it is not to support them, who is?

Our current recommendation, then, is contingent upon increased support provided either to the Office of Research or to some other designated channel. In addition, the chair of this major research award committee is as much in need of assigned time as is the chair of the Faculty Professional Development Committee.

C. Campus Plan for Faculty Professional Development

This section provides an overview of the organization and scope of Faculty Professional Development on this campus, assuming that the committees can be restructured as recommended. This information can form the basis for the report to the Chancellor requested under Section C, "Campus Plan," item 5.

1. Faculty Professional Development Organization

Faculty development activity on campus will be organized into a three-tier system. The first tier, the FPDC, will be responsible for faculty professional development policies. That responsibility shall include development of program priorities, guidelines, and evaluation practices. Among the tasks of the FPDC are receiving summary reports on faculty professional development programs and facilitating data collection for reports to the Chancellor's Office and for the Faculty Resource Center data base.

The second tier will have procedural responsibilities for management and implementation of the programs. This tier will include, for example, the "new" research committee (RCA), the Visiting Scholars Committee, and the school-level FPD committees. Tasks of these committees include reviewing criteria for granting awards and assuring that the policies and guidelines for the programs are adhered to when awards/grants are made. At the direction of the FPDC, these committees may also be involved in formulating guidelines for the programs.

The third tier is responsible for reviewing proposals and recommending the awarding of grants. This tier will consist of the review panels established by the committees in the second tier.

The following is a schematic representation of the organizational structure and programs related to Faculty Professional Development.

UNIVERSITY AND SCHOOL-BASED FACULTY PROFESSIONAL DEVELOPMENT COMMITTEES

Faculty Professional Development Committee
- Research & Creative Activity Committee
- Visiting Scholars Program Committee
- School-level Faculty Professional Development Committees
- Other Grant and Support Program Committees
- Future Faculty Professional Development Organizations
- Reviewer Committees
- Reviewer Committees
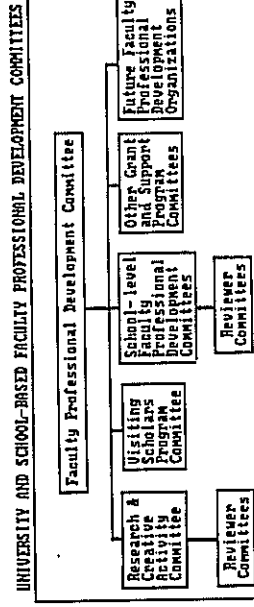
2. Faculty Professional Development

On this campus, Faculty Professional Development has been defined as "those activities which provide faculty members with opportunities to increase their effectiveness as teachers and as scholars, and also their professional satisfaction." Programs currently considered as Faculty Professional Development differ in genesis, scope, and type of activity.

Report of the ad hoc Coordinating
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Implementation of new faculty professional development programs on campus is the purview of the FPDC, which will assign them to an already existing committee for the development of policies and guidelines, or develop appropriate alternative procedures. Policies for all new programs must receive approval of the FPDC.

D. Other Committee Recommendations

1. Recommend that the assigned time and other faculty development awards generated within the individual schools be reported to the School-level Faculty Professional Development Committees. This information will be forwarded to the University Faculty Professional Development Committee, to enable the Committee to meet its data collection and reporting responsibilities.

2. Recommend that every award program have a feedback mechanism which enables faculty to see reviewers' comments. These shall be provided on request, in writing, in a form which preserves reviewer anonymity.

PM/CD
Appendix attached--"Major Support Requirement of Committees"
Submitted May 24, 1989

Report of the ad hoc Coordinating
Committee for Faculty Professional
Development--May 24, 1989

Certain programs are part of the institution's historical commitment to faculty development, such as the Research Award Program, funded through the General Budget of the University, now in its sixth year. Since the advent of Lottery monies, several programs have been implemented on the basis of specific Lottery allocations, with certain built-in restrictions on the use of the money. Perhaps the most prescriptive has been the recent "PCP" funds for Research, Scholarship and Creative Activity, which came to the campus pre-conceived as to both guidelines and procedures.

Not only are these programs generated from a variety of sources and with accompanying restrictions, they also display differences of scope and purpose. Some are University-wide, serving all faculty, others are restricted to tenured or tenure-track faculty, others are school-based programs. Some programs offer opportunities to individuals while others serve groups.

One useful distinction between programs may be made: grant/award programs provide specific individual opportunities in the form of grants or assigned time. These are usually competitive and frequently adjudicated through peer review. Support programs usually benefit groups of faculty of heterogenous makeup, through workshops, training, and other enrichment opportunities.

The following table shows the current roster of FPD programs, classified according to their status as either Grant/Award or Support programs:

FACULTY PROFESSIONAL DEVELOPMENT PROGRAMS

Grant/Award Programs	Support Programs
Affirmative Action Development	Department/Division Chairs
Instructional Development	Workshops
Faculty Travel	Educational Equity/Faculty and
& Technology	Peer Mentoring
Research and Scholarly and	(New) Faculty Mentors
Creative Activity	New Faculty Orientation
Research Grant-Writing	Peer Coaching
Research Travel	University Association of
School-level Mini-Grants	Research Scholars
School-based Grants/Awards	Visiting Scholars
State Funded Research, Scholar-	Writing Across the Disciplines
ship and Creative Activity	
Summer Institutes	

Appendix

SUPPORT REQUIREMENTS

of SOME of the

CURRENT FACULTY PROFESSIONAL DEVELOPMENT PROGRAMS

(Continued)

PROGRAM/ Tasks requiring Support	Current Provider
RESEARCH AND SCHOLARLY ACTIVITIES COMMITTEE	
3. Coordination tasks – Outstanding Scholar Program	
A. distribute call for nominations.....	Office of Research
B. organize & publicize award ceremony.....	Office of Research and Committee Chair
STATE FUNDED RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITIES COMMITTEE	
1. Clerical tasks	
A. take and maintain minutes of meetings..	Academic Affairs Office
B. preparation of final draft of memos and correspondence to administrators, Academic Senate and faculty.......	Committee Chair
C. duplication and distribution of the materials listed above......	Academic Affairs Office and Committee Chair
2. Coordination tasks	
A. room scheduling for meetings..........	Academic Senate Office
B. distribution of agenda and other material for meetings........	Committee Chair
C. distribution of grant proposals........	Academic Senate Office
D. collection of grant proposals..........	Academic Affairs Office
E. code proposer applications and prepare reviewer packets...........	Academic Affairs Office and Committee Chair
F. receive, code and tabulate reviewer results; generate ranked list of proposals by median score.........	Committee Chair
VISITING SCHOLARS PROGRAM COMMITTEE	
1. Clerical tasks	
A. recording and distribution of minutes..	Committee Chair
B. distribution of agenda and related materials........	Committee Chair
C. correspondence with invited scholars and Town & Gown speakers........	Committee Chair

Appendix

SUPPORT REQUIREMENTS

of SOME of the

CURRENT FACULTY PROFESSIONAL DEVELOPMENT PROGRAMS

PROGRAM/ Tasks requiring Support	Current Provider
FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE	
1. Clerical tasks	
A. take and maintain minutes of meetings..	Committee Chair
B. preparation of final draft of memos and correspondence to administrators, Academic Senate and faculty........	Academic Senate Office
C. duplication and distribution of the materials listed above.......	Academic Senate Office and Committee Chair
2. Coordination tasks	
A. room scheduling for meetings........	Academic Senate Office
B. distribution of agenda and other material for meetings........	Committee Chair
3. Other tasks	
A. receive, compile and distribute data and responses for FPD projects and evaluations........	Committee Chair
RESEARCH AND SCHOLARLY ACTIVITIES COMMITTEE	
1. Clerical tasks	
A. take and distribute minutes of meetings	Office of Research
B. send reminders to faculty regarding deadlines and workshops........	Office of Research
C. reserve rooms for meetings and other funtions........	Office of Research
D. handle correspondence for committee....	Office of Research and Committee Chair
E. handle telephone inquiries.........	Office of Research
F. duplicate and distribute all necessary materials........	Office of Research
2. Coordination tasks – Research Awards Prgm	
A. distribute call for reviewers........	Office of Research
B. distribute reviewer guidelines........	Academic Senate Office.
C. organize review panels........	Committee Chair
D. organize & conduct proposer and reviewer workshops........	Committee Chair
E. code proposer applications and prepare reviewer packets........	Office of Research
F. receive, code and tabulate reviewer results; generate ranked list of proposals by median score........	Office of Research
G. publish and distribute final reports...	Office of Research

Appendix

SUPPORT REQUIREMENTS

of SOME of the

CURRENT FACULTY PROFESSIONAL DEVELOPMENT PROGRAMS

(Continued)

PROGRAM/ Tasks requiring Support	Current Provider
VISITING SCHOLARS PROGRAM COMMITTEE	
1. Clerical tasks (continued)	
D. prepare list of nominations & copies of pertinent documents for committee......	Committee Chair
2. Coordinating tasks	
A. make space arrangements for visiting scholars and Town & Gown speakers......	Committee Chair
B. make space arrangements for committee meetings................................	Committee Chair
C. coordinate presentations with UMS......	Committee Chair

D. coordinate with President's office for
   facilities and attendance at Town &
   Gown luncheons.........................
	Committee Chair

E. collect, compile and distribute an evaluation of a scholar's visit.........	Committee Chair
F. receive and distribute biographical materials on speakers...................	Committee Chair
3. Technical support tasks	
A. publicity for all speakers.............	Office of University Affairs

B. audio recording of visiting scholars
   & video taping of Town & Gown speakers.
	UMS
	Office of Extended
	   Learning

C. financial record keeping...............	Academic Affairs Office
D. Administration of Visiting Scholars Program funds..........................	

AS 89-102/FPDC, Ex.

RESEARCH AND CREATIVE ACTIVITY COMMITTEE

A. Membership:

six tenured or probationary faculty (one each from the five schools, and one from the Library) nominated by the probationary and tenured faculty in each school and the Library, and elected at-large by the probationary and tenured faculty;[1] for two year staggered terms;

four tenured or probationary faculty, at least two of whom shall be from the School of Arts and Sciences, appointed by the Academic Senate for two year staggered terms;

one graduate student, in good standing in a degree program, who has participated in a faculty research project, appointed annually by the A.S.I.;

two members (ex officio and non-voting) appointed by the Vice President for Academic Affairs, one of whom shall be the Director of Research and Sponsored Projects;

the Director of the Faculty Professional Development Resource Center (ex officio and non-voting);

the chair of the Senate's Faculty Professional Development Committee (ex officio and non-voting), and the chair of the Academic Senate (ex officio and non-voting).

B. Charge:

1. Develop an action plan for implementing the current Research Award Program and the State Funded Research, Scholarship and Creative Activity program, and any other programs in this area assigned in the future, within the new committee structure for review by the Faculty Professional Development Committee and the Academic Senate.

2. Formulate and revise, as necessary, the guidelines and criteria for the evaluation of faculty applications to the various programs. Guidelines and criteria shall be reviewed annually by the Faculty Professional Development Committee.

3. Conduct the publicizing of the various programs and evaluate the faculty applications to these programs.

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[1]This committee make-up satisfies the requirement for the State Funded Research, Scholarship, and Creative Activities Programs, that the committee consist of a majority of elected faculty members.

4. Recommend to the Vice President for Academic Affairs, the allocation of assigned time and/or funds to individual faculty based on the evaluation of the faculty applications to the various programs according to the guidelines and criteria adopted by the campus.

5. Prepare and transmit a report to the faculty of the number and types of awards made during the academic year.

6. Evaluate the degree to which the funded programs achieved their stated goals and forward such evaluation to the Faculty Professional Development Committee.

7. Encourage faculty research scholarship and creative activity on the campus.

8. Recommend policies regarding faculty research, scholarship and creative activity through the Faculty Professional Development Committee to the Academic Senate.

9. Encourage the inclusion of assigned time and funds for faculty research, scholarship and creative activities in the university budget.

10. Select the University's annual Outstanding Scholar and sponsor the recipient's address to the community.

11. Select the individual to be recommended to the President for University's annual President's Award for Research and Creative Activity and sponsor the recipient's address to the community.

AS 89-102/FPDC, Ex.

VISITING SCHOLARS COMMITTEE

A. Definition and Purpose

1.   The Visiting Scholars Program of CSUS has been established to provide opportunities for enrichment and creative stimulation for a variety of segments of our University community.

2.   The purpose of the program is to maximize the number and variety of scholars invited to speak on the campus throughout the academic year.

3.   Persons and groups recommended for the Visiting Scholars Program must have established records of accomplishments in their fields.

4.   All presentations by the visiting scholars shall be free to all segments of the University and the Sacramento community at large.

5.   Programs will be scheduled at times and places so as to maximize attendance, with maximum use of appropriate indoor and outdoor CSUS facilities.

B. Membership

1.   Eight full-time faculty members, being representatives of the academic community; three (3) from the School of Arts and Sciences, one (1) from each professional school, and one (1) from professional services.

2.   One advisory member from the Office of Publication, University Affairs.

3.   Two ex officio members, appointed by the Office of the Vice President for Academic Affairs.

4.   One student, appointed annually by the A.S.I.

5.   The term of office for faculty committee members shall be three years.

C. Charge

1.   The committee will formulate and revise, as necessary, the guidelines and criteria for the evaluation of applications for the visiting scholars program. Guidelines and criteria shall be reviewed annually by the Faculty Professional Development Committee.

2.   The committee will establish procedures for the solicitation of proposals from the academic community.

3.   The committee will solicit and accept nominations from all members of the academic community.

4.   The committee will make recommendations to the Vice President for Academic Affairs for the visiting scholars to appear at CSUS, providing the same information to the Academic Senate.

5.   Each semester, the committee will select a distinguished member of the Sacramento community to present the Town-and-Gown address.

6.   The committee will prepare and submit an annual review of its activities to the Faculty Professional Development Committee.

California State University, Sacramento
Communication Studies Department

MEMORANDUM

TO: Graduate Policices and Programs   DATE: April 28, 1989
       Committee
    ✓ Curriculum Committee   SUBJECT:

FROM: Jolene Koester, Chair   *Jolene Koester*
       Communication Studies Department

The following are actions taken by the Department of Communication Studies
which directly affect the General Communication Concentration. The
recommendation passed by the Senate approves the General Communication
concentration until May 1, 1989 "in order to give the Department time to
consider recommendations for program revision and to address enrollment
targets, advising procedures and the sequencing of the common core courses."

Because of concerns about the coherence of the program of study for students
choosing the general concentration by the program review, the Department has
done the following:

1. Formal advising sequences have been developed and approved for students
    selecting the general concentration. These are appended for your
    examination. The advising sequences are available to students through
    the main office and will be used in advising.

2. Because of the large number of Communication Studies students interested
    in the relationship between the political system and communication, a
    joint Communication Studies/Government major in Political Communication
    has already been proposed.

3. Given that many students in the general concentration were pursuing an
    informal course of study in public relations, the Department has recently
    voted to establish a formal undergraduate concentration in Public
    Relations. This proposal will soon be forwarded to the Arts and Sciences
    Curriculum committee.

4. A revised Media Concentration has been approved with specific options in
    media production, broadcast news, and broadcast industries management.

5. ComS 100A (Survey of Communication Studies) has been made a pre or
    corequisite to three of the remaining four core courses. ComS 100D
    (Interpersonal Communication) continues as a core course without a
    prerequisite. Each of the core courses is a prerequisite for other upper
    division courses. No additional sequencing of our core courses is deemed
    appropriate.

6. Common course objectives have been established for all courses taught in multiple sections.

   Other significant charges made to the curriculum include:

7. Prerequisites have been added to approximately 25 courses (about 9 of these are prerequisites in media production courses).

8. Criteria for ComS 199 and 299 have been established and are attached.

9. Confusion about the distinction between 185 and 195 has been eliminated by removing 185 from the catalog and using 195 for all fieldwork and internship experiences.

In response to the concerns about advising, the Department has done the following:

Established an advising policy to be implemented next year which gives one faculty member three units of assigned time each semester to serve as the Advising Coordinator. This person will be available an additional 8-9 hours per week to advise students and coordinate departmental advising activities. In addition, two other faculty members will each receive three units of assigned time for the academic year and they will be available for additional advising time an average of 4-5 hours per week for the entire academic year.

Finally, the Department was asked, in cooperation with the Dean's office to establish a realistic target enrollment.

All Communication Studies major will be required to have their Computer Assisted Registration forms signed by a faculty advisor. Failing to do so will mean no priority for major courses in CAR, (which given the high demand for our classes means they will receive no courses.)

The departmental advising plan is attached for your examination.

In response to the recommendation concering a target FTE:

The Department finds itself literally between a rock and a hard place on this particular issue. The Department's current faculty allocation is 40.5. With a student faculty ratio of 1 to 22 we should generate 891 FTE, with a SFR of 1 to 23 we should generate 931.5 FTE, with a SFR of 1 to 24 we should generate 972 FTE. Instead during the 1988-89 academic year we generated an average FTE of 1032. Using a mode and level analysis, the Department should have a student faculty ratio of about 18.5 to 1. Using the uncorrected Faculty Allocation Model, the Department should have about 16 additional faculty positions. With corrections, the Department should have about 10 more positions. In other words the Department of Communication Studies alone has been generating anywhere from 10 to 16 positions over and above its allocation, which the School has used to support other programs and activities.

As chair of the Department I would like to see the Department have a target
FTE of around 900 for next year. Quite frankly, I am told by the School that
Communication Studies must continue to generate the average from this year,
because the school needs the FTE in order to meet its target. The School
has agreed that gradually the target FTE will be lowered, and simultaneously,
the Department's resource allocation will be increased.

JK:kf

cc: William Sullivan
     June Stuckey
     Mary Burger
     Juanita Barrena

California State University, Sacramento
Communication Studies Department

MEMORANDUM

TO: Graduate Policies and Programs   DATE: April 28, 1989
        Committee
      Curriculum Committee   SUBJECT: Facilities for
                                                                       Media Program

FROM: Jolene Koester, Chair   *Jolene Koester*
        Communication Studies Department

The recommendation with regard to the facilities and equipment to support the
media production emphasis in the Media Communication Concentration asks for a
joint report from the Department, the School of Arts and Sciences and the
office of the Academic Affairs Vice President. It is my understanding that
the Vice Presidents (Burger, Mernoy and Bess) are responding to the
Committees asking for additional time to resolve some of the issues. The Ad
Hoc Committee on Media Planning appointed by Associate Vice President Stuckey
did conduct deliberations, but has, as yet, made no formal report.

I would like to provide a progress report to the Committees on the efforts of
the Department of Communication Studies. Within the last year, the
Department has:

1. Conducted an extensive internal discussion about our media production
    program. As a consequence the faculty adopted a comprehensive plan for
    the media production program in the spring of 1988. A copy of that plan
    is enclosed. The plan includes recommended changes in curriculum,
    personnel and equipment. Specifically, it details a comprehensive and
    prioritized list for equipment purchases necessary to support the out-of-
    studio media production program.

2. Aggressively pursued resolution of issues with UMS about equipment and
    facilities necessary to support the in-studio video production courses.
    Discussions are currently underway with Vice Presidents Harrison, Bess,
    Associate Dean of the School Christian, and the Director of UMS, Spencer
    Freund, about appropriate facilities and equipment for this aspect of our
    media production program.

3. Established a Community Advisory Board for the Media Production program.
    This board has members from the local video, television, radio
    industries. The board has met three times and has worked with the
    faculty on the equipment and facilities issue, as well as given attention
    to the curriculum.

4. Received authorization to hire a 3/4 time engineer (the other 1/4 time
    will be assigned to Speech Pathology and Audiology). Having our own
    engineer will mean that preventative maintenance and repair of all the
    technical equipment needed to support our out-of-studio media production
    program will be done increasing the life of the equipment and its
    usefulness to the instructional program.

JK:kf

cc: Mary Burger
     June Stuckey
     William Sullivan
     Mernoy Harrison
     Robert Bess

After reviewing thoroughly the attached <u>Academic Program Review Report for the Department of Geology</u>, 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

The Department of Geology is commended for

-its highly trained faculty, admirably committed to undergraduate teaching and to scholarly activity;

-its leadership, which is internally effective and respected at the School and University levels;

-its successful efforts to maintain the integrity of its major;

-its sound grading standards;

-its extensive, high quality General Education and service offerings;

-its flexibility, its willingness to reorient its curriculum to suit the needs of its G.E., service and major students, and

-its frank and professional cooperation with the Program Review Team.

Recommendations

<u>Recommendations to the Department of Geology</u>

It is recommended that

1. the Department evaluate the prospects for employment in engineering geology and hydrogeology and, if appropriate, request a new faculty position in those areas. (p. 20)

2. the Department cooperate with the Department of Civil Engineering in the current and future development of programs in engineering geology and hydrogeology. (p. 20)

3. the Department provide clear guidelines to new faculty regarding their required work in teaching, research or other professional activities. (p. 28)

4. the Department consider installing a faculty mentor program for new faculty to provide guidance and advice and to explain the history and tradition of CSUS. (p. 28)

5. the Department consult with University fund-raising officials about the possibility of private contributions paying for a new field trip vehicle. (p. 33)

Recommendation to the Academic Council of the School of Arts and Sciences

It is recommended that the Academic Council of the School of Arts and Sciences sponsor a faculty discussion of the question of the best organization of the School. (p. 11)

Recommendations to the University

It is recommended that

1. the School of Arts and Sciences and the Academic Vice President attempt to provide funds for the maintenance of the Geology periodical collection outside of the regular Library budget. (p. 29)

2. the Academic Vice President and the Academic Senate clarify the role of Academic Affairs in the allocation of space for curricular functions. (p. 39)

3. the Executive Vice President consult regularly with Geology regarding the use of space for the sciences in new buildings during the initial design and any alteration design stages. (p. 39)

4. the Executive Vice President plan new building space to include specific facilities for student study and meetings and for faculty research. (p. 39)

5. the Executive Vice President consider ways to improve the equipping of the lecture rooms currently used by Geology. (p. 39)

6. the Council for University Planning urgently expedite the safety measures recommended by the state fire marshal for the Science Building (Appendix B). (p. 40)

Recommendations to the Academic Senate

It is recommended that

1. the Academic Vice President and the Academic Senate clarify the role of Academic Affairs in the allocation of space for curricular functions. (p. 39)

2. the Bachelor of Arts degree program in Geology be approved for five years or until the next program review.

3. the Bachelor of Science degree program in Geology be approved for five years or until the next program review.

5-22-89

After reviewing thoroughly the attached <u>Academic Program</u>
<u>Review Report for the Department of Computer Science</u>, 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

The Department of Computer Science is commended for its:

-strong academic programs, and accreditation of its
Bachelor of Science degree Program in Computer Science

-outstanding course preparations

-thorough academic advising materials and procedures

-highly trained and experienced faculty

-community involvement with off-campus and extended
learning programs

-commitment to and strong efforts toward career advising
for students

-strong leadership and cooperative governance

-commitment to and involvement with educational equity

-careful attention to procedural and instructional details

-resourcefulness in obtaining outside funding and
equipment

-strong efforts to keep catalog material up-to-date

-thorough and well-written 1988 Self Study Document.

RECOMMENDATIONS

Recommendations to the Department of Computer Science

It is recommended that:

1. the Department either comply with the University
Planning Committee's requirement that no more than 55% of the

department's enrollments be from upper division and graduate courses, or, if the Department feels the requirement is no longer appropriate, ask the University Planning Committee to review the need for it (section III-A-3)

2.   consideration be given to the consultant's comments about proposed changes in the scientific and engineering applications specialty area (section III-C-7)

3.   the Department Chair meet with the Dean of the School of Engineering and Computer Science to consider ways of meeting the department's need for a technical, instructional computing consultant, or systems analyst position (sections III-H and I)

4.   the Department Chair meet with the Dean of the School of Engineering and Computer Science to consider ways of establishing a greater feeling of cooperation and trust between the Department and the School in matters of resource allocation, and of creating more visibility and departmental participation in the resource allocation process (sections III-H and I).

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

It is recommended that:

1.   a meeting be held with the Chair of the Department of Computer Science to consider ways of meeting the department's need for a technical, instructional computing consultant, or systems analyst position (sections III-H and I)

2.   a meeting be held with the Chair of the Department of Computer Science to consider ways of establishing a greater feeling of cooperation and trust between the Department and the School in matters of resource allocation, and of creating more visibility and departmental participation in the resource allocation process (sections III-H and I).

Recommendations to the Academic Senate

It is recommended that:

1.   the Bachelor of Science Degree Program in Computer Science be approved for another five years, or until the next program review

2.   the Master of Science Degree Program in Computer Science be approved for another five years, or until the next program review

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

After reviewing thoroughly the attached <u>Academic Program</u> <u>Review Report for the Department of Electrical and Electronic</u> <u>Engineering</u>, 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

The Department of Electrical and Electronic Engineering is commended for

-its effective leadership;

-its well-trained and dedicated faculty maintaining high academic standards despite serious space and equipment deficiencies;

-its willingness to make advisable curricular and organizational changes;

-its reformed advising procedures;

-its cooperation with important School programs such as educational equity, cooperative education and career advising; and

-its frank and professional cooperation with the Academic Program Review Team.

Recommendations

<u>Recommendations to the Department of Electrical and Electronic</u> <u>Engineering</u>

It is recommended that

1. the Department systematically evaluate the consultant's suggested undergraduate curricular improvements. (p. 17)

2. the Department and the School begin to plan for the possibility that E.E.E. may not be able to meet ABET and CSUS requirements and maintain the integrity of its major Program within the 140-unit limit. (p. 29)

3. E.E.E. consider adding comprehensive examinations as a type of culminating experience in its M.S. Program. (p. 31)

4. the E.E.E. leadership consult with those faculty members whose grading standards seem too demanding or undemanding about ways to bring their grading into line with the Department's norm. (p. 36)

5. the Department and the School consult with the University
    Articulation Officer about efforts to end the disparity in
    grading standards at the "feeder" community colleges.
    (p. 37)

6. the Department encourage its majors to form a chapter of
    Eta Kappa Nu and encourage the present chapter of I.E.E.E.
    to have joint activities with the UC Davis I.E.E.E.
    Chapter. (p. 51)

Recommendations to the School of Engineering and Computer
Science

    It is recommended that

1. the Department and the School begin to plan for the
    possibility that E.E.E. may not be able to meet ABET and
    CSUS requirements and maintain the integrity of its major
    Program within the 140-unit limit.   (p. 29)

2. the Department and the School consult with the University
    Articulation Officer about efforts to end the disparity in
    grading standards at the "feeder" community colleges.
    (p. 37)

3. the School and the Council for University Planning consider
    adopting a new formula for assigning clerical/technical
    positions which will (1) distinguish between a Department's
    clerical and technical needs and (2) provide both
    sufficient clerical and sufficient technical staff for
    E.E.E. (p. 55)

Recommendations to the General Education Committee

    It is recommended that

1. the General Education Committee and the Academic Senate
    Curriculum Committee reconsider the special provision
    allowing School of Engineering students to meet the General
    Education critical thinking requirement by course work in
    their major.
    (p. 23)

2. the General Education Committee and the Academic Senate
    Curriculum Committee reconsider the special provision
    allowing School of Engineering students to meet the
    Understanding Personal Development requirement by courses
    in their major. (p. 25)

<u>Recommendation to the Assistive Device Center</u>

· It is recommended that the Directors of the Assistive Device Center consider a reorganization of the Center's administration to allow it to reflect the Center's campus-wide role. (p. 9)

<u>Recommendation to the University</u>

It is recommended that the School and the Council for University Planning consider adopting a new formula for assigning clerical/technical positions which will (1) distinguish between a Department's clerical and technical needs and (2) provide both sufficient clerical and sufficient technical staff for E.E.E. (p. 55)

<u>Recommendations to the Academic Senate</u>

It is recommended that

1. the General Education Committee and the Academic Senate Curriculum Committee reconsider the special provision allowing School of Engineering students to meet the General Education critical thinking requirement by course work in their major.
    (p. 23)

2. the General Education Committee and the Academic Senate Curriculum Committee reconsider the special provision allowing School of Engineering students to meet the Understanding Personal Development requirement by courses in their major. (p. 25)

3. the B.S. and M.S. Programs in E.E.E. be approved for five years or until the next program review.

5-22-89

EXTENDED LEARNING PROGRAMS
PROGRAM REVIEW SELF-STUDY QUESTIONNAIRE

1. Mission Statement:
    How does Extended Learning define its mission within the University?

2. Staff:
    A list of staff along with a brief description of the function of each
    staff member shall be provided.

3. Faculty:
    A list of faculty who taught Extended Learning courses during the
    1988-89 academic year, along with a list of courses taught by each
    faculty member, shall be provided. What percentage of faculty were
    full-time CSUS faculty? Part-time CSUS faculty?

4. Programs:

    Initial Data:
    What ELP courses were offered in the 1988-89 academic year? How many
    students were enrolled in credit courses? Non-credit courses? CEU
    courses? Certificate Programs? Distance learning courses? What
    percentage of students enrolled in each category of Extended
    Learning courses in 1988-89 were matriculated CSUS students?

    Credit Courses:
    A description of the processes by which courses that carry academic
    unit credit are proposed, approved, and evaluated shall be provided.
    How do these processes involve campus faculty and administrators?
    How are extra-sessions (Summer and Intersession) classes scheduled
    and staffed? Do faculty members offering credit classes have
    appropriate credentials? Do classes meet for the appropriate number
    of hours? (15/unit min.)

    CEU Courses:
    How are these courses proposed, approved, staffed and evaluated? Do
    faculty members offering CEU classes have appropriate credentials?
    Do CEU classes meet for the appropriate number of hours? (10/CEU
    min.) How often must CEU classes be re-approved?

    Non-credit Courses:
    How are non-credit courses proposed, approved, staffed, and
    evaluated? How are University faculty and administrators involved
    in the approval process? How is faculty qualification monitored?

    Certificate Programs:
    What certificate programs are currently offered? How long has each
    of these programs been offered? How are such programs proposed,
    approved, staffed, administered, and evaluated? How are University
    faculty and administrators involved in the approval process? Are
    course challenges, waivers, or substitutions permitted? If so, what
    procedures exist for handling challenges, waivers, or substitutions?

    Distance Learning:
    How are classes offered via television or correspondence proposed,
    approved, staffed, evaluated, and administered? Do distance
    learning classes meet WASC accreditation standards regarding faculty
    contact with and availability to distance students? Do faculty who
    teach distance learning classes have appropriate credentials? How
    are faculty compensated for "live" and for "replayed" telecourses?

                              - over -

How are telecourses and programs funded? Is there sufficient and appropriate funding for telecourses? When telecourses generate FTE, how is that FTE allocated?

Graduate Courses and Programs:
What graduate courses and programs are currently offered? What liaison exists between Extended Learning and the Dean of Graduate Studies? How are University faculty and administrators involved in the processes of initiating, approving, staffing, administering, and evaluating graduate courses and programs offered through Extended Learning Programs? How are these courses and programs monitored to ensure that they are appropriate to graduate level offerings?

Other Programs:
Describe any other programs, such as Concurrent Enrollment, that are administered by Extended Learning. How are such programs administered? How are funds generated and allocated?

5. Administration:
Does the administration of Extended Learning Programs have an appropriate structure? Are administrators appointed at appropriate levels? Does the University provide sufficient administrative support for Extended Learning? How is registration handled for credit and non-credit courses? Does the University support such registration? How are grades and records handled? Are these procedures adequate?

6. Facilities:
Does Extended Learning have adequate facilities? Is office space sufficient? Are sufficient classrooms made available for Extended Learning classes? What facilities are used by Extended Learning? What off-campus spaces are utilized? Are these facilities adequate?

7. Finance:
How is Extended Learning Programs financed? What are the sources of income? How are finances administered? What are the areas of expense? How are disbursements administered? How is faculty compensation determined for credit, CEU, and non-credit courses?

8. Extended Learning and the Commission on the Regional University (CRU):
What impact has the CRU had on Extended Learning? Are there any plans to create off-campus "centers"? Are centers desirable? Can they be supported solely by Extended Learning? What are some alternate models for administration of centers? What impacts might the CRU have on Extended Learning?

9. Policy Making:
How is policy that involves Extended Learning made? Who is involved? Is there appropriate input and involvement of University faculty and administrators? Are there areas where current policy is inadequate? Is the structure for policy-making sufficiently clear and elaborated?

10. Recommendations:
Are there any recommendations that Extended Learning would like to make regarding the structure, programs administration, or financing of Extended Learning? Are there important theoretical or policy issues that have not been raised in the above question?

11. Future Plans:
What, if any, major changes are expected in the next five years? What impacts may such changes be expected to have on the functioning of Extended Learning Programs?

Strikeovers indicate Executive Committee amendment of Academic
Policies recommendation:

<u>AS 89-99/AP, Ex.</u>   HONORS AT GRADUATION, POLICY ON

   Honors At Graduation is to be awarded to CSUS Bachelor's
   degree graduates who have completed a minimum of 30 units in
   residence at the time the CSUS grade point average is
   calculated for awarding honors. The GPA calculation shall
   include all CSUS coursework, including the final semester.
   Honors shall be awarded based on the following scale:

Cum Laude:	3.50-3.74
Magna Cum Laude:	3.75-3.89
Summa Cum Laude:	3.90-4.00

   Second Bachelor's Degree graduates are not eligible for
   Honors At Graduation.

   ~~If a department has fewer than ten percent of its students
   qualify for honors (i.e., have a GPA of 3.50 or greater),
   students, whose GPA's would place them among the top ten
   percent of the department's graduates for the previous two
   academic years will be awarded honors (Cum Laude) at
   graduation.~~

   students having a minimum GPA of 3.25 & whose

Mark your calendars...Mark your calendars...Mark your calendars..

LIBERALIZING THE LIBERAL ARTS

The School of Arts and Sciences will be hosting a series of lectures, readings, and discussions with authors and critics during the 1989-90 academic year. The Department of English, the Ethnic Studies and the Learning Skills Centers, and the Women's Studies Program are inviting scholars and authors to campus to discuss with us the "literary canon," and ways we might enhance our curriculum by including more writings by women and minorities.

Session 1: Wednesday, October 18, 1989, 2:00-4:00 p.m. in the Redwood Room

Paul Lauter, Professor of English at Trinity College Hartford, Connecticut, will present:

"Whose Culture, Whose Literacy?"

Professor Lauter is a leading authority on the changing literary canon and addressed the English Council of the CSU last year. He is the editor of the Heath Anthology of American Literature, and author of Reconstructing American Literature.

Session 2: Thursday, October 26, 1989, 7:00-9:00 p.m. in the Music Recital Hall

Jeanne Wakatsuki Houston is the author of Farewell to Manzanar, a record of her experiences at a Japanese internment camp at Manzanar in the Owens Valley of California. She will discuss:

"Multicultural literature: its role in 1990 California"

She will also read a short story from A Garden of Flowers, an anthology of ethnic writing edited by Joyce Carol Thomas.

Campus and community lecture...campus and community lecture...

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