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NOTE: YOU'LL NEED TO BRING WITH YOU--MARCH 12 AGENDA and FEBRUARY 27 AGENDA ATTACHMENTS B, C, D AND E; help save several trees and reproduction \$\$\$ which the Senate does not have.

1991-92
ACADEMIC SENATE
California State University, Sacramento
AGENDA

Thursday, March 26, 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:
 - 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 92-34/Ex. COMMITTEE APPOINTMENTS--SENATE

Fiscal Affairs Committee:
NANCY OSTIGUY, Senator, 1993 (repl. D. Colberg)

AS 92-35/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

Athletic Advisory Board:
MORGAN OTIS, Faculty Representative (S'92 repl. J. Bossert)

Campus Educational Equity Committee:
ORIE BROWN, H&HS, 1992 (repl. J. Maxwell)

REGULAR AGENDA

Old Business

FIRST READING

AS 92-24

92-24A SUSPEND ACTIONS

Carried
Carried

AS 91-113B/Flr. SCHOLARSHIP, DESCRIPTION OF (Amendment to AS 91-113--Postponed 2/27/92) **March 12, page 4.**

AS 91-113C/Flr. SCHOLARSHIP, DESCRIPTION OF (CALL FOR REFERENDUM)--Postponed 3/12/92

The Academic Senate refers the following definition to the faculty in a referendum:

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 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. In practice, this 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. Some level of scholarly activity is essential for maintaining the currency that is indispensable to effective teaching.

AS 92-01/Flr. MINUTES March 12, page 4.

AS 92-15/Flr. MINUTES March 12, page 4.

AS 92-24/Flr. STRATEGIC PLAN

agreed
AS 92-17/Ex. NATIVE AMERICAN BURIAL REMAINS AND ASSOCIATED ARTIFACTS, CSUS POLICY ON March 12, page 4.

AS 92-36
AS 92-18/FPDC, Ex. EDITORSHIP OF JOURNALS, POLICY ON March 12, page 4.
February 27 Attachment B.

AS 92-19/FPDC, Ex. FACULTY PROFESSIONAL DEVELOPMENT PLAN-- PROGRAM DESCRIPTIONS [Supersedes AS 90-6; Amends University Manual] March 12, page 5.
February 27 Attachment C.

AS 92-20/CC, GPPC, Ex. PROGRAM REVIEWS, CENTERS AND INSTITUTES-- CENTER FOR THE REASONING ARTS March 12, page 5.
February 27 Attachment D.

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

March 12, page 6.
February 27 Attachment E.

agreed

AS 92-28/Flr. MINUTES

March 12, page 6.

AS 92-31B/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"]

March 12, page 6.

FIRST READING:

AS 92-32/GE, 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"]

March 12, page 7.
March 12 Attachment C.

New Business

agreed

AS 92-33/Flr. MINUTES

Approval of the Minutes of the meeting of March 12 (#11), 1992.
91-113C amended

agreed

AS 92-36/Ex. INSTRUCTIONAL PROGRAM PRIORITIES

Whereas, In AS 92-26, the Executive Committee,
acting for the Academic Senate, requested
a postponement of the development of
priority category lists until the Senate
had opportunity to identify issues
regarding the development and
implementation of the Instructional
Programs Priorities document, and

Whereas, The Executive Committee, at its meetings of February
11, 18 and 20 and March 3, 10 and 17, discussed the
development of priority category lists with the
Academic Vice President and concerned faculty, and

Whereas, The Executive Committee believes that the
following are the issues of primary
concern:

1. The meaning of the high, medium, and low
priority categories has not been explained

adequately, which has resulted in great variance in interpretation across schools, and concern over the implication of specific category placement of programs.

2. There is a need in any ranking of programs for explanation of how the ranking relates to the criteria established in the Instructional Program Priorities document (PM 91-12).

Therefore be it

Resolved: That the Academic Senate request that the Academic Vice President make clear to the faculty the meaning and implications of priority category placement. Specifically, the Academic Senate requests that the Academic Vice President make clear that placement of a degree program in the low or medium priority category does not constitute a first step toward program discontinuation (which is governed by separate policy), and that there be assurance that, as described in the Instructional Program Priorities document (PM 91-12), approved degree programs can expect certain minimal levels of support necessary to maintain program quality and ensure student progress toward degree completion, and further, be it

Resolved: That the Academic Senate request that the Academic Vice President ensure that the placement of each program in priority categories be justified fully in relation to the criteria in the Instructional Program Priorities document, and that the justifications for all placements be made available for review by members of the academic community.

AS 92-37/CC, GPPC, Ex. MILITARY STUDIES PROGRAMS REVIEW

[See Attachment for Commendations and Recommendations of the Curriculum Committee and the Graduate Policies and Programs Committees. The complete Academic Program Review is available in the Academic Senate Office, Adm. 264.]

Whereas, The Program Review of the Aerospace Studies and Military Science programs has found both programs to be sound academic offerings worthy of approval; therefore, be it

Resolved: that if by Spring 1993 the Department of Defense discontinues its policy of discrimination on the basis of sexual orientation, the Academic Senate recommends that the Aerospace Studies and Military Science programs be approved until the next scheduled program review.

In addition, with regard to the recommendations of the Academic Program Review Report for the Military Studies Programs, the Academic Senate recommends revision of recommendation #2 to the Dean of Regional and Continuing Education, as follows:

~~2. the Dean of Regional and Continuing Education consult with faculty submit courses for review by the University General Education Committee regarding possible acceptance of some ROTC courses as physical education courses eligible for Area E General Education credit. (p. 9)~~

Carried AS 92-38/Ex. NATIVE AMERICAN BURIAL REMAINS (Amends AS 92-17)

The Academic Senate recommends adoption of the following process for disposition of all remaining collections of Native American burial remains and associated artifacts in the possession of the university:

1. Remaining collections will be inventoried as quickly as possible. As the inventory for each collection is completed, the Native American Heritage Commission will be contacted to determine the most appropriate tribal group to whom the collection will be repatriated.
2. When items are identified that are determined to be of important scientific value, the Anthropology Department will request permission to study the items and will negotiate timelines for repatriation with the receiving tribal group. The deadline for repatriating all materials will be June 1, 1996, unless a different time is negotiated with the receiving tribal group, or if the inventory and repatriation process is completed earlier.

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

Summary of Commendations and Recommendations

The Military Studies programs are commended for

- the exceptionally high quality of their cadets, the high numbers of cadets chosen for commissions and their excellent performances as officers after graduation;
- their careful advising and personal encouragement of students;
- their cordial and professional cooperation with the Dean, the Academic Senate and with other academic units—and with the Program Review Team;
- their excellent ties with the off-campus community; and
- their exemplary educational equity record—perhaps the best of any CSUS academic unit.

Recommendations to the Military Studies Programs

It is recommended that

1. the Military Studies programs consult with the Dean of Regional and Continuing Education concerning the possibility of establishing an external advisory group(s) to assist the programs. (p. 6)
2. Aerospace Studies and Military Science consult with the Dean of Regional and Continuing Education regarding the possibility of offering courses through Continuing Education as part of the programs' fundraising efforts. (p. 15)

Recommendations to the Dean of Regional and Continuing Education

It is recommended that

1. the Dean of Regional and Continuing Education provide arriving program commanders with a review of outstanding Program Review recommendations and any other relevant issues. (p. 6)
2. the Dean of Regional and Continuing Education consult with the University General Education Committee regarding possible acceptance of some ROTC courses as physical education courses eligible for Area E General Education credit. (p. 9)

Recommendation to the Academic Senate

WHEREAS The Program Review of the Aerospace Studies and Military Science programs has found both programs to be sound academic offerings worthy of approval; therefore be it

RECOMMENDED that if and when the Department of Defense discontinues its policy of discrimination on the basis of sexual preference, the Aerospace Studies and Military Science programs be approved until the next scheduled program review.

Recommendation to the President

WHEREAS The Program Review of the Aerospace Studies and Military Science programs has found both programs to be sound academic offerings worthy of approval; therefore be it

RECOMMENDED that if and when the Department of Defense discontinues its policy of discrimination on the basis of sexual preference, the Aerospace Studies and Military Science programs be approved until the next scheduled program review.

4-29-91

Section 4. RESPONSIBILITIES. The following statement sets forth the academic matters explicitly reserved to the faculty or its Academic Senate. (Adapted from the statement on Responsibilities of Academic Senates in a Collective Bargaining Context, adopted by the CSU Academic Senate, AS 1217-81).

It is the responsibility of the Academic Senate to formulate, review, revise, adopt, and make policy recommendations about any academic matters delegated to the President by law, and by the Trustees and Chancellor of the CSU, including but not limited to academic, personnel, and fiscal policies and to forward them to the President of the University.

- A. Responsibility shall be vested in the faculty or its Academic Senate for:
 - 1. approval of degree candidates
 - 2. development of policies governing the awarding of grades.

- B. Through the Academic Senate, responsibility shall be vested in the faculty or its elected Senate representatives for developing policies and making recommendations to the President on the following matters:
 - 1. criteria and standards for the appointment, retention, awarding of tenure, promotion and evaluation of academic employees including preservation of the principle of peer evaluation and provision for the direct involvement of appropriate faculty in these decisions;
 - 2. determination of membership in the faculty;
 - 3. curricular policies, such as admission and degree requirements, approval of new courses and programs, discontinuance of academic programs and academic standards;
 - 4. faculty appointments to institutional task forces, advisory committees, and auxiliary organizations;
 - 5. academic standards and academic policies governing athletics.

- C. The Academic Senate shall be the primary source of policy recommendations to the President on decisions related to the following matters:
 - 1. establishment of campus-wide committees on academic or professional matters;
 - 2. the academic role of the Library;
 - 3. academic awards, prizes, and scholarships;
 - 4. the academic conduct of students and means for handling infractions;
 - 5. development of institutional missions and goal.

1. The CSUS Academic Senate endorses in principle the concept of a strategic plan for the University. However, the CSUS Academic Senate rejects the specific descriptions of themes, planning assumptions, objectives, and other specifics of the Council for University Planning's (CUP) 12/18/91 draft of the strategic plan, but accepts in principle the six strategic themes, as follows: capital campus, public life, diversity, academic program quality, faculty scholarship, and enrollment management*.
2. The CSUS Academic Senate requests that any strategic plan for CSUS be grounded in, and reflective of, those policies and procedures currently in place. It would be inappropriate for any plan, whose recommendations have not proceeded through the established processes, to be used:
 - to discontinue academic programs, or
 - to narrow the scope of the university's efforts, or reduce the number of programs it offers, or
 - to bypass a resource allocation process that is based upon extant University policy, such as the instructional program priorities document, or in general
 - to determine program priorities, or
 - as a vehicle for proposing policies on faculty professional matters.
3. The CSUS Academic Senate reaffirms its position that the identity of CSUS be that of a comprehensive regional university, but recognizes that priorities and areas of emphasis within this identity may be determined in the development of a strategic plan.
4. The CSUS Academic Senate expects to participate in the development of a CSUS Strategic Plan. This participation requires that those themes and recommendations concerning curriculum, and academic and professional matters be developed by the Academic Senate, since CSU system policy provides that the campus academic senate is the body with responsibility for development of policies in these areas for recommendation to the President. Senate recommendations in these areas shall be developed in consultation with the Council for University Planning, since the Council has responsibility for integrating all aspects of the plan into a coherent whole.
5. The CSUS Academic Senate requests that a coordinating committee, consisting of two members appointed by the Academic Senate Executive Committee and two members appointed by the CUP, be established to 1) identify specific content areas of a strategic plan for which the Academic Senate has primary policy responsibility, and 2) recommend a process and timelines for development of and consultation on these content areas.
6. The Senate also reserves the right to comment on any additional aspects of a strategic plan, and requests that the Council for University Planning work cooperatively with the Senate in developing those aspects of the plan for which the Senate has shared responsibility.

*This theme might be renamed.

20-Feb-92

Dear Senate Colleagues:

Before you is a resolve that requests the Senate 1) reject the contents, leaving only the skeleton, of the draft of a Strategic Plan developed by the CUP and 2) set up a coordinating committee of Senate and CUP representatives in order to parcel out according to "purview" various sections of the Plan in order that the Senate may develop and recommend to the President on those matters pertinent to faculty.

I respectfully request two actions of you: 1) oppose this resolve in its entirety and simply set up a Senate committee to critique the draft on behalf of the Senate, and 2) prepare to set in motion a process by which the Senate can grapple with and confront the much larger ethical, moral, and governance issues this resolve raises--issues of senate representation, the meaning of shared and collaborative governance, who or what is the collective referred to as "The University", and what shall be the relations amongst the members and groups of members of this collective? That senior faculty may have already grappled with these issues is understood, but these issues are dynamic and forever needing vigilance, particularly in the complex and rapidly changing environment in which we live.

The first part of the resolve, rejection of content, stems from a belief that the CUP, which sits in effect as the President's University-wide Staff, cannot and shall not discuss, plan for, or make recommendations on matters that affect faculty. This, in spite of the fact that the Chair of the Senate sits, as the Chair of the Senate, on the CUP, along with appointees from each of three Senate Committees--Curriculum Policies, Fiscal Affairs, and Graduate Policies--plus two Faculty-at-Large members appointed by the Executive Committee of the Senate.

The Senate cannot morally or ethically participate in a group (which it has done for the past 5 years) then summarily reject out of hand the developments of the group because the group is not the Senate. To say that the Senate Chair, who sits on CUP by virtue of being Senate Chair, does not now represent the Senate, or that Senate committee members who sit by virtue of being a Senate committee member, do not represent their respective Senate committee, is behavior inappropriate to an august body such as the Senate. If the Senate wishes not to participate in CUP, it must say so, and direct its Chair and Senate Committees accordingly. It cannot decide to play, then change the rules mid-stream, 5 years later.

This question of participation raises an issue of governance which needs to be addressed in a judicious manner and from the larger perspective of university governance--not simply whether the Senate should or should not participate in CUP. University Governance is a matter the Senate should address and it should do so in light of the future nature of society and the place of this University in that future.

The second part of the resolve, parcelling out of sections,

derives from the belief by some that only the Senate may develop and recommend to the President (and only to the President) on those policy/subject matters that affect faculty--that the development of certain matters of the life of a University--its identity, curriculum, and soul--rest solely and only under the purview of the Senate (which, let us not forget, is suppose to represent the Collective Voice of the Faculty).

Is the Senate the keeper of truth and protector of the oppressed, as some people believe and act? Or are there other voices, including the oppressed, who are not heard for lack of presence and empowering factors. Is the Senate the collective voice of the Faculty or has the Senate become an elite group? Would everything we vote for receive a majority vote from the faculty if put to referendum?

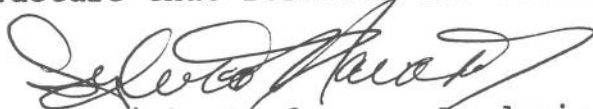
The second part of the resolve again raises issues of governance and representation. Who is "The University"--is it simply disparate groups who act like nationalists or is it a collective, made up of supporting casts of characters who must work together to present a good show? And how shall this collective be governed?

And where shall the collective voice of The Faculty discuss issues with the collective voice of The Students, and the collective voice of The Staff, and the collective voice of The Alumni. Surely not with the President, which is the result of the governance structure advanced by those who argue that the Senate talks only to the President.

Such a governance structure, wherein the Senate talks only to the President, is exclusionary, elitist, and dysfunctional. Where is the forum wherein faculty, staff, and students can discuss issues from equal footing, on neutral ground, wherein dreams, desires, and reality are heard and given credence? Where is the forum wherein The University, as a collective, is present. Surely not the Senate. The present structure, should the Senate not recognize the CUP, leaves that forum in the hands of the President. The President's brain becomes the location of these "collective discussions"--the students, staff, and faculty each present a case to the President and the President decides--what fertile ground for "divide and conquer" scenarios. I, for one, do not wish the President, one person, to have such a burden--the burden of the collective should be upon the collective and not one person. Nor do I wish to create a governance structure that invites managers and leaders who can do nothing but "divide and conquer".

Dear colleagues, enough. We have some serious questions before us that need immediate attention. Set up a committee to critique the Strategic Plan and lets get on with developing a governance structure that reflects the collective.

Respectfully,



Sylvia Navari, Associate Professor, Academic Senator, Social Work;
Executive Committee Member; Faculty-at-Large Rep. to CUP