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S A C R A M E N T O

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Minutes

Issue #11

March 12, 1992

**ROLL CALL**

Present: Barrena, Bourg, Burger, Cajucom, Carlson, Cecil, Chopyak, Colberg, Cook, De Haas, Decious, Ernst, Farrand, Fitzgerald, Furukawa, Gelus, Goldstene, Gonzalez, Gunston-Parks, Holl, Huff, Jacobs, Jakob, Jensen, Kornweibel, Lee, Lonam, Martell, D. Martin, L. Martin, McClure, Meier, Merritt, Michael, Miller, Mitchell, Mogull, S. Moore, Morrow, Mrowka, Ostiguy, Palmer, Pugh, Quade, Scott, Seid, Serrano, Shannon, Wade, Wheeler, White, Wiggins

Absent: Barnes, Bauerly, Cloughley, Giles, Goldsworthy, Hernandez, Kelly, J. Moore, Navari, Nelson, Novosel, Pyne, Schuster, Seglund, Tooker, Whitesel, Wilcox, Yousif, Zucker

**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)
2. Statewide Academic Senator Alan Wade reported on the CSU Academic Senate meeting held March 5-6, 1992.

**ACTION ITEMS**

**\*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.]

Carried.

AS 91-113/Flr. SCHOLARSHIP, DEFINITION OF

Whereas, Professors impart to students 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 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.

Carried.

\*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 (3/12/92 Academic Senate Agenda Attachment D).

Carried.

\*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).

Carried.

\*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 3/12/92 Academic Senate Agenda 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.

Carried.

AS 92-29/Ex. COMMITTEE APPOINTMENTS--SENATEAcademic Policies Committee:

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

Faculty Professional Development Committee:

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

Carried unanimously.

\*AS 92-30/Ex. COMMITTEE APPOINTMENTS--UNIVERSITYStudent Health Advisory Committee:

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

Carried unanimously.

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

The Academic Senate elects school representatives to the 1992-93 Committee on Committees, as follows:

David Martin	School of Arts and Sciences
Malcolm White	School of Business Administration
Cynthia Gunston-Parks	School of Education
Joel Moore	School of Engineering and Computer Science
Melinda Seid	School of Health and Human Services

**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

**Additional, Specified 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

The hour of adjournment having been reached, the following items were postponed to a future meeting:

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

AS 91-113C/Flr. SCHOLARSHIP, DEFINITION OF (CALL FOR REFERENDUM)

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

AS 92-15/Flr. MINUTES

AS 92-24/Flr. STRATEGIC PLAN

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

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

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

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

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

AS 92-28/Flr. MINUTES

AS 92-31/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"]

**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"]

The meeting was adjourned at 4:25 p.m.

*Janice McPherson*  
Janice McPherson, Secretary

\*President's approval requested.