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NOTE: YOU'LL NEED TO BRING WITH YOU--FEBRUARY 27
AGENDA ATTACHMENTS B, C, D AND E.

1991-92
ACADEMIC SENATE
California State University, Sacramento

AGENDA

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

CONSENT CALENDAR

AS 92-29/Ex. COMMITTEE APPOINTMENTS--SENATE

Academic Policies Committee:

ARLENE PRIGOFF, At-large, 1993 (repl. K. Samantrai)

Faculty Professional Development Committee:

RONALD ERNST, E&CS, 1994 (repl. J. Bayard)

AS 92-30/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

Student Health Advisory Committee:

CAROLYN VAN COUWENBERGHE, At-large, 1992 (repl. P. Ackerman)

CONSENT INFORMATION

AS 92-25/FPDC, Ex. 1992-93 MINI-GRANT PROGRAM

The Executive Committee, on behalf of the Senate, approves the 1991-92 Mini-Grant Program as prepared by the Faculty Professional Development Committee (Attachment D).

AS 92-26/Ex. INSTRUCTIONAL PROGRAM PRIORITIES

The Executive Committee, on behalf of the Academic Senate, requests that the President postpone, for a short time, further development in the schools of the priority category lists until

the Senate has had an opportunity to identify the issues of concern raised by faculty members regarding the development and the implementation of the Instructional Programs Priorities document (PM 91-12).

AS 92-27/AP, Ex. STUDENT COMPLAINTS, PUBLICATION OF
INFORMATION REGARDING RESOLUTION OF

The Executive Committee, on behalf of the Academic Senate, recommends that a statement concerning student complaints (based on the attached statement [see Attachment A]) be placed in the 1992-94 and subsequent university catalogs, class schedules commencing Fall 1992, and any other appropriate organs of the university to inform students of their options.

AS 91-112/LIB, Ex. LIBRARY CIRCULATION POLICY

The Executive Committee, on behalf of the Academic Senate, recommends approval of the changes* in Library Circulation Policy as proposed by the Library faculty and administration and recommended by the Senate's Library Committee, amended as follows (strikeover = deletion; underscore = addition) until sufficient time has passed, not to exceed 18 months, to enable a substantive review by the Library Committee:

[*See pages 10-12, February 13, 1992, Academic Senate Agenda.]

REGULAR AGENDA

Old Business

AS 91-113/Ex./Flr. SCHOLARSHIP, ^{DEFINITION}~~DESCRIPTION~~ OF

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

Carried Whereas, ~~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 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; and~~

Whereas, 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; and

Whereas, 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; therefore, be it resolved that

Resolved: The Academic Senate recommends that CSUS adopt the following definition of scholarship:

Scholarship is 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, evaluating or applying knowledge--or 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 is the degree to which it results in 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~~

referendum carried
Carried

~~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.~~

AS 91-113B/Flr. SCHOLARSHIP, DESCRIPTION OF (Amendment to AS 91-113--Postponed 2/27/92)

The Academic Senate directs the University ARTP Committee to develop for Senate consideration, in broad consultation with other Senate committees and the academic community, recommendations for revision of University ARTP policies consistent with the statement on scholarship adopted by the faculty. Specifically, the UARTP Committee is to review and propose revisions, as necessary, to the Scholarship and Creative Activity criterion section of the University ARTP policy and shall develop recommendations regarding activities that shall be used to evaluate a faculty member's performance related to the Scholarship and Creative Activity criterion and the relative ~~weight~~ *value* that shall be accorded to this criterion.

agreed

AS 92-01/Flr. MINUTES

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

agreed

AS 92-15/Flr. MINUTES

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

AS 92-24/Flr. STRATEGIC PLAN

Carried

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 **2/27/92 Academic Senate Agenda 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 (**2/27/92 Academic Senate Agenda 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 (**2/27/92 Academic Senate Agenda 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 (2/27/92 **Academic Senate Agenda 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.

New Business

AS 92-28/Flr. MINUTES

Approval of the Minutes of the meeting of February 27 (#10), 1992.

AS 92-31^A/Flr. 1992-93 COMMITTEE ON COMMITTEES

The Academic Senate elects school representatives to the 1992-93 Committee on Committees, as follows: [See Attachment B for eligibility by school]

AS 92-31^B/GE, Ex. G.E.--AREA D-2, MAJOR SOCIAL ISSUES OF THE
CONTEMPORARY ERA [Amends AS 91-42, "Policies Pertaining to the
General Education Program and Course/Proficiency Requirements for Graduation
with the Baccalaureate Degree"]

The Academic Senate recommends that the G.E. program criteria statement for "D-2. Major Social Issues of the Contemporary Era" (page 19, "Policies Pertaining to the General Education Program and Course/Proficiency Requirements for Graduation with

the Baccalaureate Degree") be amended, as follows [underscore = addition; strikover = deletion]:

Topics around which courses are to be developed and presented are: crime; energy; environment; biomedical issues; poverty; warfare; race; national economic policy; and ~~ethnic, age, and sex discrimination~~ discrimination on the basis of race, ethnicity, age, gender, religion, sexual orientation, or physical challenges and disabilities. The selected topics will be reviewed every two years by the General Education Committee to determine their continued relevance to national concerns and priorities. Topics will be added or deleted (as appropriate) to maintain a list that reflects the major issues being debated in American society.

APPROVED TOPICS FOR CATEGORY D-2

- I. Crime
- II. Energy
- III. Environment
- IV. Poverty
- V. Warfare
- VI. ~~Racial, ethnic, age, and sex discrimination~~
Discrimination on the basis of race, ethnicity, age, gender, religion, sexual orientation, or physical challenges and disabilities
- VII. National economic policy
- VIII. Biomedical and health issues
- IX. Education
- X. Population growth

FIRST READING:

AS 92-32/G.E., Ex. G.E.--AREA B-3, LABORATORY COMPONENT WITH B-1 AND B-2 [Amends AS 91-42, "Policies Pertaining to the General Education Program and Course/Proficiency Requirements for Graduation with the Baccalaureate Degree"]

[Refer to Attachment C for pertinent portion of Executive Order No. 338 "General Education Breadth Requirements."]

The Academic Senate recommends that the program criteria statement for "Area B. "The Physical Universe and Its Life Forms" (page 13, "Policies Pertaining to the General Education Program and Course/Proficiency Requirements for Graduation with

the Baccalaureate Degree") be amended, as follows [underscore = addition]:

B-3. Laboratory Component with B-1 and B-2

Laboratory components of B-1 and B-2 courses shall emphasize the learning of laboratory techniques and verification of facts and principles in the relevant physical science and life forms discipline; it shall involve at least two hours per week spent in the laboratory. The laboratory requirement may only be satisfied by taking an approved course with an integrated laboratory requirement or by taking an approved combination of lecture and separate enrollment laboratory course. In the latter case the laboratory must be taken concurrent with or subsequent to the lecture course.

Courses in B-1, B-2 and B-3 shall:

1. emphasize general principles and concepts having a broad range of application, and not be restricted to specialized topics;
2. develop an understanding of the principles underlying and interrelating natural phenomena, including the foundations of our knowledge of living and non-living systems;
3. introduce students to one or more of the disciplines whose primary purpose is to acquire knowledge of the physical universe and its life forms rather than to apply existing knowledge; and
4. develop an appreciation of the methodologies of science, the requisite features of scientific endeavors, and the limitations of scientific inquiry.

Re: AS 92-27

Attachment A
Academic Senate Agenda
March 12, 1992

Statement Regarding Student Complaints

The following are suggestions on what to do if you think that you are being treated unfairly or unreasonably at CSUS by a specific individual, program, or policy.

1. Get advice. It is helpful to discuss your concerns with a professor or staff person not directly involved with the situation. The following are places to get assistance in deciding whether to pursue your complaint.
 - Faculty or program advisor
 - Academic Advising Center, CTR 105. Faculty and staff advisors are available on a drop-in basis
 - Affirmative Action Office, ADM 259. The Affirmative Action Officer is available to discuss any incidents of sexual harassment or unfair treatment based on race, national origin, religion, sexual orientation, or marital status.
 - Women's Resources Center, CTR 212
 - Academic Standards Committee, CTR 111-A (in the event that a petition to receive an exemption to a policy is required)
 - Associated Students, 3rd floor, University Union
2. Try the informal approach. Formal grievance procedures are available, but you will probably get better and faster results if you try to resolve your problem by meeting and/or writing to the people involved. There are cases in which you might not wish to address the people involved--if you have a question about what approach to take, please see your advisor.
3. Discuss the problem with the person most involved with the program or policy in question. If you have a concern about the policies of a department, then speak to a faculty member in that department, the Chair of the department, and, if necessary, the Dean of the School.
 - Take concerns involving sexual or racial harassment to the Affirmative Action Officer
 - Take concerns about registration and enrollment to the Registrar's Office
 - Take concerns about General Education, general concerns, and information about University requirements, and general information to the Academic Advising Center. In addition, the advisors at the Academic Advising Center may be able to help you contact the appropriate staff or faculty member.

(Note that the grade appeal process is explained on p. __.)
4. Appeal through appropriate levels. If you are not able to resolve your complaint by discussing it with the person who is most involved with the program or policy in question, seek advice from the Chair of that department or the Director of that program. If you are not satisfied at this level, contact the appropriate School Dean, the Dean of Students, or the Academic Standards Committee. The final level of appeal is the Vice President for Academic Affairs.

Re: AS 92-31

Attachment B
Academic Senate Agenda
March 12, 1992

From Senate Bylaws:

B. Committee on Committees

1. **Membership:** The Committee on Committees shall be composed of the Chair and Vice Chair of the Academic Senate, the other five (5) voting members of the Executive Committee, the senior representative to the Senate from the Library electing unit, the senior representative to the Senate from the Student Services electing unit, and one representative from an electing unit within each school elected by the incumbent Senate.
2. **Nomination and election of school representatives:** At one of its meetings, the Academic Senate shall nominate and elect by secret ballot the representative of each of the five (5) schools to the Committee on Committees. Nominations shall be made from the floor; nomination of oneself shall be permitted. No one who is not then a representative of an electing unit from within one of the schools shall be eligible to be nominated to be the representative of that school. Every representative may vote for one nominee from every school. If none of the candidates from a school receives a majority of the votes cast, the Academic Senate shall immediately decide by secret ballot which of the two candidates who have received the most votes shall become the school's representative. As between the two candidates, the candidate who receives the most votes shall be elected.
3. **Meetings:** Each spring the Chair of the Academic Senate shall convene an initial meeting of the Committee on Committees. At a subsequent meeting, the Committee on Committees shall nominate to the Senate candidates to be appointed members of the standing committees of the Senate to serve during the following academic year.
4. **Charge:** Having considered the results of an annual survey of the faculty interest in serving on any one or more of appointed standing committees, the Committee on Committees shall make a recommendation to the Senate specifying who the members of the Senate's standing committees shall be during the following academic year. Between the annual deliberations of the Committee on Committees, the Executive Committee shall nominate candidates to fill the vacancies that occur in the membership of the standing committees.

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1992-93 COMMITTEE ON COMMITTEES

Committee Meeting Schedule:

- #1: Tuesday, March 31, 2:30-4:30 p.m., Adm. 275
- #2: Tuesday, April 21, 2:30-4:30 p.m., Adm. 275

Committee Members:

Charlotte Cook	Chair, Academic Senate
Scott Farrand	Vice Chair, Academic Senate
Arthur Jensen	Member, Executive Committee
Susan Holl	Member, Executive Committee
Sylvia Navari	Member, Executive Committee
Linda Palmer	Member, Executive Committee
Otis Scott	Member, Executive Committee
John McClure	Senior Library Senator
Jeanne Novosel	Senior Student Services Senator
PLUS:	One Senator elected from each school

Eligible School of Arts and Sciences Senators

_____ Gene Barnes	_____ David Lee
_____ Juanita Barrera	_____ Jo Lonam
_____ Joan Bauerly	_____ David Martin
_____ Tammy Bourg	_____ Christine Miller
_____ Diane Carlson	_____ Shirley Moore
_____ James Chopyak	_____ Joseph Morrow
_____ Dan Decious	_____ Jack Mrowka
_____ Michael Fitzgerald	_____ Nancy Ostiguy
_____ Marjorie Gelus	_____ Tom Pyne
_____ Mary Giles	_____ Ane Quade
_____ Paul Goldstene	_____ Stela Serrano
_____ Candace Goldsworthy	_____ Gary Shannon
_____ Bethania Gonzalez	_____ Nancy Tooker
_____ Dennis Huff	_____ Valerie Wheeler
_____ Erwin Kelly	_____ Lita Whitesel
_____ Richard Kornweibel	_____ Laurel Zucker

Eligible School of Business Administration Senators

_____ Robert Mogull	_____ Ragnor Seglund
_____ William Schuster	_____ Malcolm White

Eligible School of Education Senators

_____ Nancy Cecil	_____ Lila Jacobs
_____ Cyd Gunston-Parks	_____ Lynn Wilcox

Eligible School of Engineering and Computer Science Senators

_____ Steven de Haas	_____ Joel Moore
_____ William Mitchell	_____ Don Steward
	_____ Salah Yousif

Eligible School of Health and Human Services Senators

_____ Eddie Cajucom	_____ Susan Meier
_____ Fred Furukawa	_____ Robyn Nelson
_____ James Hernandez	_____ Melinda Seid
	_____ Robin Wiggins

Excerpted from Executive Order No. 338, "General Education-Breadth Requirements," pages 3-4:

- B. A minimum of twelve semester units to include inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.

Instruction approved for the fulfillment of this requirement is intended to impart knowledge of the facts and principles which form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the methodologies of science as investigative tools, the limitations of scientific endeavors: namely, what is the evidence and how was it derived? In addition, particular attention should be given to the influence which the acquisition of scientific knowledge has had on the development of the world's civilizations, not only as expressed in the past but also in present times. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures. In specifying inquiry into mathematical concepts and quantitative reasoning and their application, the intention is not to imply merely basic computational skills, but to encourage as well the understanding of basic mathematical concepts.

March 2, 1992

M E M O R A N D U M

TO: All Full- and Part-Time Faculty Members
and Student Services Professionals

DRAFT

FROM: Mary W. Burger
Vice President
for Academic Affairs

SUBJECT: Call for Proposals: Faculty Development Mini-Grant
Program for 1992-93

The Faculty Professional Development Mini-Grant Program recommended by the Academic Senate for 1992-93 has recently been approved by President Gerth. This is one of the major programs for faculty development. Although awards are necessarily contingent upon available funding, we are calling for applications for these grants. The deadline for submitting completed applications is Friday, April 3, 1992.

Attached please find the guidelines and description for the Mini-Grant Program. Applications for proposals and further information concerning the program may be obtained from the office of your school dean. In the case of Student Services Professionals and faculty in the Department of Intercollegiate Athletics, applications may be obtained from my office (Administration 230).

Application reviews will be conducted by school-based Faculty Professional Development Committees. Their recommendations will be forwarded to the School or Library Deans, who will make the final awards. Announcement of successful grant proposals will be made by the Dean by the end of the Spring semester of 1992.

Attachment

cc: Donald R. Gerth
John Colen
Donald Gillott
Steve Gregorich
Charles Martell
Josef Moorehead
William Sullivan
Charlotte Cook

MINI-GRANT PROGRAM
for
Academic Year 1992-93

DRAFT

Program Objective:

The aim of this grant program is to encourage the development of projects which "are intended to provide faculty members with opportunities to increase their effectiveness as teachers and scholars and also their professional satisfaction."¹ Individual faculty members are the primary beneficiaries of the mini-grant awards. It is possible that additional benefits may accrue to the faculty members' unit as a by-product of the projects.

Eligibility:

Probationary and tenured faculty, FERP faculty during the period of employment, and athletics program center faculty are eligible to apply for Mini-Grants of assigned time and/or money. Student service professionals are eligible to apply for monetary grants.

Temporary faculty, whether full-time or part-time, are not eligible to apply for assigned time. They may, however, apply for Mini-Grants to cover project expenses.

An individual faculty member may receive no more than a total of 12 units of assigned time per year and no more than 9 wtu's in any one semester from any one or combination of the programs included in the Faculty Professional Development Implementation Plan, 1992-93.

Guidelines and Priorities:

More than one project proposal may be submitted, however, the total award for an individual may not exceed 3 units plus \$500.² Grants ranging from \$100 to a maximum of \$3,980 (or the funding equivalent of three units of assigned time plus \$500) per project may be used to cover expenses for activities listed below. Although more than one project proposal may be submitted, the total award for an individual may not exceed 3 units plus \$500.²

Creative Pedagogy, Currency and Career Enhancement: Activities designed to support and develop new methods or strategies related to teaching excellence; or, activities designed to support individuals in the acquisition of new knowledge and capacities and/or greater expertise in discipline-based activities. (Examples include but are not limited to the following: The Peer Coaching program, workshops, textbooks, manuals, visual aids, computer-assisted instructions, honors programs, course work, seminars, conference travel, software, study time, on-site visitations, library searches, faculty-on-loan programs.)

As one facet of the commitment this campus has made to diversity, special emphasis will be given to projects that involve persons from non-white racial and ethnic groups, women, or persons with disabilities. These projects must be related to teaching, scholarship or other comparable university activities.

Project Administration:

1. The Senate Faculty Professional Development Committee will issue the call for proposals and establish the University calendar for Mini-Grants.
2. Applications can come from individuals or from groups. Whether a proposal is made by a single individual or a group, the funding limit for each proposal is \$3,980, or three units of assigned time plus \$500. If groups submit separate proposals which indicate that each applicant intends to work on a clearly differentiated aspect of a joint project, the funding limit for each proposal is \$3,980, or three units of assigned time plus \$500.
3. School-based Faculty Professional Development Committees are charged with carrying out the appropriate reviews of the proposals, recommending proposals for funding, collecting and evaluating final reports and reporting their findings in a year-end report to the Senate Faculty Professional Development Committee.
4. The School-based Faculty Professional Development Committee will review the proposer's grant history of completion and reporting and the review will be considered in the determination of the current grant awards.
5. The School-based Faculty Professional Development Committee will forward its recommendations regarding funding of the proposals to the Dean of the school, who will award the grants.
6. Student Affairs and Athletics Program Center faculty should contact the office of the Vice President for Academic Affairs for information.

Calendar

- | | | |
|---------------|---|--|
| March 2, 1992 | - | Grant applications distributed |
| April 3, 1992 | - | Last day to submit grant application to appropriate School Faculty Professional Development Committee |
| May 8, 1992 | - | Last day for School Faculty Professional Development Committee to forward recommendations to School's Dean |
| | - | School Faculty Professional Development Committee forwards the Summary of Mini-Grant Proposals Evaluated to the Senate FPD Committee |
| June 30, 1993 | - | Grant Completion Deadline; i.e., funds must be expended by this date |
| | - | Deadline for submitting Final Report to School FPD Committee |

¹From the Introduction to Faculty Professional Development: A CSUS Investment in Professional Growth, adopted by the Academic Senate, April 21, 1988.

²If remuneration results from the project, the grant recipient shall refund to the issuing school an amount equivalent to the remuneration. The refund, however, shall not exceed the amount of the grant.

Proposed Revisions to FPD Plan

[opening statement as is]

I. GOALS AND OBJECTIVES

Consonant with the 1986 CPEC [...as is], the Faculty Professional Development Committee presents the following overview of its responsibilities and programs: available opportunities for maintaining, renewing and enhancing the vitality and professional satisfaction of the faculty.

- A. GOAL: To enhance the Competence and Effectiveness of Faculty as Scholars
 - 1. Objective: To Support Research and ~~Creative Scholarship~~ Scholarly and Creative Projects Programs:
 - a. Semester Leaves with Pay
 - b. Sabbatical Leaves and Differences in Pay Leaves
 - c. SCA [rest of list as is, but re-lettered]
 - ...
 - i. Grant Writing Awards [do these still exist?]
 - 2. [as is]
- 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. Semester Leave with Pay
 - b. Sabbatical Leaves and Difference in Pay Leaves
 - c. [rest of list as is but re-lettered]
- C. Goal: To Enhance, ~~Renew, and Maintain the Professional Satisfaction and Vitality of~~ the Faculty Careers
 - 1. Objective: ~~To Aid in~~ General Career Enhancement Programs:
 - a. Sabbatical Leaves and Difference in Pay Leaves
 - b. University Visiting Scholars Program
 - c. [rest of list as is but re-lettered]
 - 2. [as is]
 - 3. [as is]
 - ~~4. Objective: To Enhance Faculty Vitality~~
 - ~~5. Objective: To Maintain Faculty Vitality~~
- D. Goal: To enhance ... [cultural diversity] [as is]

II. PROGRAM DESCRIPTIONS

Four minor changes:

- A.1.e. [p.5] A faculty member is eligible [... as is]. Leaves are based on the evaluation of applications ~~or requests~~ submitted by faculty members.
- A.2.j. [p.7] The University Association of Research Scholars (UARS) sponsors a meeting each semester where members ~~and invited guests~~ of the University community present their research, scholarly and ~~other~~ creative work to colleagues, [...].
- A.2.i. [p.7] The Writing in the Disciplines Project involves faculty members as participants in workshops designed to improve ~~student's~~ students' writing skills.
- ~~III B.~~ B. School-Based Programs

Substitute
for
AS 92-113

Substitute Motion on Scholarship

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 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 nation-wide 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, evaluating or applying knowledge—or 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, though, is not the difficulty of the task, the effort expended, the excellence of the result, or its usefulness to the community, but 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.

2/11/92

Marjorie Gelus

Proposed addition to AS 91-110/G.E., Ex.:

*Palmer,
Barrera*

"A request for exemption to this ^{size} limitation shall be submitted to the G.E. Course Review Committee which shall review the justification for the exemption and decide whether to recommend that the ^{it} exemption be granted."

*(AS 91-110
PC VWC - com
of GE & GFCK*

*2/13/92
E. B. ...
J. ...*

agreed

2/13/92