

1992-93
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, September 10, 1992
Forest Suite, University Union

INFORMATION

1. Moment of Silence

Kriegh "Gerry" Carney
Lecturer
Mechanical Engineering
CSUS 1978-84

Henry "Hank" Wagner
Professor of History
CSUS 1966-1992

Joseph A. McGowan
Professor of History Emeritus
CSUS 1949-1976

Frank Wasko
Professor of Music
CSUS 1972-1992

2. Please mark your calendars: Tentative Schedule--Fall 1992
Academic Senate Meetings, Thursdays, 2:30-4:30 p.m., Forest
Suite, University Union:

September 17 (Orientation for New and Continuing Senators),
September 24
October 8, 22
November 12, 19
December 3, 10, 17

3. If you have not already done so, please return the
questionnaire on senate committee priorities for 1992-93
(yellow document) distributed at the Senate Retreat.

4. Budget Update

5. Report from Senate Retreat - Chair Cook

CONSENT CALENDAR

AS 92-64/ConC COMMITTEE APPOINTMENTS

Academic Policies:

MARGARET GOODART, A&S, 1995
LYNN COOPER, At-large, 1995
DAVID RASKE, At-large, 1995
ANDREW BANTA, At-large, 1994 (repl. M. Goodart)
STELA SERRANO, Senator, 1994

Curriculum:

ANN HAFFER, At-large, 1995
JACK MROWKA, Senator, 1994
NANCY TOOKER, Senator, 1993

Diversity and Equity/AA:

TONG ZHOU, E&CS, 1995

Elections:

MING-TUNG LEE, At-large, 1993
DEBORAH METZGER, At-large, 1993
BETTE POLKINGHORN, At-large, 1993
MARK STONER, At-large, 1993
LISA TAYLOR, At-large, 1993

Faculty Endowment Fund:

EDDIE CAJUCOM, At-large, 1995
DEBORAH METZGER, At-large, 1995

Faculty Professional Development Committee:

MARY ANN REIHMAN, At-large, 1995
KAY MOORE, Education, 1993 (repl. J. Pfeifer)
RHONDA RIOS KRAVITZ, Library, 1995
CRAIG KELLEY, SBA, 1995
SYLVIA NAVARI, Senator, 1994

Fiscal Affairs:

STEVEN BUSS, A&S, 1995
JERRY WILSON, At-large, 1995
ROBYN NELSON, Senator, 1993

General Education:

HELENA BENNETT, Senator, 1994

General Education Course Review:

ANNE-LOUISE RADIMSKY, Prof School, At-large, 1993

Graduate Policies and Programs:

JUAN HERNANDEZ, At-large, 1995
MARILYN MERRITT, Prof Serv, 1995
CYD GUNSTON-PARKS, Senator, 1994

International Programs:

SALAH YOUSIF, At-large, 1995
SUSAN BEELICK, Prof Ser, 1995
ERNEST OLSON, Senator, 1994
ERWIN KELLY, Senator, 1993

Library:

MIRIAM LeGARE, A&S, 1995
MING-TUNG LEE, SBA, 1995
SHIRLEY MOORE, Senator, 1993

Military Studies Advisory Board:

JOHN McCLURE, At-large, 1995
MILES ROBERTS, At-large, 1995

Research and Creative Activity:

SALLY PERKINS, A&S, 1994
RORY COOPER, E&CS, 1994

University Teacher Education Council:

J. MICHAEL BOSSERT, A&S, Dept w/SSWP, 1995
DEAN BUSICK, A&S, Dept w/SSWP, 1995 (F'92; RICHARD BAY S'93)
ROBERT EDWARDS, Educ, At-large, 1995
JANIE LOW, Educ, At-large, 1995
GARY SPRAY, Educ, At-large, 1993 (repl. P. Lauritzen)

University Writing Committee:

SUSAN HOLL, At-large, 1995
LINDA PALMER, English Faculty, 1995
CHARLES MOORE (F'92 repl. for L. Palmer)

Visiting Scholars:

MARK STONER, A&S, 1995
KENNETH KERRI, E&CS, 1995 TONG ZHOU (Mechanical Engr)

AS 92-65/Ex. COMMITTEE APPOINTMENTS--SENATECSU Governmental Affairs Specialist:

CRISTY JENSEN, At-large, 1993

Committee on Diversity and Equity:

ROBIN CARTER, Senator, 1993
PATRICIA KEARLY, Education, 1993 (repl. S. Wilson)
ROBERT MATTOS, At-large, 1992 (repl. R. Carter (Wiggins))
BETTY McEADY-GILLEAD, At-large, 1994 (repl. P. Wilson)

General Education Course Review Committee:

ROBERT FOREMAN, A&S/Arts and Humanities, 1994 (F'92 repl. for
A. Gunter)

Library Committee:

MARILYN MERRITT, Library Faculty, 1995

AS 92-66/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

CSUS Alumni Board:

JELINE WARE, Faculty Alumnus, 1993

Council for University Planning:

JOHN WILLIAMS, At-large, 1994

Procedures and Paperwork, Workgroup on:

LORRAINE HEIDECKER, Faculty At-large

P. MICHAEL SPARKS, Faculty At-large

Research Misconduct Complaint, Inquiry Panel:

THERESA ROBERTS, At-large, 1993

MICHAEL SHEA, At-large, 1993

RONALD BOLTZ, At-large, 1993

SUSAN MEIER, At-large, 1993

JANELLE REINELT, At-large, 1993

FRED BALDINI, At-large, 1993

AS 92-67/Ex. PARLIAMENTARIAN

H. Eugene Knepprath shall serve as Parliamentarian for the 1992-93 Academic Senate.

AS 92-68/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF ART

The Academic Senate receives the commendations and recommendations of the Curriculum Committee and the Graduate Programs and Policies Committee on the program review of the Department of Art (Attachment A-1[#]) and recommends extension of approval of the BA and MA in Art for two years, pending a report by the department to the dean, by the end of the Spring 1994 semester, demonstrating satisfactory progress toward implementing the following recommendations of the "Report of the Program Review Team for the Department of Art, in the School of Arts and Sciences": numbers 1, 2, 3, 4, 5, 6, 7, 9, 10, 13, 16, 17, 18, 19, 20, 21, 23, 24, 26, 27, 28, 29, 33, 34 (page 27). [Department Chair's response presented in Attachment A-2.]

Further, as recommended in the Report, the Academic Senate shall develop a description of the level of faculty activity and responsibility appropriate to all areas of faculty work (p. 6).

AS 92-69/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF GEOGRAPHY

The Academic Senate receives the commendations and recommendations of the Curriculum Committee and the Graduate Programs and Policies Committee on the program review of the Department of Geography (Attachment B#) and recommends approval of the BA degree program in Geography for six years, or until the next program review.

CONSENT INFORMATIONAS 92-62A, Ex. RECOMMENDATIONS FOR SHORT- AND LONG-TERM BUDGET REDUCTIONS AND RESOURCE ALLOCATIONS

The Executive Committee, on behalf of the Academic Senate, adopts the following set of formal policy recommendations on long- and short-term budget reductions and resource allocations for approval by the President:

RECOMMENDATIONS FOR SHORT- AND LONG-TERM BUDGET REDUCTIONS AND RESOURCE ALLOCATIONSGeneral Recommendations

1. The University's approach to resource allocation should be one that emphasizes long-term/proactive decision-making over short-term crisis management.
2. Probationary and tenured faculty and staff are the university's essential resource. Every effort should be made to avoid layoff.
3. A university-wide perspective--versus a school or department mindset--should be used to formulate responses to university-wide problems. Therefore, we need central and collective oversight of the processes used to achieve budget reductions. Otherwise we will not be able to minimize adverse impact on the university's programs and personnel.
4. All expenditures of the university should be under scrutiny and should be reviewed for possible reduction. We should question not only our curriculum but our organizational structure, the productivity and flexibility of our work force, and the efficiency of our instructional delivery system.

5. Non-instructional programs should sustain a greater share of budget reductions than academic programs and student services.
6. Programs do not exist on a level playing field. Decisions regarding resource allocation need to be responsive to individual program differences and needs.
7. For 1992-93, no degree programs should be discontinued. All degree programs shall be supported at least at the minimal level specified in the **Instructional Program Priorities (IPP)**. Decisions of the relative level of support shall be based on criteria specified in the IPP. Identification of degree programs for possible discontinuation in the future may, if necessary, be initiated in Fall 1992, and the matter shall be considered in accordance with university policy on program discontinuation.

REGULAR AGENDA

AS 92-63/Flr. MINUTES

Approval of the Minutes of meetings of May 21 (#2) and May 7 (#1), 1992 (organizational meetings of 1992-93 Academic Senate) and May 21 (#17), 1992.

AS 92-70/Flr. EXECUTIVE COMMITTEE MEMBER--ELECTION OF

[Note: Senator Robert Curry, a member of the Executive Committee, has resigned. An election will be conducted. Any elected senator is eligible to serve on the Executive Committee. Refer to Attachment C for those who are eligible.]

AS 92-68

AS 92-71

*[Note: the complete Academic Program Review is available for review in the Academic Senate Office, Adm. 264.]

REPORT OF THE PROGRAM REVIEW TEAM FOR THE DEPARTMENT OF ART, IN THE SCHOOL OF ARTS AND SCIENCES

Commendations on:

- a good program with many strengths, deserving of full university support even in this time of financial difficulty;
- a talented and productive faculty that includes members with state-wide and national reputations; they have received local, state, and national awards; their artwork has been exhibited in major galleries and museums; they have published in scholarly journals, written exhibition catalogs for art museums, and published poetry; they have received prestigious grants and awards;
- a faculty that graces the campus and the community with works of art, and that brings attention and credit to the university in work featured in local exhibits, such as the impressive "In Lak' Esh" exhibit currently showing downtown;
- a faculty with some members who receive enthusiastic praise from students for their work and talent as both teachers and artists;
- a faculty with some members who play significant roles in the projects and concerns of the university community—self-governance, educational equity, multi-culturalism, etc.;
- a faculty and program incorporating a commendable amount of ethnic diversity;
- a faculty able to engage in a good deal of fruitful collaboration in responding to the recommendations of the last program review and NASAD accreditation visit;
- commendable changes effected in programs, self-governance and responsiveness to charges of sexual harassment since the last review, and solid evidence of ongoing improvement;
- an Acting Chair of considerable administrative talent, who shows great promise of providing much-needed leadership, and of finding solutions to persistent problems;
- a departmental secretary who has been in the department for many years, and who has the reputation among students for being extremely knowledgeable and helpful;
- the "drastic declines" in enrollment noted in the last program review have been reversed; enrollment is solid.

Recommendations to the Department of Art

1. That the department add to its list of objectives for the next five years the goal of addressing some of the problems that continue to disturb its functioning—such as developing a commitment to collaborative efforts to agree on hiring priorities, and a plan for placing programmatic needs ahead of personal and area preferences, and consensus on the types of academic and professional standards that need establishing and maintaining, and on how to effect more friction-free and effective self-governance, and to reduce tensions surrounding routine review processes (p.5).
2. That the faculty devise and implement a plan for insuring much more equitable distribution of the responsibilities of running the department; this effort should include ways of heightening awareness that such work is part of the 15-unit workload of all CSU professors (p.6).
3. That the department work to overcome area and personal divisions enough to permit them to back a chair who will work to make the department cohere as an

- effective whole, so that it can achieve ends beneficial to all, such as new facilities and an MFA (p.7).
4. That the student forum become a regular, biennial event in the department (p.7).
 5. That courses in traditional Western art (e.g., Art 103, 105, 106, 107, 108) be offered regularly, and by faculty members qualified by degree, training and experience to teach them, and that class work adhere to catalogue and syllabus descriptions (p.9).
 6. That the department consider shifting its priority from “reinforcing its strong area” (Twentieth Century) to filling in gaps where it is weaker (e.g., older periods) (p.9).
 7. That the hiring of qualified faculty in the areas of art history and education—and not in studio—become one of the department’s highest priorities (p.9).
 8. That the department make better use of Art 193 as a resource both for students and for the needs of the department’s own galleries (p.9).
 9. Every effort needs to be made by the department as a whole to define, establish and maintain uniformly high professional standards, in curricular offerings as elsewhere (p.10).
 10. That the department consult on appropriate means for identifying, addressing and solving as quickly as possible the dissatisfaction expressed by some faculty in their questionnaires with the way the MA program is conducted (p.10).
 11. That “the department [...] consider the addition of an MFA degree to provide the much needed terminal degree for studio art students and to add prestige to the program” (Consultant’s Report, p.8) (p.10).
 12. That the department, in future self-studies, provide a narrative overview of the frequency of course offerings and assess how well the offerings meet students’ and programmatic needs, and that they (or the University) provide a list of courses actually offered in the last five years, and their enrollments (p.11).
 13. That the Chair assume primary responsibility for the difficult and creative task of devising a schedule of classes responsive to student and programmatic needs; this should entail, first, preparing a 2-year schedule of course rotation (p.11).
 14. That the department consider typing student comments on evaluations before submitting them to instructors, and that it inform students that instructors do not see the results of the questionnaire at all until grades are filed (p.12).
 15. That the department discuss the process of student evaluation of courses, and determine how to make it more satisfying and effective (p.12).
 16. That, in accordance with the MOU (15.14), the decision as to which courses shall be evaluated be arrived at in consultation between the faculty

member and the chair, rather than being left totally to the discretion of the faculty member (p.13).

17. That recommendation 5, above, be extended to all courses, namely: that the department devise a plan for insuring that class work adheres to the specifications of the catalogue and syllabus descriptions (p.13).

18. That the faculty review the university's definitions of work deserving of each letter grade, and devise and implement a plan for reflecting the necessarily varied levels of student achievement in any and all courses in the grades that are given (p.14).

19. That urgent attention be given to the hiring of faculty in the areas of art education and art history, with careful consideration of relevant qualifications in (1) training and degree, (2) teaching ability, and (3) ability to restore balance to the offerings (p.15).

20. That the department devise a plan for making the evaluation of teaching effectiveness in its post-tenure reviews more substantive, and also for construing less narrowly the requirement of evaluating teaching performance, so that it may begin to comply with the spirit as well as the letter of University policy (p.16).

21. That the department attend to the urgent need for hiring in response to programmatic needs, rather than to the interests of the dominant area (p.16).

22. That curricula vitae be regularly updated, and perhaps expanded and/or reorganized both to reflect the teaching component of the work and to make the nature and scope and import of professional activities more easily discernible (p.18).

23. That faculty devise, as one of their highest priorities, before the start of the Fall 1992 semester, concrete mechanisms for addressing the problem of more equitable distribution of professional responsibilities, including the responsibility of being adequately available to students both inside and outside the classroom, and the responsibility of helping to run the department (p.18).

24. In these deliberations, serious consideration should be given to revising attitudes toward the two-day workload—to seeing it not as a right routinely extended to all, but as an occasional privilege for those who have arranged to carry a fair share of the department's work (p.18).

25. Serious consideration should be given, too, to encouraging some faculty members to assume reduced workloads—both in order to open up more time for private creative work, and as a means of addressing the possible problem of budget-induced layoffs (p.18).

26. Serious consideration should be given, finally, to revising attitudes toward professional identity, so that the role of professor of art is not eclipsed by the role of artist (p.18).

27. On the matter of credit for supervisory courses, given the acknowledged importance of such courses for this department: that the department devise ways of credibly defending to the administration the value and substance of

- such courses, as well as ways of insuring that each faculty member makes legitimate use of them (p.18).
28. That the faculty devise a plan for implementing University policy on sexual harassment, including that policy's stand on consensual sex (p.20).
 29. That departmental search committees undertake an aggressive campaign to attract and hire female applicants (p.20).
 30. That the department look into the possibility of exchanges between faculty members of this and other institutions—on the model of Fulbright exchanges, or any other innovative plan that might be developed (p.20).
 31. That the department devise a plan and a timetable for asking the library to acquire the books that it feels are needed (p.21).
 32. That the department devise, with UMS, a plan and a schedule for acquiring new films (p.22).
 33. That the faculty develop more effective academic advising procedures, and a plan for implementing them (p.23).
 34. That the faculty develop more effective career advising procedures, and a plan for implementing them (p.24).
 35. That the dean work with the chair to arrange a plan for better funding for the slide collection (p.25).
 36. That the department clarify the (1990-1992) catalogue description of the major, p.110, by: placing a Roman "I" before "A. Required Lower Division Core Courses," and replace the "4" with a "II" in "4. Art Education (p.27)."

Recommendations to the Dean of Arts and Sciences

1. That the Academic Vice President and the Dean "consider the strongly expressed desire of the faculty to be part of a college structure of similarly oriented programs" (Consultant's Report, p.8) (p.5).
2. That the dean strongly back the faculty in its efforts to devise and implement a plan for insuring much more equitable distribution of the responsibilities of running the department (p.6).
3. That the dean strongly back the department's efforts to overcome area and personal divisions enough to permit them to back a chair who will work to make the department cohere as an effective whole, so that it can achieve ends beneficial to all, such as new facilities and an MFA (p.7).
4. That the dean support as one of the department's highest priorities the hiring of qualified faculty in the areas of art history and education—and not in studio (p.9).
5. That the Academic Vice President and the Dean convert to Credit/No Credit those courses whose grades do not reflect significantly more varied levels of achievement by Spring 1994, subject to appeal by the department (p.14).

6. If no concrete mechanisms for addressing the problem of equitable distribution of professional responsibilities are forthcoming before the start of the Fall 1992 semester, or if they are not deemed workable, then we recommend that the office of the dean work together with the chair of Art to implement a teaching schedule for faculty that is more responsive to the needs of the students, the program, the department and the university (p.18).
7. That the dean offer teaching credit for supervisory courses, upon receiving the department's justification on the value and substance of such courses, as well as its plans for insuring that each faculty member makes legitimate use of them (p.18).
8. That the office of the dean scrutinize activities of the search committee very carefully, and be wary of offering the department a position if it seems unlikely to fill it with an eye to this and other urgent priorities of the department and the university (p.20).
9. That the Dean and the Affirmative Action Officer arrange to conduct a mandatory workshop on sexual harassment for the Art faculty at the earliest possible date (p.20).
10. That the dean give high priority to the Art Department's need for its own computer lab (p.22).
11. "The university should consider giving a high priority to a new art complex to satisfy safety and space problems" (Consultant's Report, p.8) (p.25).
12. If a new art complex is not forthcoming in the near future, then the dean should work closely with the department to determine which of the physical problems described here most urgently need addressing, and ways to do so (p.25).
13. That the dean work with the chair to arrange a plan for better funding for the slide collection (p.25).
14. That the dean fund the department's clerical and technical needs as follows:
 - a student assistant to work twenty hours per week in the Slide Library;
 - a twelve-month clerical position to replace the current ten-month one;
 - a technician for the Else Gallery;
 - a director for the Else Gallery;
 - a technician for the ceramics classes (p.27).

Recommendations to the Vice President for Academic Affairs

1. That the Academic Vice President and the Dean "consider the strongly expressed desire of the faculty to be part of a college structure of similarly oriented programs" (Consultant's Report, p.8) (p.5).
2. That the Academic Vice President support as one of the department's highest priorities the hiring of qualified faculty in the areas of art history and education—and not in studio (p.9).

3. That the Academic Vice President and the Dean convert to Credit/No Credit those courses whose grades do not reflect significantly more varied levels of achievement by Spring 1994, subject to appeal by the department (p.14).

4. That the Academic Vice President assess the effectiveness of the department's plan for improving its post-tenure review process within the next two academic years, and take steps to remedy any remaining deficiencies (p.16).

Recommendation to the Affirmative Action Officer:

1. That the Dean and the Affirmative Action Officer arrange to conduct a mandatory workshop on sexual harassment for the Art faculty at the earliest possible date (p.20).

Recommendation to University Media Services

1. That UMS devise a plan for addressing the problems mentioned with preview requests, emergency phone service, and classroom delivery during intersession and summer session (p.22).

Recommendations to the Academic Senate

1. That the Academic Senate develop a description of the level of faculty activity and responsibility appropriate to all areas of faculty work (p.6).

2. That the Academic Senate extend approval of the BA and MA in Art for two years, pending a report by the department to the dean, by the end of the Spring 1994 semester, demonstrating satisfactory progress toward implementing the following recommendations of this report: numbers 1, 2, 3, 5, 6, 7, 9, 10, 13, 16, 17, 18, 19, 20, 21, 23, 24, 26, 27, 28, 29, 33, 34 (p.27).

MEMORANDUM

5/8/92

To: Charlotte Cook, Chair
Academic Senate

From: Lita Whitesel, Acting Chair
Art Department



Subject: program review

Thank you for your telephone call of 5/7/92 and your invitation for me to attend the 5/12/92 Academic Senate Executive Committee meeting in which the Art Department's recent program review will be discussed. I look forward to attending.

Enclosed is a copy of the 12/16/91 departmental response to the program review report draft. After submitting the departmental response, I met with the joint committees (Academic Senate Curriculum Committee, Graduate Policies and Programs Committee) on two separate occasions and discussed the departmental response, explaining which recommendations in the review report draft already had been addressed.

Also at one of those meetings, I expressed concern that persons (Elmallah, Koester) were listed as preparers ("Prepared by") of the program review report draft who did not prepare it and who had attended no meetings with the department or with the review team prior to preparation of the report draft. I also expressed concern that the review team chair wrote the entire report, with no written input from team members. It is the Art Department's opinion that the review team report should be the result of a team effort, and it should not provide an opportunity for an individual person to have excessive influence.

When the final program review report was received this spring, it contained only three changes from the earlier draft. In recommendation #3 to the Academic Vice President, "1993" was changed to "1994," one commendation to the department (the first on the list) was added, and recommendation #2 to the Academic Senate was expanded to list particular recommendations to the department.

Although the departmental response explained how recommendations #1,3,4,5,6,7,11,14,15,17,19,20,21,29, and 30 already had been fulfilled, and I explained in my visit with the joint committees that recommendation #36 also had been fulfilled, all those recommendations remain in the final program review report, giving the inaccurate impression that the department has not addressed the issues.

ART DEPARTMENT RESPONSE
TO
ACADEMIC PROGRAM REVIEW REPORT

December 16, 1991

I. **Overview.** The Art Department is very pleased to receive the Program Review Team's commendations. In addition, the Department is especially grateful to the Team for supporting the department's desire to obtain a new visual art complex, a Master of Fine Arts Degree Program, and placement on the campus in a school of fine arts.

Although the Department has, since the last program review, made many changes in its curricular structure, faculty governance, and fulfillment of responsibilities to the University, much remains to be done to achieve goals identified by the Department and the current Program Review Team. To that end, the Department views the 1991 Academic Program Review Report in a positive light, as motivation for improvement, as an opportunity to obtain university support for achieving the department's goals, and as an important reflection of the university's perception of the Department.

Many recommendations in the Report already have been accomplished by the Department during the current, 1991 fall semester. Such recommendations include most of those in #1 on the list of Recommendations to the Department, as well as all of recommendations # 3, 4, 5, 6, 7, 11, 14, 15, 17, 19, 20, 21, 29, and 30 on the same list. The manner in which the Department addressed the issues is detailed below in Section II, "Response to Recommendations to the Department."

While the Department accepts the majority of the recommendations in the Report as offering an opportunity to assess its situation and make improvements, three recommendations appear especially problematic, and reconsideration of them by the Review Team is requested.

(1) One such recommendation is #5 in the list of recommendations to the Dean of the School of Arts and Sciences, and #3 in the list of recommendations to the Academic Vice President, in which the Dean and the Academic Vice President are asked to convert to credit/no credit the grading for Art Department courses that do not, by the spring of 1993, reflect more varied levels of achievement. The Review Team is asked to extend the deadline for fulfillment of the recommendation another year, to the spring of 1994.

One year is a very short time for a department to change the methods of grading its courses. The Art Department has discussed the issue and is interested in exploring effective methods that more accurately reflect levels of student achievement, but it is felt that information about other art department's grading methods should be obtained before deciding which methods to try. Then,

time would be needed to revise unsuccessful approaches. The Department wishes to deal with the issue itself, without having persons outside the discipline impose the outcome. Also, it should be noted that the Program Review Consultant, Dr. Frederick Orth, Chair of the Art Department at San Diego State University, stated on page 4 of his October 21-22, 1991 report that grading patterns of university art programs have a tendency to differ from other (non-art) departments.

(2) Another recommendation that the Department finds problematic is recommendation #1 to the Academic Senate, that the Senate extend approval of the department's degree programs for only two years, pending demonstration to the School Dean of progress in fulfilling recommendations in the Review Report (instead of extending approval for the usual six years or until the next program review). The Review Team is asked to recommend to the Senate that approval of the Art Department B.A. and M.A. programs be extended for another six years or until the next program review.

The Art Department's degree programs are sound. They consist of the appropriate number of units and core requirements. They are accredited by the national accrediting agency in the field, the National Association of Schools of Art and Design. They were described by the Program Review Consultant as "clearly defined, coherent, and academically sound" and "consistent with university guidelines for degree programs" (page 3 of Consultant's Report).

Although the Art Department Chair has been assured by the Program Review Team Chair that the recommendation for the two-year conditional approval for the Art Department degree programs was not based on curricular weaknesses, the department is concerned that the two-year conditional approval implies such weaknesses, and is likely to be interpreted as such by various committees and offices on the campus at a critical time when such a misinterpretation could have extremely negative consequences for the Art Department.

For example, the Department is attempting to obtain a new visual art complex, because of the deteriorating nature of its existing facilities, because of serious health and safety deficiencies in the existing facilities, because of the lack of needed space in the existing facilities, and because of the serious problem of communication within and administration of the Department due to the location of the department's two buildings at opposite ends of the campus. In its Program Review Report, the Review Team supports the department's desire for a new art complex. To achieve a new art complex, the Department currently is working with the School Dean's Office and Facilities Management to prepare a proposal to campus committees to place the request for a new complex on the campus five-year building plan. To have the Department appear marginal or weak at such a time could result in a denial of the proposal, further setting back the possibility of resolving historic problems associated with the existing, inadequate

facilities.

The current process of campus-wide priority planning, due to the budget crisis, is another example of a situation in which it is dangerous for the Department to appear weak. In a 9/5/91 memorandum to Arts and Sciences Department Chairs and Coordinators from the Dean and Associate Deans, the following statement appeared on page 2: "...not all programs presently in effect can be maintained. Many are struggling. Some will be chosen for enhanced resource allocation that will permit them to flourish. Others will need to be phased out. It will be better in the long run to have solid support for fewer programs, than to have inadequate funding for all."

The Art Department is not weak, and it must not appear so in a recommendation to the Academic Senate. On page 1 of his report, Program Review Consultant Robert Orth stated: "The Department of Art at CSUS is a good program with the potential to be an excellent one. Its range of offerings in art history, art education, and studio arts is diverse and comprehensive enough to satisfy the stated goals of the department. The faculty is sufficiently trained and professionally active. The administration appears sufficiently supportive of the program. The students are as qualified as any in similar university programs in the state."

Because of the clear danger for the Department at this critical time, that could be caused by a recommendation for only a two-year conditional approval of its degree programs, the Art Department urges the Review Team to reconsider its recommendation, and grant the opportunity for the Department to prove itself responsible for satisfying the recommendations of the Report. It is the intention of the Department to comply fully with the recommendations of the Report, and it seeks trust, from the Review Team, in the department's willingness, ability, and intent to comply. The department's fulfillment this semester of many recommendations in the Review Report is offered as evidence that the Department is, in fact, responsible and can be trusted to fulfill the other recommendations.

(3) And finally, the Art Department finds problematic recommendation #1 to the Academic Senate, that the Senate develop a description of the level of faculty activity and responsibility appropriate to all areas of faculty work. The Art Department urges that, if the Review Team wishes the Senate to consider the matter, the request to do so be submitted by way of the appropriate senate committee, separately from, and in a manner not associated with, the Art Department's Program Review Report. To associate such a request with a specific departmental review is prejudicial. It casts vague suspicions about members of that department that are not specified or addressed in the request, and should not be.

With regard to the standards for faculty activity and

responsibility utilized by the faculty in the Art Department, the Program Review Consultant stated on page 5 of his report: "As a whole, the faculty are very professionally active. Their scholarly and creative output is significant and is an important part of their ongoing value to the department and the university." He goes on to say on the same page: "There is no evidence to support the notion that the faculty do not take their teaching seriously.."

II. Response to Recommendations to the Department.

Recommendation 1 (which is linked to Recommendation 8 to the School Dean and Recommendation 2 to the Academic Vice President), on developing a commitment to collaborative efforts on hiring priorities, placing programmatic needs ahead of personal and area preferences, establishing professional standards, and achieving friction-free self-governance. The Art Department has had serious meetings this semester regarding priority planning. As a result, hiring priorities were established in art history and art education. Attendance at the meetings was excellent, deliberations were thorough, and decisions were reached in a collegial manner. Throughout the priority planning meetings, programmatic and departmental needs were considered. The Department no longer has "areas."

The Department will address the issue of professional standards. The Acting Department Chair reports that she has experienced cooperative governance this semester from all faculty and staff.

Recommendation 2 (which is linked with Recommendations 2 and 6 to the School Dean), on achieving more equitable distribution of departmental responsibilities. The Art Department has a system of governance that includes an Executive Committee, a Gallery Committee, a Budget Committee, a Health and Safety Committee, a Curriculum Committee, an ARTP Committee, and other committees, ad hoc, as needed, including two current Search Committees. All committees--except the newly formed Art Education Search Committee, which is waiting for an exemption from the current hiring freeze--are functioning and have had good attendance this semester. As is the case with many other departments on the campus, some faculty members serve on more committees, and engage in more departmental, school, and university committee work, than others. The Department will explore ways to distribute more equitably departmental responsibilities.

Recommendation 3 (which is linked to Recommendation 3 to the School Dean), on overcoming personal and area divisions. The Department Chair has found the full faculty and staff of the Department to be very cooperative during this first semester of her service as Acting Chair. As was stated above in response to recommendation #1, the Department no longer has "areas," and priority planning decisions have been made with departmental and

programmatically goals in mind.

Recommendation 4, on continuation of the student forum. The Student Forum, started in AY 1990-91 was, indeed, popular, and it will be continued this coming spring, 1992 semester.

Recommendation 5, on regularly offering courses in traditional Western art, according to catalog and syllabus descriptions, by qualified faculty. Section III.D.1. of the Program Review Report takes issue with some Art Department faculty members' lack of a terminal degree. Those persons wish to stress that at the time they were hired, terminal degree equivalencies were established with the University.

At its priority planning meetings this semester, the Department emphasized its need for a tenured faculty member who has strength in early European art history through the 18th century. The Department decided to hire such a person for the replacement position which was granted as a result of a retirement this academic year by a tenured art historian. A Ph.D. in art history is a requirement for the position.

In addition to the department's traditional Western art history courses listed in the Program Review Report recommendation, Art 1A-B, "Art of the Western World" is a two-course series core requirement for all students in the Art Major, taught each semester.

At a fall, 1991 departmental priority planning meeting, it was voted to reaffirm the requirement that all art historians should routinely do the following: (a) teach required and recommended art history courses for the department's degree programs, (b) teach them according to their catalog titles and descriptions, and (c) teach them according to the course syllabi.

Recommendation 6 (which is linked to Recommendation 8 to the School Dean and Recommendation 2 to the Academic Vice President), on de-emphasizing 20th century art. The Art Department wishes its majors to have strength in 20th century art. Desiring strength in 20th century art does not imply desiring to omit adequate coverage of other historical periods of art. The fact that other periods of art history have not been taught as frequently as desired is due to the retirement of two tenured departmental art historians in recent years, without being replaced, and the leave of absence this year of a tenured art historian, also without a replacement--all due to budgetary constraints.

In 1990, the Department hired a two-year lecturer in art history to teach 20th century world art, but has since learned that the person who filled the position does not have strength in that area. An understanding of 20th century art is necessary for the required graduate course Art 205, "Art Since 1945," which has as a

prerequisite Art 109, "Twentieth Century Art." To fill that need, the Department has decided to reopen for a national search the art history lectureship position (Ph.D. required) and reaffirm the need for a person with strength in 20th century world art.

The Department intends to offer a balance of art history offerings, to guarantee adequate preparation of students in its degree programs.

Recommendation 7 (which is linked to Recommendations 4 and 8 to the School Dean and Recommendation 2 to the Academic Vice President), on the priority of hiring qualified art educators and art historians. As was stated above, the department's hiring priorities, established in this fall semester's priority planning meetings, are in the teaching disciplines of art history and art education. The Ph.D. degree will be a requirement for each position.

Recommendation 8, on making better use of the course Art 193 to support the departmental galleries. The Department accepts the recommendation to improve the course Art 193 and make better use of it as a resource for the department's galleries.

Recommendation 9, on adhering to high professional standards. The Department accepts the recommendation to establish and maintain uniformly high professional standards.

Recommendation 10, on the issue of anonymous complaints about the graduate program in the self study questionnaire. From the complaints, it is not clear whether the art studio, art history, or art education advising track of the M.A. program is in dispute. Each advising track is handled by a different group of faculty and each utilizes different procedures. Nevertheless, the Department will address the issue and consider ways of improving the program.

Recommendation 11, on encouraging the Department to propose an M.F.A. Program in Studio Art. The Art Department appreciates the Review Team's support of its desire to have an MFA studio art program. A proposal for such a program will be prepared soon.

Recommendation 12, on providing for the next program review a narrative overview of the frequency of departmental course offerings, with an assessment of how the offerings meet programmatic needs. Occasionally, courses scheduled to be offered are cancelled after CAR because of low enrollments. The pressure to offer high-enrolled courses causes the Department not to be able to offer some upper-division or graduate courses as frequently as would be desirable for programmatic breadth and depth. The Department will provide the requested data for the next review and it will monitor its course offerings to guarantee the adequacy of offerings.

Recommendation 13 (which is linked with Recommendation 6 to the School Dean), on requesting the Department Chair to assume primary responsibility for preparing class schedules responsive to programmatic needs. The Department Chair will work closely with the faculty to help prepare a schedule of classes that meets programmatic and student needs.

Recommendations 14 and 15, on student evaluations of faculty.

In a fall, 1991 meeting of tenured faculty, the issue of student evaluations of tenured faculty was addressed. It was decided by a unanimous vote to eliminate open-ended, anonymous student comments from the evaluation instrument, and only use the CSUS Teaching Performance Survey (TPS), which is scored objectively on computer sheets. If students wish to submit written comments about faculty in the future, they must sign them. The Department will further consider the broader issue of student evaluations of faculty, with an eye for improving the process.

Recommendation 16, on having the Department Chair work with individual faculty members to determine which courses will be evaluated during an academic year. The Art Department is happy to fulfill all requirements of the MOU regarding student evaluations of faculty. In the future, the Department Chair will work with individual faculty to determine which courses will be evaluated.

Recommendation 17, on having class content adhere to catalog descriptions and course syllabi. In a fall, 1991 priority planning meeting, it was voted to require all faculty in all teaching disciplines to teach courses according to the catalog and syllabus descriptions.

Recommendation 18 (which is linked to Recommendation 5 to the School Dean and Recommendation 3 to the Academic Vice President), on having grading practices more accurately reflect the levels of work achieved by students. The Department will consider and adopt methods of assigning grades that reflect more accurately the quality of student work accomplished. It requests to have until the spring of 1994 to accomplish the task.

Recommendation 19 (which is linked to Recommendation 8 to the School Dean and Recommendation 2 to the Academic Vice President), on assigning hiring priorities to art education and art history, with attention to training, degree, teaching ability, and the need to restore balance in the offerings. The Department has decided in its recent priority planning meetings to do the following, with regard to hiring:

(a) replace, through a national search, the fall, 1991 retirement of a tenured art historian with a tenure-track art history position in early European art through the 18th century, requiring two-years of prior teaching experience in the field and a Ph.D.;

(b) re-open, through a national search, the existing lectureship in art history for an art historian with strength in 20th century world art, requiring two years of prior teaching experience in the field and a Ph.D.; and

(c) terminate the existing lectureship in ceramics (the Department has two tenured faculty in ceramics who could fulfill the ceramics requirements for the department's programs) and transfer the position to art education, opening the position for a national search, requiring two years of prior teaching experience in the field and a Ph.D..

Recommendation 20 (which is linked to Recommendation 4 to the Academic Vice President), on the effectiveness of post-tenure reviews. As was stated above in the response to recommendations 14 and 15, the Department has simplified its instrument for student evaluation of tenured faculty, eliminating open-ended, anonymous comments from students, and utilizing solely the CSUS Teaching Performance Survey (TPS) for the purpose of student evaluation of faculty. The Department thought it had been complying with CSUS policy, and it will comply with it. The Department has, for several years, conducted post-tenure reviews. Only one faculty member has not had student evaluations, and that problem is being corrected. In addition, as was stated above in response to Recommendation 16, the Department Chair will work individually with all departmental faculty to determine which courses will be evaluated in a given academic year.

Recommendation 21 (which is linked to Recommendation 8 to the School Dean and Recommendation 2 to the Academic Vice President), on aligning departmental hiring with programmatic needs. As was stated above in the response to recommendation 19, the Department has established hiring priorities in art history and art education, according to programmatic needs.

Recommendation 22, on updating faculty resumes and including identifiable teaching activities. Information from the Review Team about which resumes were unclear would be helpful. Departmental resumes were updated for the 1991 Self Study Document. The Department will re-examine its resumes and include easily identifiable teaching activities for the next program review.

Recommendation 23, on more equitably distributing professional responsibilities. The Department accepts the recommendation to address the need for more equitable distribution of professional responsibilities.

Recommendation 24 (which is linked to Recommendation 6 to the School Dean), regarding two-day weekly faculty teaching schedules. Art Department faculty are serious artists and scholars who need the two-day weekly schedule for their creative and scholarly work. Their numerous scholarly and creative achievements were listed in

four single-spaced pages in the Program Review Self Study Document. It is because of the achievements of departmental faculty in scholarly and creative work that many students enroll in the programs. Art Department Chairs at San Francisco State University and San Jose State University have stated that their faculty have two-day weekly schedules for the reason mentioned above. In addition, many CSUS faculty in Departments other than Art are on two-day weekly schedules.

The Art Department will consider the recommendation in light of guaranteeing that adequate time also is scheduled for faculty office hours, student advising, and committee work.

Recommendation 25, on having some faculty consider reduced workloads. The Art Department will examine the possibility of reduced workloads. At this time, however, no faculty in the Art Department have indicated a willingness to reduce their salary or benefits.

Recommendation 26, on revising attitudes toward professional identity. The Department accepts the recommendation to address the issue of professional identity.

Recommendation 27 (which is linked to Recommendation 7 to the School Dean), on the need to defend the use of supervisory courses. Supervisory courses, such as Art 119, 129, 139, 149, 159, 169, 179, 189, 195, 199, and 299 are very important for art students. The nature of artistic activity often requires students to work individually to accomplish techniques and innovative solutions to problems of art, and it is essential that our programs enable students to do that for academic credit in consultation with faculty. Also, because budgetary constraints often restrict the offering of low-enrolled, upper-division and graduate courses, supervisory courses provide the only avenue for some types of scholarly/creative work by students.

Recommendation 28 (which is linked to recommendation 9 to the School Dean and Recommendation 1 to the Affirmative Action Officer), on sexual harassment. In section III.D.5. of the Program Review Report, it is stated that the issue of departmental faculty gender representation is related to the issue of sexual harassment. The Department feels that the two issues should be considered separately.

The Department is committed to complying with the university's policy on sexual harassment.

Recommendation 29, on the need to hire female faculty members. The Art Department is mindful of its need to attract and hire qualified female faculty members. Recruitment descriptions for the two art history positions, mentioned above, which have been formed as a result of the department's priority planning meetings this

fall, contain statements strongly urging qualified women to apply. The recruitment description for the requested art education position will contain a similar statement.

Recommendation 30, on faculty exchanges. The Department would be happy to continue looking into the possibility of faculty exchanges with persons at other institutions. Departmental faculty have participated in such exchanges, including the Fulbright, and many faculty members have had leaves of absence without pay to teach at other institutions. Such information is included on page 31 of the 1991 Art Department Self Study Document.

Recommendation 31, on a timetable for acquiring needed library materials. The Department would be happy to inform the Library of needed books, and to devise a plan with the Library for obtaining them. The department's library coordinator has routinely and efficiently forwarded all requests for specific books, journals, and videos to the Library. It should be noted that the statement in the Art Department Self Study Document about needed books and journals was a statement of need, not a criticism of the Library. The Art Department recognizes that it will be the responsibility of individual faculty members to identify which books and journals should be purchased and submit a specific request to the departmental library coordinator, or the Library. Susan Beelick, Humanities Librarian, has worked diligently with departmental faculty not only to obtain items they requested, but also to call their attention to items that might be of interest.

Recommendation 32 (which is linked to Recommendation 1 to the University Media Services), on a schedule for obtaining needed UMS films/videos. The Department would be happy to continue informing the UMS of needed films/videos, and to devise a plan with UMS for obtaining them. For the course Art 137, "Art for Exceptional Children," lists of films/videos needed for preview have been submitted. Judy Jones, of UMS, currently is working on the most recent request.

Recommendations 33 and 34, on developing more effective academic and career advising procedures. The Department accepts the recommendations to improve academic and career advising.

Recommendation 35 (which is linked to Recommendation 13 to the School Dean), on improving the departmental slide library. The Department accepts the recommendation to improve its slide collection. As a first step, it voted in a planning meeting recently to relocate the slide library to room Art-145A, which is the room originally designed for it in the architectural plans for the Art Building. As a result of the department's inclusion, in years past, of a film-making program, the slide collection was moved to room Art 184, where it still is. Art 184 was designed, in the original architectural plans for the Art Building, as the department's conference, seminar, and meeting room. With the slide

collection in room Art 184, the Department has had no place for seminars, small conferences, or meetings, causing considerable hardship. Because film-making is no longer a part of the department's programs and the computer graphics lab once housed in room Art-145A has been relocated out of the Art Building, because the need to improve the slide collection is so critical, and because the department's need for a conference/meeting/seminar room is so critical, the Department is very enthusiastic about relocating the slide collection to its original space and gaining use of Art 184 as was originally designed. As part of the relocation of the slide collection, the Department will devise a cataloging system, improve the appearance of the slide cabinets, and generally improve access to and use of the collection. It will be a pleasure to work with the Dean toward that end.

Recommendation 36, on correcting catalog copy. The Department accepts the recommendation to improve the catalog description of the Art Major, and regrets that the catalog copy for the 1992-94 Catalog has already been submitted. If the correction cannot be made for the 1992-94 Catalog, it will be made for the next one.

REPORT OF THE PROGRAM REVIEW TEAM FOR THE DEPARTMENT OF
GEOGRAPHY, IN THE SCHOOL OF ARTS AND SCIENCES

Commendations on:

- a faculty that “represent[s] a good balance of specialization and interests in physical and cultural systematic geography and in techniques” (Consultant’s Report, p.2);
- a faculty with a manifest dedication to teaching (Consultant’s Report, p.2), with commendable and ongoing generation of new course materials, and development and refining of new courses (five new working courses within the last five years (Self-Study, p.21);
- a faculty that has demonstrated very effective and collegial collaboration in responding to the various recommendations of the last program review, as well as in compiling the thorough and impressive Self Study;
- a program that has benefited from the thoughtful and thorough rethinking and revision recommended by the last program review (e.g., the minor is “a true program, not a random assortment of classes,” Consultant’s Report, p. 1);
- a program that has benefited in particular from efforts to incorporate more of the computer revolution, as recommended in the last program review, and as reflected in the hiring of a new faculty member with expertise in that area, a new course, some efforts at skills-updating by other faculty members, and lively efforts to provide students and faculty with better access to specialized hardware and software;
- continuing strong enrollments;
- a commendable increase in community involvement with other teachers of geography, evident in faculty members’ many activities with the local branch of the Geographic Alliance, as recommended in the last program review; the department even hosted the Alliance’s 1991 Summer Institute;
- a modest increase by some faculty in participation in discipline workshops and meetings, as recommended in the last program review;
- a library and Geography Librarian that are “a real plus” (Consultant’s Report, p.2);
- involvement of students in department affairs in various ways: a Christmas party, a chair’s bulletin, a newsletter, a geography club.

Recommendations to the Department of Geography

1. That the department confer with the Dean of General Education to determine the best way to pursue its goal of continued GE credit for the natural sciences component of its courses (p.4)
2. That the department develop a different and broader questionnaire if it is truly interested in student feedback on specific courses and larger curricular issues (p.5).
3. That instructors of 102 devise some means to communicate more clearly to students what the aims of the course are (p.6).
4. Consider offering major, minor, and/or pre-planning certificate credit for 162 and 196—they appear nowhere in the catalogue description of the program; otherwise consider deleting them (p.7).

5. More (and more routine) peer teaching evaluation of all members would be a useful collaborative effort here as in most departments, and could offer important insights during the process of post-tenure review (p.8).
6. That more members of the faculty engage in more professional and scholarly activities (p.9).
7. That the department incorporate more recognition of the value of such activities into its periodic reviews of probationary and tenured faculty. That the department look for manifestations of such activity both in and outside of the classroom, and that it seek to articulate more rigorous criteria for assessing course currency (p.9).
8. The department should consider rewording its official Affirmative Action policy (p.9).
9. That the department request that orders for the most important cancelled journals be restored at the earliest opportunity (p.10).
10. That the department devise, with UMS, a plan whereby video players and monitors can be made available for in-class control and use (p.10).
11. That more of the full-time faculty show initiative and energy in pursuing educational equity goals (p.11).
12. That the department continue to scrutinize its recruitment and selection processes with respect to diversity candidates and local incumbent candidates (p.12).
13. That the catalogue description of the major include labels for the groupings of upper-division course choices, as described in the Self-Study (pp.26-27)— i.e., geographic techniques, weather and climate, human geography, regional geography, and human use of resources (p.13).
14. That the faculty work with the student association to bring in speakers (possibly alumni) who are employed in the field (.13).
15. That the department explore, with the dean, the possibility of funding more internships (p.13).
16. That the department consider ways to enhance computer training in its courses (p.13).
17. That the department devise ways to familiarize students earlier with what is entailed in preparing to use geography in a career, so that they can make more informed course choices (p.13).
18. That the department devise a way to identify and keep track of transfer students, so that they will know who they are, how many of them there are, and how well they are prepared to succeed in its courses (p.13).

Recommendations to the Dean of Arts and Sciences

1. That the School devise and share with departments detailed suggestions on how to conduct post-tenure reviews (p.9).
2. That the School continue to scrutinize recruitment and selection processes with respect to diversity candidates and local incumbent candidates (p.12).
3. The School Dean should make a commitment to providing the hardware and software needed for a Cartography and GIS Laboratory. Given the current budget situation, this might be over a 2-3 year period. The Department has a plan for acquisition and has established priorities (p.16).
4. The dean should locate sources to fund the following projects recommended by the consultant: "Some minor remodelling should be made in the current map/ library/ reproduction lab/ computer lab to allow a more efficient use of space and to separate these activities. The wall map collection should be housed in a room near the classrooms where it will be more accessible and easier to maintain" (p.16).
5. The Department should be moved into a different budget category that recognizes the need for maps, cartography equipment, and computers (p.17).
6. That the Dean work together with the Department Chair to resolve the issue of information flow on the budget (p.17).

Recommendation to the Affirmative Action Officer

1. That the Affirmative Action Officer continue to scrutinize recruitment and selection processes with respect to diversity candidates and local incumbent candidates (p.12).

Recommendation to the Vice President for Academic Affairs:

1. That the Academic Vice President continue to scrutinize recruitment and selection processes with respect to diversity candidates and local incumbent candidates (p.12).

Recommendation to the President:

1. That the president focus attention on maintaining a certain minimum level of support to certain priority items, below which it cannot sink and still call itself a university. Maintenance of the physical plant should occupy a position of priority (p.16).

Recommendation to the Academic Senate:

1. It is recommended that the BA degree program in Geography be approved for six years, or until the next program review.

1992-93 CSU, SACRAMENTO ACADEMIC SENATE

<u>Elected Member's Unit</u>	<u>Senator</u>	<u>1993 Term</u>	<u>1994 Term</u>	
Accountancy	Crow, Stephen		X	
Anthropology	Wheeler, Valerie		X	
Art	Whitesel, Lita <i>Driesbach, John</i>		X	EX OFFICIO MEMBERS (non-voting)
Athletics	Colberg, Debby	X		<u>School Deans & Univ. Librarian (6)</u>
Biological Sciences	Huff, Dennis	X		Colen, John
Biological Sciences	Heffernan, Laurel		X	Gillott, Don
Chemistry	Noble, Paul		X	Gregorich, Steve
Civil Engineering	Moore, Joel	X		Martell, Charles
Communication Studies	Miller, Chris	X		Moorehead, Josef
Communication Studies	Cahill, Paul		X	Sullivan, William
Computer Science	Ernst, Ronald	X		
Computer Science	Freund, Dwight		X	
Counselor Education	Wilcox, Lyn		X	<u>Statewide Senators (3)</u>
Criminal Justice	Meier, Susan	X		
Criminal Justice	<u>[Dart, Roland]</u>		X	Kelly, Erwin (95)
Economics	Kelly, Erwin	X		Wade, Alan (94)
Economics	McGowan, Susan		X	Barrena, Juanita (93)
Educational Admin. & Policy Studies	Jacobs, Lila	X		
Electrical & Elect. Engr.	de Haas, Steven	X		
English	Meyer, S./Palmer, L.	X		
English	Tucker, Stephanie		X	
Environmental Studies	Ostiguy, Nancy	X		
Ethnic Studies	Scott, Otis	X		
Foreign Languages	Gelus, Marjorie	X		<u>Administration (2)</u>
Foreign Languages	Serrano, Stela		X	
Geography	Mrowka, Jack		X	Burger, Mary
Geology	Plummer, Carlos		X	Wayne, George
Government	Goldstene, Paul	X		
Health & Physical Education	Maxwell, John	X		
Health & Physical Education	Baldini, Fred		X	
History	Moore, Shirley	X		<u>Staff (2)</u>
History	Tobey, Jerry		X	
Human Environmental Sciences	Lonam, Jo	X		_____ (94)
Humanities	Giles, Mary		X	_____ (93)
Journalism	Fitzgerald, Michael	X		
Learning Skills	Tooker, Nancy	X		
Library	Merritt, Marilyn	X		
Library	Metzger, Deborah		X	
Management	Jensen, Arthur	X		<u>Students (3)</u>
Management	Swanson, Stoakley		X	
Management Info. Science	Sandman, Thomas	X		_____ (93)
Mathematics/Statistics	Schulte, Tom	X		_____ (93)
Mathematics/Statistics	Bossert, Michael		X	_____ (93)
Mechanical Engineering	Zhou, Tong		X	
Music	Chopyak, James	X		
Music			X	
Nursing	<u>Nelson, Robyn</u>	X		
Organiza. Beh. & Environ.	<u>[Schuster, William]</u>		X	
Philosophy	Pyne, Tom	X		
Physics and Astronomy	Shoemaker, Gary		X	
Psychology	Morrow, Joseph	X		
Psychology	Work, Murray		X	
Rec. & Leisure Studies	Olson, Ernest		X	
Sociology	Kando, Tom	X		
Special Education & Rehab.	Cook, Charlotte		X	
Speech Path. & Audio./ Theatre Arts	<u>[Goldsworthy, Candace]</u>	X		
Social Work	Carter, Robin	X		
Social Work	Navari, Sylvia		X	
Student Services	Pugh, Nora	X		
Student Services	Bennett, Helena		X	
Teacher Education	McEady-Gillead, Betty	X		
Teacher Education	Gunston-Parks, Cyd		X	
Temporary Faculty Rep.	Cloughly, William	X		
Temporary Faculty Rep.	Martin, Linda	X		
Temporary Faculty Rep.	<u>[Jakob, Sybil]</u>		X	
Temporary Faculty Rep.	Michael, Peter		X	
Women's Studies	Gonzalez, Bethania	X		

[_] = resigned/awaiting replacement
1992-93.AS 9/3/92

AS 92-71/Ex. RECOMMENDATIONS FOR SHORT- AND LONG-TERM BUDGET
REDUCTIONS AND RESOURCE ALLOCATIONS (Addendum to
AS 92-62A)

The Academic Senate adopts the following statement on the essential role of administrators in the fulfillment of the University's mission.

Administrators also play an essential role in the fulfillment of our University's mission. In allocating resources the University should attempt to maintain the integrity of the indispensable role of administrators.

The Academic Senate hereby amends AS 92-62A, "Recommendations for Short- and Long-term Budget Reductions and Resource Allocations," to include the above statement as item 2A. under "General Recommendations" and forwards the amendment to the President for consideration in conjunction with AS 92-62A.

ITEMS FOR ADOPTION BY CONSENT OF THE SENATE

1. Place "big" issues as first reading items on Senate agendas; allow time for consultation with constituents on relevant issues.
2. Senate orientation:

Distribute key sections of the Constitution of the Faculty and By-laws of the Academic Senate; distribute summaries of both Senate and university committee charges and explain; distribute Senate organizational chart; review and explain work flow; continue mentoring program.
3. Request senators serving on Senate committees to assume an active liaison role between the Senate and the committee. This would include making periodic reports on committee work to the Senate and providing feedback to the committee regarding Senate response to reports.
4. Request faculty appointed to CUP who are not senators to take back information from CUP to their respective department senators (as well as their Senate committee) for transmittal to the Senate.
5. Promote faculty involvement in student life by disseminating information on student groups that need faculty advisors.