

JAN

1991-92
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, February 27, 1992
Forest Suite, University Union

INFORMATION

- 1. Tentative Schedule--Spring 1992 Academic Senate Meetings, Thursdays, 2:30-4:30 p.m., Forest Suite, University Union:

- March 12 and 26
- April 9 and 23
- May 7 (1992-93 Nominations, 2:30-3:00), 14 and 21 (1992-93 Elections, 2:30-3:00)

- 2. Open Forum:
"After the Secretary has called the roll, a period of no more than fifteen minutes shall be designated as an Open Forum. During this period, Senators may raise questions on University connected matters. The questions may be directed to any appropriate respondent. Senators may also use this period to provide the Senate with pertinent information about their electing units." (AS 86-53)

CONSENT CALENDAR

AS 92-16/Ex. COMMITTEE FOR PERSONS WITH DISABILITIES [Amends AS 88-116 and University Manual]

The Academic Senate recommends amendment of the University Manual statement on the Committee for Persons with Disabilities (underscore = addition, strikeover = deletion) as shown in Attachment A.

CONSENT INFORMATION

AS 92-13B/Ex. PROGRAM CHANGE--PHYSICAL EDUCATION B.S. (BIODYNAMICS OPTION)

The Executive Committee, on behalf of the Academic Senate, recommends approval of changing the name of the Biodynamics option to Exercise Science option [see 2/13/92 Academic Senate Agenda Attachment O].

AS 92-14/Ex. PROGRAM CHANGE--HEALTH AND SAFETY STUDIES

The Executive Committee, on behalf of the Academic Senate (as directed by AS 92-05A), recommends approval of catalog copy for

the Health Care Administration option for the B.S. in Health and Safety Studies [see 2/13/92 Academic Senate Agenda Attachment H], with the following change: replace Management 133 with Organizational Behavior and Environment 150.

The Executive Committee, on behalf of the Academic Senate, recommends that the list of electives for the program be reviewed by the Health and Physical Education Department with the Chairs of the Departments of Management and Organizational Behavior and Environment and resubmitted for approval to the Curriculum Committee.

AS 92-22/Ex. STRATEGIC PLAN

The Executive Committee, on behalf of the Academic Senate, requests that the President postpone further development by the Committee for University Planning of the "Strategic Plan" until the Academic Senate can consider both the content of a strategic plan and the mechanism by which a strategic plan should be developed, with particular attention to the Academic Senate's involvement in the application and integration of policies on instructional programs (e.g., Instructional Programs Priorities Policy [AS 91-16C; PM 91-12]) and professional matters (e.g., definition of scholarship [currently being debated by the Academic Senate]).

REGULAR AGENDA

AS 92-

Parliamentarian

Old Business

AS 91-111/AP, Ex. *FR*

REGISTRATION PRIORITY

Agreed Correct

The Academic Senate recommends adoption of the policy for priority registration recommended by the Academic Policies Committee, amended as follows (strikeover = deletion; underscore = addition):

Priority Registration

Until the SIS records system is in operation, priority registration shall be implemented as follows:

1. First Priority

- a. Students who have 1) a disability and 2) needs related to their disability, such as a need for prearranged support services, or a need to restrict distance that must be travelled between classes, or a need to restrict the number of trips to campus. Eligibility shall be confirmed each semester by a Learning

Disabilities Specialist or a Disability Management Counselor.

- b. Students who are "priority workers".

2. Second Priority

Certified ~~students~~ (see d. below) in certain programs are eligible for secondary priority. In order for a program to be eligible for the category of secondary priority, the program must offer tutoring, group work, or other academic support services. Furthermore, the requirements of the program must demand that students who are involved with the program register in particular courses, a sequence of courses, or time blocks. ~~Whether or not a program is eligible for the category of secondary priority is determined by the Academic Policies Committee. Requests for program inclusion in this priority shall be reviewed by the Academic Policies Committee which shall forward its recommendations on approval to the Senate for recommendation to the President.~~ #

Second priority is extended to students in approved programs when the program head certifies that they have satisfied the following conditions:

- a. The student is an active participant in the program during the semester in question.
- b. The student is (if necessary--as determined by the program head) an active participant in the academic support services.
- c. The student, if a continuing CSUS student, has a CSUS gpa of at least 2.0 in his/her previous Spring grade report most recently recorded semester.
- d. The student is making satisfactory progress toward his/her degree--including the following (with the possible exception of the student's first semester at CSUS):
 - the student has satisfied the English composition requirement, or is enrolled in the English composition course, or in the appropriate remedial courses.

- the student has satisfied the Quantitative reasoning requirement, or is enrolled in a Quantitative reasoning courses, or in the appropriate remedial courses.

In each of the above cases, if a student is enrolled in a course but does not successfully complete the course (i.e., receives a grade of NC or lower than C-) then that student will not be permitted to receive second priority until the student has successfully completed the course.

- the student is enrolled in appropriate courses for his/her major (the program head can determine this by having the student's major advisor sign the student's CAR form).

~~If a program head certifies that a students has satisfied the above requirements, and if it is later determined that the student has not satisfied all of these requirements, then that program shall no longer be eligible for secondary priority (any appeals shall be made to the Academic Policies Committee). Program eligibility shall be reviewed for consistency with the guidelines by the appropriate administrator in consultation with the Academic Policies Committee.~~

4³. Additional Priorities

Students not receiving first or second priority as defined above shall receive priority in the following order:

Graduating seniors, freshmen, seniors, classified graduate students, juniors, sophomores, unclassified graduate students.

AS 91-113/Ex. ^{FIR.} SCHOLARSHIP, DESCRIPTION OF (CALL FOR REFERENDUM)

[Substitute for AS 91-113 adopted at 2/13/92 Senate meeting.]

The Academic Senate recommends that the CSUS adopt the following statement on scholarship:

The work that students and teachers do at institutions of higher education differs qualitatively from that of secondary education. Professors, by virtue of their training, are at least nominally practitioners of their discipline as well as teachers of it. What they impart to students is not just information and skills, but some understanding of how their discipline goes about making information, and of how to use it. College students are invited to practice at a

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SENATE
Agree

rudimentary level what their professors model at an advanced level, namely, working independently with the materials of a discipline, rather than being the passive recipients of the efforts of others to do so.

Further, the goals and standards of higher education are not fundamentally matters of private and local preference. At its narrowest, higher education must be seen as at least a nationwide enterprise, and definitions of what constitutes a liberal arts education, a bachelor's degree in a given discipline, or faculty professionalism cannot vary regionally to any significant degree. There is even less room for variability in defining standards within individual disciplines: practitioners of a discipline belong to a world-wide enterprise, and need to speak a common language. Institutional differences in resources or scale or orientation, therefore, must be accommodated not by adjusting definitions of our common work and values, but by adjusting the levels of intensity and productivity at which we undertake the various aspects of our work, and the amounts of work in each area that we do.

What ^{our} faculty understands as scholarship must not differ fundamentally from what it means anywhere in the academy. Regardless of whatever broader meanings the word has come to have in general parlance, its meaning within the academy is rather specific: it entails an effort both to practice one's discipline and to share the work with one's peers. Practicing the discipline may be understood as creating, expanding, revising, refining, interpreting, synthesizing, ^{design} evaluating or applying knowledge--or ^{design} creating works of art in disciplines that encompass both art and the study of art. Such practice can take many forms, such as attendance at local, national and international conferences, creative achievement in the arts, presenting papers, seeking peer feedback on projects, reading current books and professional journals, participation in colloquia, reviewing, collaborative and independent research projects, and writing for publication. What marks it as scholarly, ^{results} though, is not the difficulty of the task, the effort expended, the excellence of the result, or its usefulness to the community, but ^{results} the degree to which it represents substantive interaction with one's peers in the practice of the discipline. Such work can and should be manifested in all areas of a professor's activities--teaching, service, consultation--but not all worthwhile and necessary professional activities are scholarly. Far from constituting an unwarranted diversion of resources from our teaching mission and a luxury incompatible with it, some level of scholarly activity is essential for maintaining the currency that is indispensable to effective teaching.

Merritt
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agreed

AS 92-01/Flr. MINUTES

Approval of the Minutes of the meeting of December 12 (#8), 1991.

AS 92-22 Strategic Plan New Business
AS 92-15/Flr. MINUTES

Approval of the Minutes of the meeting of February 13 (#9), 1992.

AS 92-17/Ex. NATIVE AMERICAN BURIAL REMAINS AND ASSOCIATED ARTIFACTS, CSUS POLICY ON

The Academic Senate recommends approval of the following:

1. The repatriation process shall be initiated for the burial remains and associated artifacts from the Anthropology Department's collections that have been inventoried and that can be returned to identified tribal groups.
 - A. The repatriation process for materials from the Zallio collection and the Blodgett Site (CA-SAC-267) shall begin immediately, since these collections have already been studied and inventoried. Contact shall be made with the Native American Heritage Commission to identify the appropriate Native American groups within the appropriate tribe that shall receive these materials.
 - B. Resources shall be made available to the Anthropology Department to employ graduate students to 1) conduct an inventory and 2) document information on the burial practices relevant to the remaining collections from the historical period. Some of these materials have been studied. This process shall be completed by the end of Spring semester, 1993, and the repatriation process shall begin as soon as possible thereafter.
 - C. The Anthropology Department, working under the direction of the ad hoc Committee to Develop CSUS Policy on Native American Burial Remains and Associated Artifacts or other body designated by the Senate, shall work with the Native American Heritage Commission to arrange the logistics of repatriation.
2. The ad hoc Committee to Develop CSUS Policy on Native American Burial Remains and Associated Artifacts shall develop its recommendations regarding disposition of the

remaining three collections (those dating from earlier than 2000 years ago) by the end of Spring semester, 1992.

3. The ad hoc Committee shall develop, for Senate consideration, a recommended general policy statement on the acquisition and repatriation of human remains and artifacts.

AS 92-18/FPDC, Ex. EDITORSHIP OF JOURNALS, POLICY ON

The Academic Senate recommends adoption of a CSUS "University Policy on Support for Faculty Who Publish and Edit Academic Journals and Newsletters," as shown in Attachment B.

AS 92-19/FPDC, Ex. FACULTY PROFESSIONAL DEVELOPMENT PLAN--
PROGRAM DESCRIPTIONS [Supersedes AS 90-6; Amends University
Manual]

The Academic Senate recommends approval of the Faculty Professional Development Plan (Attachment C) for inclusion in the University Manual.

AS 92-20/CC, GPPC, Ex. PROGRAM REVIEWS, CENTERS AND INSTITUTES--
CENTER FOR THE REASONING ARTS

The Academic Senate recognizes and commends the past achievements of the Center for the Reasoning Arts (Attachment D); however, in recognition of the fact that the Center for the Reasoning Arts is now defunct, the Academic Senate recommends disestablishment of the Center [Should faculty indicate an interest in reestablishing the Center, a proposal for reestablishment may be submitted in accordance with the campus Policy on Centers and Institutes (PM 87-04)]. The Academic Senate recommends that the Dean for General Education monitor compliance with E.O. 338 and support for critical thinking in the absence of the Center for the Reasoning Arts.

In addition, the Senate recognizes the value of the critical thinking newsletter, formerly produced under the aegis of the Center for the Reasoning Arts, and recommends that support for the newsletter be solicited in accordance with the policy governing editorship of journals.

AS 92-21/CC, GPPC, Ex. PROGRAM REVIEWS, CENTERS AND INSTITUTES--
CENTER FOR SMALL BUSINESS

The Academic Senate accepts the review team's report (Attachment E), applauds the Center's efforts and commends the Center for its achievements as reported in the program review. The Senate recommends that 1) the Center be asked to consider and address the recommendations contained in the review prior to the next review, and 2) the Center be continued until the next review.

University Manual Copy:

CHARGE

1. Assist the University to increase the representation of persons with disabilities in its student enrollment and its employment of staff and faculty.
2. Assist the University to develop plans to provide full opportunities for persons with disabilities in its programs, activities, and facilities with respect to satisfying their academic, cultural and social interest and to prepare them for further employment.
3. Assist the University in the evaluation, review and recommendation of campus-wide educational and administrative policies, procedures, and curricula that affect the equal access, retention and graduation of students with disabilities.
4. Assist the University in the evaluation, review and/or establishment of campus-wide policies or procedures for state or non-state funded new architectural projects as well as facility modifications to ensure the safety and equal access for persons with disabilities in the university programs and activities.
5. Advise the President, School Deans, and Council on University Planning on federal law and state mandates; as well as the development of priorities, timelines, cost estimation and resources allocation required to make "reasonable accommodation" for persons with disabilities.
6. Promulgate and incorporate the fundamental and uncontestable principle-to educate ALL students, in the skills and knowledge of their society, with equal access to programs and activities as required by law--into the mission and goals of California State University, Sacramento.

MEMBERSHIP

- 5 instructional faculty members, one from each of the schools (appointed by Academic Senate)
- 1 Librarian faculty member (appointed by Academic Senate)
- 1 Student Affairs professional (appointed by Academic Senate)
- 1 Student (President of Disabled Students' Union/or designee)
- 1 Student (designated by ASI)
- 1 Dean of Students/or designee
- 1 Vice President for Academic Affairs/or designee
- 1 member of the disabled community (appointed by the President)

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DISABILITIES, COMMITTEE FOR PERSONS WITH

Page 2 of 2

~~1~~The President of Disabled Students' Union

~~1~~One student designated by ASI

1 University Affirmative Action Officer (ex officio) [Note: Position added by President Gerth in March 1989 but not previously incorporated into manual.]

~~*Designate ex-officio appointed by the Dean of Student Affairs.~~

Faculty members shall serve two-year, staggered terms. All other members are appointed annually.

Staff to Committee: Director of Services for Students with Disabilities; Assistant Vice President for Educational Equity and Student Retention

Policy Administrator: Dean of Student Affairs
Index cross-references:

Ref: AS 88-116, ~~AS 88-116/EX~~, AS 92-16

CSUS University Manual

March 14, 1991

AS 92-18/Attachment B
Academic Senate Agenda
February 27, 1992

UNIVERSITY POLICY ON SUPPORT FOR FACULTY
WHO PUBLISH AND EDIT ACADEMIC JOURNALS AND NEWSLETTERS

I. Preamble

The policy on Faculty Professional Development recommended by the Academic Senate (AS 88-41B) and approved by the President in May 1988 states that "The faculty is the most important resource of the University [and that] to invest in and enrich rather than to deplete that resource, the University must foster opportunities for faculty members to increase their effectiveness as teachers and scholars and their professional satisfaction." The California State University, Sacramento furthers this goal when the academic department, school, library, and university give their full, demonstrable support and encouragement to faculty members who publish and edit academic journals and newsletters by providing wherever possible funding from state resources to support CSUS faculty who publish and edit academic journals and newsletters.

II. Policy

The California State University, Sacramento shall provide encouragement and support for faculty members who publish and edit academic journals and newsletters because such activities are critical to the vitality of the university, its faculty, and its students. The publication and editing of academic journals and newsletters 1) enhances the prestige and academic status of the university and the schools and academic departments within the university, 2) contributes to the quality of teaching and the richness of the academic environment in which our students--both undergraduate and graduate students--operate, 3) facilitates the continued growth and professional satisfaction of faculty members and enhances individual academic careers, and 4) strengthens the CSUS's capacity to recruit and retain talented and promising undergraduate and graduate students.

This policy does not apply to departmental or school newsletters and bulletins.

III. Procedural Guidelines

- A. The Department of the faculty member requesting support shall provide a letter of support which indicates the importance and value to the department of the academic journal or newsletter and the willingness of the department to provide demonstrable support for the faculty member's editorship of the academic journal or newsletter.
- B. The Dean of the School of the faculty member requesting support shall provide a letter of support which indicates the importance and value to the School of the academic journal or newsletter and the willingness of the School to provide demonstrable support for the faculty member's editorship of the academic journal or newsletter.
- C. Support provided shall be for a single limited term as editor of the academic journal--or newsletter. To request support for an additional editorial term, the faculty member must initiate an entirely new application and proceed through the entire process.
- D. Application for Support

Tenured or probationary faculty members seeking CSUS support for the publication and editing of existing or proposed start-up academic journals or newsletters should prepare and submit to the Vice President for Academic Affairs an application for support which includes the following:

1. Statement of need of support
 - a. The scope of the editor's responsibility (e.g., book review section, entire journal, layout, ads, production, etc.)
 - b. Length of editorship
 - c. Monetary and other assistance the journal, a sponsoring organization or society, or other entity will provide
 - d. Support requested
 - 1) faculty release time--normally 6 units or less per semester
 - 2) student assistance
 - 3) staff assistance
 - 4) travel .
 - 5) consumable resources, including telephone, copy services, paper, postage
2. Description of the academic journal or newsletter (or proposed academic journal or newsletter) which should include the following information:

- a. The purpose of the academic journal or newsletter
 - b. The status of the academic journal or newsletter in the discipline it serves (or the expected status in the case of a proposal to aid in starting an academic journal or newsletter)
 - c. The academic journal or newsletter review process (e.g., peer reviewed, blind peer reviewed process, etc.)
 - d. The circulation of the academic journal or newsletter (or expected circulation in the case of a new or proposed academic journal or newsletter)
 - e. The sponsoring organization or society, including information on its membership composition, affiliations, size, and purpose
 - f. The length of time the academic journal or newsletter has been published
 - f. The readership of the academic journal or newsletter--international, national, regional, local
 - g. The extent of library holdings(i.e., complimentary copies to be provided to the library as part of the editorship)
 - h. The role the editor and referees play in the acceptance and publication process
 - i. Special requirements for publication (e.g., membership or alumnus status)
 - j. Names and institutional affiliations of the previous editors of the academic journal or newsletter
 - k. Frequency of publication and page size of average issue (or yearly academic journal or newsletter page count)
3. Letters of support for the faculty member's proposed editorship by scholars in the faculty member's discipline which address the significance of the academic journal or newsletter in the field.
 4. Statement regarding extent of support for the faculty member's proposed editorship and publication of the academic journal or newsletter by
 - a. The faculty member's department
 - b. The faculty member's school

- E. The application for support shall then be reviewed by the Editorship Review Committee, which shall be constituted as follows:

- 3 instructional faculty members appointed by the Faculty Professional Development Committee;
- 1 instructional faculty member appointed by the Research and Creative Activity Committee;
- 1 instructional faculty member appointed by the Executive Committee of the Academic Senate;
- 1 administrator appointed by the Vice President for Academic Affairs, who shall convene the committee and provide administrative support for the committee; this member will be ex officio and non-voting.

The terms of membership on the Editorship Review Committee will be for three years, with staggered appointments. The instructional faculty need not be members of the committees appointing them. In addition, there will be no more than one member of the Editorship Review Committee from the same academic department and a committee member may not vote on an application from her/his own department. The chair of the Editorship Review Committee shall be elected by the voting members of the committee at the first meeting of the committee during an academic year and shall serve in that capacity for the academic year.

- F. Responsibilities of the Editorship Review Committee

The responsibilities of the Editorship Review Committee shall include the following:

1. Reviewing the proposed application(s) with the recognition that the proposed applications are not to be viewed as competing with each other, but as independent proposals coming from diverse disciplines in terms of the extent to which support of the proposals will further the university's goal of investing in and enriching the effectiveness of faculty as teachers and scholars, of enhancing faculty professional satisfaction, and of enriching the academic environment of students.
2. Evaluating proposed applications through a process which includes
 - a. using the information in 3 B. above,

- b. actively seeking advice from the appropriate faculty in the proposed editor's department or discipline
- 3. Making a written recommendation to the Vice President for Academic Affairs concerning the nature, extent, and source of support to be provided to the proposed faculty application(s).
- G. At the conclusion of each year of the faculty member's university-supported editorship, the faculty editor shall present to the following (department or school, Vice President for Academic Affairs, Academic Senate, and FPD Committee) an end-of-the-year summary of the academic journal editor's activities during that period of the editorship.

IV. Role of the Vice President for Academic Affairs

The Vice President for Academic Affairs shall make the decision on whether or not the individual shall receive support and identify the source of funding. Normally the source of support shall come from the department or school of the faculty member.

V. Exiting Academic Journal Editorships

Academic journal editorships in place on campus at the time of adoption of this policy shall be continued through their current term or academic year. All renewals of editorships must be reviewed under this policy either at the end of the editorship's specified term or on an academic yearly basis for one-year and open-ended editorships. If the editorship is open-ended, applications for renewal of support should be presented to the Vice President for Academic Affairs by one month preceding the end of each academic year.

California State University, Sacramento

**FACULTY PROFESSIONAL
DEVELOPMENT PLAN**

February 13, 1992

The Faculty Professional Development Plan represents a comprehensive university-wide approach to faculty development. The intent of the plan is to provide faculty members with a broad range of activities which focus on increasing their effectiveness as teachers and scholars, as well as increasing their professional satisfaction. This intent is consonant with the following statement from the report of the California Postsecondary Education Commission (CPEC) on California Faculty Development (1986). "Faculty development refers to college and university activities designed to 'renew and maintain the vitality of their staff' (Centra, 1985) and 'help faculty members improve their competence as teachers and scholars.' (Elbe and McKeachie, 1985)."

Projects addressing the CPEC goals have been funded under existing campus faculty development programs. In addition, specific categorical programs are available from the Chancellor's office (e.g., programs to improve the faculty's abilities to use new technology and to provide assigned time for women and minority faculty for scholarly activity).

The promotion, enhancement, coordination and oversight of faculty professional development policy and programs and the affirmative advocacy of faculty professional development activities on this campus is the charge of the Faculty Professional Development Committee, a standing committee of the Academic Senate. The Sacramento campus began its formalized planning for faculty development in 1987, with the establishment of a committee on faculty development. That committee researched the literature on faculty development, brought experts in the field to campus, completed a survey of faculty interests, and then presented its plan for Senate approval. The standing committee was formed and the program for faculty development was implemented in the 1988-89 academic year.

As a confirmation of their commitment to the program, the administration, in conjunction with the Academic Senate, established the Faculty Development Resource Center (FDRC). The FDRC serves as a repository and disseminator of information about faculty professional development activities available on or through the campus. The staff consists of a director, who is a faculty member, and clerical support. Information about any of the FPD program activities, including guidelines and deadlines, is available through the Faculty Development Resource Center (FDRC), MM-6, x5905.

Consonant with the 1986 CPEC (California Postsecondary Education Commission) Report on California Faculty Development, the Report of the Ad Hoc Coordinating Committee for Faculty Professional Development (May 1989), and the Faculty Professional Development Implementation Plan 1988/89 (October 13, 1988), the Faculty Professional Development Committee presents the following overview of its responsibilities and programs.

A. GOAL: To Enhance the Competence and Effectiveness of Faculty as Scholars
1. Objective: To Support Research and Creative Scholarship Projects

Programs:

- a. SCA (System-wide Scholarly and Creative Activity) Grants
- b. RCA (Campus-sponsored Research and Creative Activity Award Programs)
- c. Summer Institute Fellowships
- d. Research Travel Grants
- e. Travel Grants for System Sponsored Programs
- f. University Association of Research Scholars
- g. Mini-Grants to support new projects
- h. Grant Writing Awards

2. Objective: To Assist Underrepresented Faculty Scholars

Programs:

- a. Affirmative Action Programs (e.g., travel support grants and assigned time grants)

B. GOAL: To Enhance the Competence and Effectiveness of Faculty as Teachers

1. Objective: To Improve, Augment, and Enhance the Quality of Instruction

Programs:

- a. Peer Coaching Program
- b. Mini-Grants for Creative Pedagogy
- c. Mini-Grants for Currency in One's Discipline
- d. Educational Equity Program
- e. Multicultural Programs (e.g., Beyond the Canon)
- f. Writing Across the Disciplines Program
- g. Multicultural Workshops
- h. Faculty Development Center

C. GOAL: To Enhance, Renew, and Maintain the Professional Satisfaction and Vitality of the Faculty

1. Objective: To Aid in Career Enhancement

Programs:

- a. Mini-Grants to support Career Enhancement
- b. Department/Division Chairs' Workshop
- c. Travel Grants for System Sponsored Programs
- d. Faculty Development Resource Center Workshops
- e. Faculty Professional Development Conferences (e.g., Lilly Conference West)

2. Objective: To Improve Faculty Ability to Use New Technology

Programs:

- a. CECC Computing Workshop Support Grants
- b. Mini-Grants to integrate the use of new technology
- c. FDRC Workshops (e.g., Information Technologies for Research and Teaching)

3. Objective: To Orient New Faculty

Programs:

- a. New Faculty Orientation
- b. New Faculty Mentors Programs

4. Objective: To Enhance Faculty Vitality

Programs:

- a. University Visiting Scholars Program
- b. FDRS Workshops

5. Objective: To Maintain Faculty Vitality

Programs:

- a. Semester Leaves With Pay
- b. Sabbatical Leaves and Differences in Pay Leaves

D. GOAL: To enhance the competence and effectiveness of faculty addressing a culturally diverse society

1. Objective: To Aid in Preparing, Developing, and Increasing the Multicultural Content of the CSUS Curriculum

Programs:

- a. Multicultural Programs (e.g., Beyond the Canon)

2. Objective: To Assist Faculty in Developing a Better Cultural Understanding of the Diverse Heritages of the Academic Community and Applying This Understanding to Instruction

Programs:

- a. Visiting Scholars
- b. Beyond the Canon

II. PROGRAM DESCRIPTIONS

A. UNIVERSITY FACULTY PROFESSIONAL DEVELOPMENT PLAN ACTIVITIES

Two kinds of programs are offered: grant/award and support. The activities are described below. Contact persons and appropriate deadlines are published annually for the current academic year.

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

1. GRANT/AWARD PROGRAMS

a. Affirmative Action Development

This program encourages and assists faculty members from underrepresented groups (e.g., people of color, women, and people with disabilities) in full-time positions at the instructor, assistant or associate professor rank (including library faculty) to prepare themselves to compete successfully for tenure and promotion. Full professors are not eligible. Grants are made based on proposals submitted by eligible faculty members for travel and assigned time.

b. Mini-Grants

The Mini-grant program encompasses two categories of development: creative pedagogy and currency/career enhancement. The primary purposes of the program are to increase the teaching effectiveness and currency of individuals. Peer review of proposals is done at the school level.

Creative pedagogy involves activities designed to support teaching excellence and the development of new materials/methods/strategies related to the various academic functions of the university, including support areas. Other activities include those designed to support exploration and development of new ideas, skills, and techniques that emphasize the "seed" nature of experimental projects.

Currency/career enhancement activities are those that are designed to support individuals in the acquisition of new knowledge, capacities, skills, and/or greater expertise in discipline-based activities. Example activities are attendance at conferences and workshops, course work, on-site visitations, library searches, faculty-on-loan programs, and peer coaching, as well as many others.

c. Research Awards, Campus Supported (RCA)

The Campus Supported Research Awards program is a long standing facet of faculty professional development on the CSUS campus. It is administered by the Research and Creative Activity (RCA) Committee for the purpose of providing assigned time and funding for faculty engaged in specific research or creative projects in their professional disciplines.

This program is intended to encourage faculty to engage in research and creative projects and to be active participants in their professional disciplines. In addition to tenured and probationary faculty, temporary faculty teaching an average of six or more weighted teaching units each semester may apply for monetary awards.

d. Research, Scholarship and creative activity, System-wide (SCA)

This is a CSU system-wide program, initiated during the 1988-89 academic year, that is intended to provide direct support for faculty research, scholarship and creative activity. Awards are based on the evaluation of applications submitted by faculty members in response to an annual request for proposals. It is administered by the Research and Creative Activity (RCA) Committee.

Three categories of funding have been established based on CSU system guidelines: Scholarly and Creative Activities (SCA) Grants, Summer Fellowships, and Semester Leaves with Pay.

- 1) **SCA Grants** are awards of up to five thousand dollars which can be used for up to three weighted teaching units of assigned time and/or financial support for a semester-long project. These grants are intended to allow faculty to test promising ideas and obtain preliminary results prior to seeking external support for an activity. The grants can be perceived as "seed" money, but are not required to be used in this manner. All temporary, probationary and tenured CSUS faculty are eligible to apply; however, temporary faculty are only eligible to receive monetary SCA grants.
- 2) **Summer Fellowships** provide summer stipends of one or two months to initiate, continue, or complete a project of creative scholarship or research. All full-time probationary and tenured CSUS faculty are eligible to apply for the Summer Fellowships.
- 3) **Semester Leaves with Pay** provide faculty members with leaves of one semester duration to develop or complete appropriate activities related to the academic disciplines of the recipients. All full-time probationary and tenured CSUS faculty are eligible to apply for the Semester Leave.

e. Sabbatical Leaves and Difference in Pay Leaves*

A faculty member is eligible for a sabbatical or difference in pay leave if he/she has served full-time for six (6) years at this campus in the preceding seven (7) year period prior to the leave and at least six (6) years after any previous sabbatical leave or difference in pay leave. Leaves are based on the evaluation of applications or requests submitted by faculty members.

- 1) **Sabbatical leaves** are generally for one semester at full salary or two semesters at one-half salary, with full benefits accruing with either type.
- 2) **The difference in pay leave salary** is for the difference between the faculty employee's salary and the minimum salary of the instructor rank.

2. SUPPORT PROGRAMS

Support programs are those that provide opportunities for enrichment through meetings, workshops, lectures, colloquia, etc. Support programs are typically noncompetitive and provide no monetary grants or assigned time.

a. Beyond the Canon: New Strategies for Pedagogy and Curriculum

This is a faculty development project, addressing the categories of creative pedagogy, currency, career enhancement and curriculum development, for faculty who teach in the General Education Program in the humanities and social sciences. "Change Agents" who have already infused their courses with diverse perspectives of race, class, and gender are assisting "target faculty" in revising a general education

course and also in developing new pedagogical strategies for a diverse student population.

b. Department/Division Chairs' Workshops*

The program is sponsored by the Office of Faculty and Staff Affairs and is designed to acquaint and update both new and experienced chairs with University policies and procedures. Typically, the program consists of one all-day off-campus program, several two-hour on-campus workshops, and an annual two-day orientation for new chairs.

c. Faculty Professional Development Conferences

These programs provide partial support for faculty travel and training in a variety of faculty pedagogical and career enhancement areas. Funding varies from year to year. Such programs have included Lilly Conference West, CSU Summer Institute, the Professional Organizational Development Network Conference, and the California Educational Computing Consortium Conference.

d. Mentors for New Faculty

This program matches new full-time faculty members with senior full-time faculty members as partners or mentors. The mentors are volunteers. The pairing of the new and senior faculty members generally occurs in the same school. The format of the mentoring is developed through mutual consultation.

e. New Faculty Orientation

This program is designed to introduce new faculty members to the University, through a series of workshops that deal with various issues of interest to incoming faculty members. Examples of workshop topics are: interpretation of the Memorandum of Understanding (MOU); teaching at risk students; scholarly and creative activities on campus; and academic governance. All new full-time, tenure-track faculty members are expected to attend.

f. Peer Coaching

Peer Coaching is a project in which participating faculty expand their knowledge of teaching by the use of non-evaluative collegial coaching and other techniques. Participants from all disciplines, with varying levels of experience, are introduced to new approaches to teaching by examining the cognitive processes that underlie the planning and delivery of instruction. The project consists of seminars and structured classroom observations conducted by paired participants scheduled over one academic year.

g. Research Travel Grants

The Hornet Foundation allocates funds to support faculty travel related to research and scholarly activity. The purpose is to assist and enhance the ability of departments and schools to support faculty traveling to professional meetings to present research papers.

Applications for travel grants should be submitted by the faculty member to the Office of Research and Graduate Studies as soon as possible and in no event less than two weeks prior to the meeting or conference. These funds only provide partial support for faculty travel, and additional restrictions may apply.

h. Summer Institute

A Summer Institute, sponsored by the Chancellor's Office, provides training and exposure to a variety of pedagogical and career enhancement areas ranging from computer instruction to grant writing. The areas and topics change from year to year. Travel and accommodations are funded by the Chancellor's Office. The program is competitive among applicants for the slots allocated by the Chancellor's Office to this campus.

i. Travel Grants for System Sponsored Programs

Funds are allocated to assist faculty travel to CSU system sponsored in-state conferences, workshops and policy development meetings. Faculty members who are members or officers of a state or system task force, commission or committee or who have been designed to represent the campus or the system in a conference or workshop may apply for reimbursement of in-state travel costs. Applications for reimbursement should be submitted at least two weeks prior to the trip. These funds only provide partial support for faculty travel, and additional restrictions may apply.

j. University Association of Research Scholars

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

k. University Visiting Scholars Program

The University Visiting Scholars Program supports lectures, speakers, public programs, and groups visiting the campus, hosted by individual faculty, student or faculty groups, centers, etc.

l. Writing in the Disciplines Project

The Writing in the Disciplines Project involves faculty members as participants in workshops designed to improve student's writing skills. The project requires a semester-long commitment by faculty participants. The project demonstrates, to faculty of all disciplines, how to integrate writing components into their courses and how to use writing as a way of developing students' understanding of course content. Faculty are given assistance in developing writing assignments other than terms papers and essay exams, developing evaluation and commenting procedures for those assignments, and using collaborative activities to improve writing and learning.

III. SCHOOL-BASED PROGRAMS*

Funds, assigned time, and other support for research and scholarly/creative activities are available to faculty members from their schools. Levels of funding and access to professional development programs will vary among the schools according to school and departmental objectives, needs and funding ability.

The School Deans, and the Dean and University Librarian, have established or designated, within their respective units, a professional development committee to advise them on policy and procedural matters regarding the implementation of faculty professional development programs and activities within their Schools or units. For the specifics on school-based programs and activities, including particular program descriptions, applications procedures and other information, faculty may contact the chair of the school of unit faculty professional development committee. Some of the programs available in all schools are:

Faculty Assigned Time/Release Time

The schools or departments and the library, through their general fund allocations, have used faculty positions to provide faculty assigned time and librarian release time for professional activities as defined in their Faculty Professional Development Plan. These activities have included course development, curriculum revision, and research projects.

Educational Equity Assigned Time

Positions for instructional and curriculum development, and other faculty professional development activities, have been allocated to the schools for educational equity assigned time.

School-Based Travel Grants

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

Visiting Scholars Program

The school-level visiting scholars programs support lectures, speakers, and groups visiting the campus, hosted by individual faculty, student or faculty groups, centers, etc.

*Program represents faculty professional development activities, but does not fall under the oversight of the Academic Senate's Faculty Professional Development Committee.



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MEMORANDUM

DECEMBER 18, 1991

Academic Senate
413

December 17, 1991

TO: Charlotte Cook, Chair
Academic Senate

FR: Maurine Ballard-Rosa, Chair *cc*
Graduate Policies and Programs Committee

John Williams, Chair
Academic Senate Curriculum Committee

RE: Program Reviews: Center for Small Business
Center for the Reasoning Arts

At the joint meeting of Monday, December 9, 1991, the Graduate Policies and Programs Committee and the Academic Senate Curriculum Committee approved the program reviews for the Center for Small Business and the Center for the Reasoning Arts and passed the attached resolutions.

A copy of the program reviews are attached for your information.

MBR/sb

Attachments

- cc: Vice President Burger
- Dr. Jolene Kuester, Associate Vice President, Academic Affairs
- Dr. Robert N. Rogers, Associate Vice President, Research and Graduate Studies
- Dr. Dennis Tootelian, Director, Center for Small Business
- Dr. Perry Weddle, Chair, Center for the Reasoning Arts

Resolution: Center for Small Business

The Curriculum and the Graduate Procedures and Policies Committees recommend acceptance, as written, of the program review for on the Center for Small Business. The committees note that the recommendations of the report call only for internal changes. The Center Director, Dr. Dennis Tootelian reports that, in fact, most of these recommendations are being addressed or have already been addressed. The Committees hereby express their gratitude for the excellent report by the Review Committee, (Carol Mayer, Chair), and notes with appreciation the excellent rating of the performance of the Center and its Director.

Center for the Reasoning Arts

The report of the Review Committee is accepted. The overall finding that the activities of the center "are a tremendous resource" is noted. The recommendations concerning the structure by which this campus' compliance with E.O. 338 are forwarded to the Dean for General Education. The Dean is asked to review those recommendations and at the same time to consider other possible means by which the campus might comply with E.O. 338. That is, it is not the intent of the committee to suggest the only feasible way of meeting E.O. 338 is through the re-establishment of the Center. Rather it is the intent of the committee that the Dean determines the best means to support critical thinking, while separating that from the question of the re-establishment of the Center for Reasoning Arts. If re-establishment seems the way indicated, the committee would be supportive.

1991 REVIEW OF CENTER FOR THE REASONING ARTS

I. MISSION

In 1980 CSU Executive Order #338 mandated each student enroll in a course that met the requirement of teaching "critical thinking" which would be:

Designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inference drawn from unambiguous statements of knowledge or belief. The minimum competence to be expected at the successful conclusion of instruction in critical thinking should be the ability to distinguish fact from judgement, belief from knowledge, and skills in elementary inductive and deductive processes, including an understanding of formal and informal fallacies of language and thought.

It was necessary to develop some cohesive approach toward the courses which would meet the new requirement. The Center for the Reasoning Arts was established as a vehicle to communicate within the California State University, Sacramento ideas on how to implement the requirement for courses in critical thinking. Throughout the CSU system there were a wide range of interpretations. One of the main purposes of the Center was to coordinate efforts to implement "338", and to coordinate efforts of others attempting to prepare students to meet the requirements (high schools, community colleges, etc.).

There are six stated functions of the Center for Reasoning Arts:

1. **CSUS FACULTY DEVELOPMENT.** To aid in constructing courses to meet "338"; maintenance of the critical thinking resources center (including textbooks, articles, syllabi, academic papers) and faculty counseling.
2. **REGIONAL OUTREACH.** Guidance and counseling on critical thinking articulation to meet the "338" requirement. Transfer of this general education requirement from one institution to another. Course development. Sharing of ideas and experience.
3. **BUREAUCRACY.** The Executive Order #338 affects all levels of public higher education. The Center reports, adds opinion and adjudicates, when appropriate, at all levels.

4. **OUTREACH.** Networking with many sources involved in critical thinking, exchange of information. The Center publication CT News disseminates worldwide and, in turn, receives input from the same venue.
5. **THEORY.** The Center must handle theoretical as well as pedagogical issues on this emerging subject. Primarily through CT News, but occasionally through speakers, conference sessions, and contact with professional groups in the field, theory is articulated and debated.

6. **SERVICE FOR GRADES K THROUGH 12.** Critical thinking has become important in K through 12 education. The Center offers its services to elementary and high school teachers through consultation, speaker services, making materials available and trying to make the subject more accessible.

The newsletter was developed independently of the Center and predates it. The CT News was first published in the 1982-83 academic year to communicate within the CSU system information on critical thinking concepts for general education.

The Center for the Reasoning Arts is currently "housed" in the Department of Philosophy, in Director Perry Weddle's office. The computer is also in Dr. Weddle's office. The Center was originally designed to be a coordinated effort of the School of Education and the School of Arts and Sciences. Perry Weddle, Ph.D. of the Department of Philosophy and Arthur Costa, Ph.D. of the Department of Educational Administration and Policies were the co-directors. The School of Education did not continue to fund the Center; Dr. Costa withdrew from the activities of the Center due to other commitments. Dr. Costa was the primary contact with the K-12 communities throughout the Sacramento area and the State of California. Dr. Weddle inherited the entire responsibility for the Center as well as the CT News.

The Goethe mansion served as the center for the Center for a period of time. Dr. Weddle found it safer and more convenient to conduct his business from his office at CSUS. The Goethe mansion is currently being used by the Center for California Studies; some materials are still stored there.

II. ACHIEVEMENTS

The Center for the Reasoning Arts was charged with coordinating and organizing information related to critical thinking and for finding ways to disseminate that information. It has been successful in accomplishing that charge, even though it has become a one-person operation.

The Center has sponsored a number of successful conferences for faculty of CSUS, other University colleagues, community college teachers and personnel of K-12 schools. Some of these have been:

1988 "Across the Curriculum". A critical thinking outreach one-day Conference

1988 Concord Conference. Co-sponsor: California Humanities Project. About 100 K-12, Community College and University participants enlisted in some hands-on experiences in critical thinking.

1989 Critical Thinking Saturday. One-day Conference for University and Community College faculty. Dick Parker, keynote speaker.

1990 CSU Conference on Critical Thinking. Lake Arrowhead.

In addition, Perry Weddle has been a speaker on the topic of critical thinking frequently representing CSUS and the Center.

1985 CSU Sonoma Critical Thinking Conference

1986 CSU Sonoma Critical Thinking Conference C S U Conference, San Francisco State (Implementing '338'). 1st International. Argumentation Conference, Amsterdam

1987 CSU Sonoma Critical Thinking Conference

1988 CSU Sonoma Critical Thinking Conference - Keynote speaker. Maryland Conference on Critical Thinking

1989 CSU Sonoma Critical Thinking Conference PAS Video - made in Cinema

1990 2nd International Argumentation Conference, Amsterdam CSU Sonoma Critical Thinking Conference

Further, Dr. Weddle conferred frequently with faculty at levels kindergarten through university for the development of courses in critical thinking. He was appointed to the Area A Subcommittee on General Education, where he has served since 1987. He spends time consulting with faculty regarding courses they have proposed for the critical thinking requirement.

A large number of speakers have been invited to the CSUS campus through the Center for the Reasoning Arts. These include J. Anthony Blair, University of Windsor, Canada; Dennis Blain, University of California, San Diego; Michael Scriven, University of Western Australia; non Lazare, California Polytechnical Institute; Charles Blatz, University of Wyoming; Lenore Langsdorf, University of Texas, Arlington.

Currently, Dr. Weddle devotes considerable time to the problem of the transfer of courses between the public institutions of higher education. Critical thinking course credit transfers have been a problem since the University of California does not have a critical thinking requirement and, further, has a second composition requirement. This creates problems and is expensive for the students; the State Senate has been seeking a smooth transfer policy.

In 1991, Dr. Weddle decided to largely withdraw from the activities of the Center for the Reasoning Arts while continuing to devote time and attention to the CT News. He voluntarily "returned" 3 units of release time which had been granted to the Director of the Center.

The CT News remains vital and has gained national recognition as the source for development on critical thinking and informal logic. The newsletter has been adopted as Association organ by the Association for Informal Logic and Critical Thinking (AILACT), and has been promised yearly support of \$1000. It also has been recognized by Linda Jones of the Chancellor's office and has broad support within the CSU system.

The CT News is published five times a year. Perry Weddle is the Editor; Linda Bomstead is the Assistant Editor. A Student Assistant is employed to work on the newsletter. The contributors comprise a list of important names in the field such as Irving M. Copi; Trudy Govier; Ralph H. Johnson; J. Anthony Blair; Connie Missimer; Maurice A. Finocchiaro; Michael Scriven; Donald Hatcher; Robert Swartz; Mark Weintein; Dick May.

CSU is well represented with contributions from Parry Weddle; Linda Bomstead; Dean Lorn; William Dorman; Stephanie Tucker; Gene Barnes and John Brackman.

The newsletter is distributed to subscribers around the world; more than 500 are mailed currently, and the list will be expanded with the addition of AILACT members. It apparently serves its intended audience well.

III. COSTS

At the present time, the Center for the Reasoning Arts essentially does not exist. It had been established as a joint effort of the School of Arts and Sciences and the School of Education. For the past five years it was solely supported by Arts and Sciences.

The newsletter CT News is a going concern. It receives \$2400 for a Student Assistant and \$1720 for supplies and services (\$400 is used for postage). Both of these funds are channeled through the Department of Philosophy. Additionally there was a grant of \$800 from CSU directly (Linda Jones' Office) and \$200 of the promised \$1000 from the Association for Informal Logic and Critical Thinking (AILACT).

Dr. Weddle has had some additional support for travel on an inconsistent basis. He mentions the support and generosity of Deans Leezer and Sullivan and, currently, Associate Dean Gray.

It has been difficult to ascertain more specific fiscal information.

IV. OPERATIONS

The Center for the Reasoning Arts is, for all intents and purposes, defunct. It was organized as a Center with Co-Directors from two schools of CSUS. The intent, apparently, was to have an Advisory Board to supply resources and to activate the Center's proposed activities. It would be expected that there are many faculty members throughout this campus who would have an interest in, and commitment to, a Center for the Reasoning Arts. This is especially true since critical thinking courses are still a requirement for every matriculated student at this University.

Art Cosa was elected to the presidency of a national professional organization several years ago. His time commitments to that organization precluded his continued active involvement with the Center. He has retired from CSUS this year. He was interviewed for this review by telephone; he commended Perry Weddle for his work and his expertise in Critical Thinking. Dr. Costa recommended the continuance of the Center, and mentioned a few faculty members who, he thought, would be appropriate leaders for the Center.

Dean Steve Gregorich was called and interviewed by telephone. He was not enthusiastic. He explained that the idea of critical thinking was exciting in 1985, but that the excitement had been passed on to newer ideas in education. When pressed, he mentioned a few names of faculty from the School of Education who might be interested in critical thinking, but he thought that they all had other, more pressing, concerns and interests which would make them unavailable.

Perry Weddle appears to have been left carrying the entire responsibility for the Center for the Reasoning Arts alone. At the same time he has been editing, promoting and publishing the CT News which has become a significant publication for those interested in informal logic. He readily admits being a "loose" administrator and historian. He has, it would seem, carried the burden of advising about courses in critical thinking within CSUS; throughout the CSU system and in outreach to the community college and K-12 systems throughout northern California. He has been also carrying

most of the work on advising on courses through the Area A Subcommittee on General Education. He has been a consultant for the California assessment Project for the State Department of Education. He has voluntarily returned the release time awarded for directing the Center. Dr. Weddle's recommendation, at the beginning of this review process, was to "shut down the Center, but let the newsletter remain."

This Review Committee's consensus is that the CT-News needs the Center 'From which to function. The Review Team also considers a Center for the Reasoning Arts an appropriate part of a University with a requirement for thinking training for its students.

V. RECOMMENDATIONS

The principle issue facing the Review Team is unusual and unexpected. The Center for the Reasoning Arts is essentially defunct. Director Perry Weddle had requested that the Center be allowed to exist only on paper but that the CT News be kept intact. Dr. Weddle felt that, "the idea is right, the times aren't" (from his self-study document). It was the immediate sense of the Review Team that the newsletter needed the Center to provide a home and validate it. As we studied the history and current status of both the Center and the CT News the Review Team became convinced that the times were not only 'right', they demanded a Center which was vital, active and represented the best that CSUS had to offer. The consensus of the Review Team is that a Center for Critical Thinking should exist on this campus for the following reasons:

1. The CT News would be stronger and more effective with a home in a Center for the Reasoning Arts.
2. To work on the problem of the articulation of critical thinking courses throughout the State higher education system.
3. For faculty development as the need for critical thinking courses continues on this campus.
4. To organize the archives for critical thinking.

We therefore make the following recommendations.

1. **SYSTEMS AND OPERATIONS.** The Review Team recommends the resurrection of the Center for the Reasoning Arts. It was established in response to Executive Order 388, and that Order is still the rule in the CSU system. Therefore the Center is more properly a University organization, rather than a function of any school. It is recommended that the new Center be established with a Director and an appropriate and continuing Advisory Board, drawn from all the Schools. The Director should be given appropriate released time and such support staff and equipment as would be needed to properly discharge the work of the Center. In a University where the importance of critical thinking is impressed on the entire student body, there are surely many faculty who would be interested in, and committed to, the process of teaching these skills.

A revitalized Center with a new Director is absolutely necessary to effectively meet the requirements of Executive Order #338. Given the purposes and objectives of the Center, it requires more than just a nominal office for the newsletter. The present Director is unable to continue as both Director of the Center and Editor of the CT News. He began as Co-Director, and essentially inherited the entire responsibility. It is unreasonable to ask him to continue in the dual role; although he is willing to continue to devote his time and efforts to the newsletter.

2. **FISCAL.** The Center for the Reasoning Arts has no present financial support from the University since Dr. Weddle has returned his 3 units of released time; the CT News receives some support in both released time and direct funding. Neither the Center nor the newsletter should be expected to be self-supporting. The Review Team recommends that the University support it appropriately and that the Chancellor's Office be approached for the funds to accomplish the mission of the Center. The Center for Critical Thinking would offer archival and other services for the system as a whole.

When the Center is re-established, the first order of business of the Advisory Board would be to recommend appropriate fiscal and personnel needs for the Center.

3. **THEORETICAL.** The unanimous belief of the Review Team is that the Center for the Reasoning Arts is a splendid part of the CSUS campus. It puts this campus at the forefront of the CSU system which, by virtue of the Executive Order #338 is dedicated to incorporating critical thinking into the curriculum. This was a bold move, and which needs support and scaffolding to be successful. The Center on this campus is prestigious and pedagogically sound. It needs to be promoted to the other campuses and to the CSUS community. We enthusiastically recommend its reorganization.

1991 REVIEW OF CENTER FOR SMALL BUSINESS

I. MISSION

The mission of the Center for Small Business (CSB) is to provide undergraduate and graduate students opportunities to gain real-world experience in solving business problems and to provide the small business community within the CSUS service area opportunities to receive technical management assistance so that they can strengthen their operations. Businesses which are stronger will contribute to the economic and employment bases of the Sacramento area.

The CSB operates within the School of Business Administration with Dennis Tootelian, Ph.D, as its Director. The Management Development Institute is the oversight body for the CSB; all funds are passed through the Institute to and from the center. Richard Cobb, Assistant Dean for External Affairs coordinates the liaison.

The Center for Small Business is funded by a contract with the Small Business Administration under a "Small Business Institute Grant". The service program is carried out by students, organized in teams of one to four members within academic classes. Each team is assigned a separate client project. The teams are charged with contacting the clients, analyzing the management problems, determining options and approaches to improving the operations and submitting a professional, concise, clear written report which emphasizes practical recommendation. The students interact with and are advised by their faculty advisor, who is the course instructor. The faculty advisor may be in direct contact with the client, or not, as (s)he deems appropriate.

The completed reports are submitted through the instructor to the Director of the Center. On the approval of the instructor and/or Director, they are forwarded to the client. There is no cost to the client for this service. Most client's problems are addressed in a single semester; occasionally the needs will be too extensive for a single project and they will be separated by management area and addressed as separate projects to a maximum of three semesters. Student Coordinators take initial information from prospective clients and then track the assigned cases to assure efficient and appropriate progress.

The Center for Small Business can extend services to companies who meet the definition of "small businesses"; retailer having less than \$2.5 million dollars in sales, wholesalers or manufacturers having fewer than 500 employees. The CSB also works with entrepreneurs who are interested in starting a business. CSB works closely with the US Small Business Administration's Service Core of Retired Executives (SCORE); clients are referred between the two organizations.

The Small Business Institute program was established in 1972 with 36 collegiate schools of business. Roberta Conner, Branch Manager of the Sacramento SEA Office has cited the CSUS Center for Small Business as consistently performing nearly twice the number of assistance cases as their contract with SBA requires. She stated, "Obviously, you are not just helping small businesses because it is reimbursable but rather because it is good for the business you are in -- education" (December 10, 1990). Dean Joseph Moorehead of the School of Business Administration wrote that the Center has gained tremendous recognition within our community for both the amount and quality of its work. He praised the Center as a "credit to the School and the University". Similar laudatory comments have come from satisfied clients.

The Center for Small Business is providing a needed service to the community; and the service is of top quality. Between 100 and 150 clients are advised each year; there have been more than 1200 since the Center's beginning in 1969. Student letters indicated that they learn from actually working on management projects that the teaching in their business courses has practical purpose.

While service is the primary mission of the CSB, data generated by the work of the Center has been analyzed and reported in a number of professional papers presented at collegial conferences. Dennis Tootelian presented a paper on "Satisfaction with Counseling" at the 1990 Western Regional Conference of the Small Business Institute Directors Association. He presented another paper at the 1991 National Conference of the Small Business Institute Directors Association on "The Cost Effectiveness of Small Business Administration Programs". Studies on "Succession Planning" and "Borrower Satisfaction with Small Business Loan Programs" have been reported in the Wall Street Journal, Forbes Magazine and the Sacramento Bee.

Information generated by research at the CSUS Center for Small Business has been entered into the Congressional record. It may be speculated that legislators have used those references when allocating funding to the Small Business Administration and other agencies. The presence of a Center which has consistently provided a needed, quality service to the Sacramento metropolitan area within the University can be regarded as a public relations windfall. The CSB provides a bridge between CSUS and the business community, avoiding the perception of the University as an isolated 'ivory tower'. The services of the CSB return to the community an extraordinary benefit.

II. ACHIEVEMENTS

In the years 1985/86 to 1989/90 the Center for Small Business has consistently performed quality services to the small business community while providing training in all aspects of management problems to five years worth of students. Director Dennis Tootelian has lead a small core of faculty to include these analyses and solutions for improved operations in their business classes. Students counselors, in teams have worked independently to develop improved methods and procedures for retail businesses, professional practices, service organizations, restaurants and the like.

Dennis Tootelian has been conservative in his approach to growth and expansion in order to maintain the quality of service. Since 1975 there has been an increase in clients at the rate of 12% per year. The CSB has been stable organization which has been able to function within the funding available. It has become one of the largest Centers of its kind in the United States. The Center for Small Business received twice the funding as the next largest Small Business Institute in the Western Region: Arizona, California, Oregon, Washington and Hawaii.

The CSB was featured in an article, "Small Businesses Get Boost" by Jeanie Esajian in the 1990 edition of CSUS' Explore magazine which described the services offered as unique. In a letter to John Cox, Associate Administrator of Business Development of the SBA, Roberta Conner, Sacramento Branch Manager reported that "...the SBI at "Sac State" performs at least twice as many cases as we reimburse each year.

The CSB has received numerous unsolicited letters from past clients. In fact, the referral by past clients to other members of the Sacramento business community is the primary means by which the Center publicizes its services. The Small Business Administration has recognized the excellence of CSB program with praise and awards. On two occasions within the last ten years, the Center has won "outstanding case" awards from Small Business Administration in competition with approximately forty other universities.

Dennis Tootelian has become recognized for his expertise and interest in the small business life in the Sacramento area. In 1990, he was given the "Advocate of the Year" award by the Small Business Administration. He has served on the Mayor's Special Task force on Minority Women Business Enterprises since 1988 and on the Mayor's Small Business Round Table. He was appointed to the California Legislature's Senate Select Committee on Small Business Enterprises and chaired that committee in 1979. His small business research has been reported in Forbes Magazine, The Wall Street Journal, The Sacramento Bee and has been read into the Congressional Record. He has submitted papers for many professional conferences and meetings and reference journals including: Journal of Small Business Management (Editorial

Advisory Board); USASBE (United World Conference of the International Council for Small Business.

Clearly the prestige of the CSB is due in large part to the outstanding professional accomplishments of its Director.

III. COSTS

Over the past five years the funding from the Federal Small Business Administration has increased from \$24,000 (1985/86) to \$36,000 (1989/90). Most of the funds have been directed to administration of the program and faculty reimbursements for supervision of student teams. The next largest sum is the cost of administering the monies; approximately 15% of revenues are directed to the Hornet Foundation which seems to be a high cost of administration. Each year a modest profit has remained which has been retained in the account against a sudden loss of, or reduction in, funding.

The only indirect cost to the School of Business Administration was the use of BA 3061 as the CSB Office. Business equipment such as a telephone answering machine and the like have been purchased by the Center. Normal office furniture and a computer are supplied by the University. Staff support is purchased from the Management Development Institute. The Center for Small Business is, and always has been self-supporting. The Center's stated goals include a slow increase in the number of clients served; they target a 5% yearly increase. In the past 15 years a 12% yearly increase has taken place. They have also stated a goal to broaden the base of financial support so they can look to a stable long-term growth. They will be investigating available grants.

Another goal of the CSB is to introduce fee-for-service assistance programs. This would most likely be short-term advising. At the present time any request for immediate intervention is referred to a faculty member whose expertise is in the require area or an agency (such as SCOPE) which is non-profit. Dr. Tootelian has been looking for a way of offering an appropriate short-term advising service which would not jeopardize the community's perception of the free advisory services which are the mainstay of the CSB.

IV. OPERATIONS

The Center for Small Business operates within the School of Business Administration of California State University, Sacramento. It comes under the auspices of the Management Development Institute, which is the governing body for all the Institutes and Centers of the School. Dean Richard Cobb, Assistant Dean for External Affairs coordinates the liaison. All funds are directed through the MDI to the Hornet Foundation. There is an advisory "oversight Committee" selected from the faculty of the School of

V. RECOMMENDATIONS

1. System

The Center for Small Business could benefit from establishing liaisons with other Centers and Departments within CSUS. Interfacing with professionals and centers would increase the scope of the service that the CSB could offer. Contact with the Art Department could, for example open up a network of persons who could offer graphic logos to small businesses which might benefit from that service. The CSB could, in turn offer its analysis and advice to agencies within the University.

Increasing short-term advising would be an additional service that could fit into the expertise and approach of the CSB. There are companies which recognize or develop a need which does not allow itself to be "wait-listed" until the beginning of the next academic semester. These issues might be well serviced by Center personnel rather than being passed on to an agency less appropriate to the needs of the company.

Additional professional staff has been recommended. One possible purpose would be business professionals who could spend a few hours in the Center Office doing quick evaluations of calls to determine whether they would be appropriate for the immediate intervention or whether they are appropriate for the usual CSB service an can be handled by the Student Coordinator.

2. Operations

Make more effective use of the advisory committee. Have regular meetings; quarterly meetings have been recommended. Keep members of Oversight Committee informed of the achievements of the Center. Make better use of the networking and public relations purpose of the members of the Committee. Business people from the community could be invited to serve on the Oversight Committee.

3. Fiscal

The idea of a fee-for-service component to become a part of the Center has intriguing connotations. It might be necessary for the University to support some part-time experts to initiate the service. The demand for this service should increase once it is known that it is available; and it would become self-supporting in a short time.

Increased funding base has been a stated goal of the Center. There is a concern about finding and applying for the appropriate grants. Grant writing has become a specialized area of expertise; too often outstanding programs go unfunded as expert grant writing becomes more important than the program. The Center for Small Business seeks to fulfill the program in the appropriate places. The Center needs the support of the University in identifying such a professional. Dr. Tootelian would welcome a grant writer and has said that he believes an effective professional could fund his/her own position.

Business Administration by the Committee on Committees for the CSB. The Director of CSB is Dennis Tootelian, Ph.D.; he has served as Center Director since 1975. The Director is responsible for selecting the faculty to participate in the program; for accepting the final case reports; for representing the Center to the University and the community and for interacting with the United States Small Business Administration. The day-to-day operation of the Center are also within his purview.

Dr. Tootelian has the appreciation and respect of the Dean of the School of Business Administration; the manager of the Sacramento Branch of the Small Business Administration; members of the business community of Sacramento Area; Mayor Ann Rudin; and his professional colleagues as indicated by the information described in Section II Achievements of this report.

The members of the CSB Oversight Committee were called by telephone during the course of this review. Three members were contacted and interviewed on the phone. Hamid Ahmadi said that he had very positive comments from the business owners in Sacramento about the services of the Center. Dr. Ahmadi indicated that he felt additional professional staffing would be useful; a professional who would act above the level of the student coordinator.

Dean Cobb stated that he felt that the experience was valuable for the students who were assigned cases. He reported that Dr. Tootelian had been cited at the School of Business Award Institute and had been profiled in the CSUS magazine. He expressed his concern about the scope of the program: indicating that he thought the services of the CSB could be extended to some of the more distant regions of the CSUS service area through video conferencing or satellite programs. He reported that, unless more funding becomes available, the demands for service will not be able to be met. Due to the excellence of the program, he said, it becomes 'habit forming' and the immediate area will absorb all the service we can offer.

John Refhuss reported that Dennis Tootelian is highly respected and he had only heard positive feedback on the workings of the Center. He said that most of his information comes from data reported in the mass media. He thought that the Oversight Committee could be used more effectively; he suggested quarterly meetings.

In summary, the Center for Small Business appears to be a well run efficient organization which meets its stated goals. It is self-supporting and has been so since its inception. The Director is a respected expert in his field and is well thought of by members of the Sacramento business and the administration of the City and the State. The high quality of its program adds substantially to the prestige of CSUS and a sense of concern for and service to the community.