



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-6036

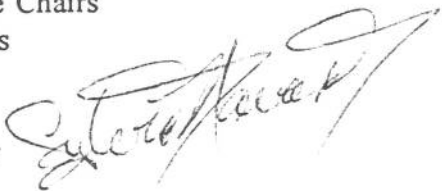
ACADEMIC SENATE



MEMORANDUM

DATE: July 29, 1994

TO: Academic Senate Retreat Participants:
Academic Senators
Administrators
Senate Committee Chairs
Past Senate Chairs

FROM: Sylvia Navari, Chair 
Academic Senate
278-6593; FAX 278-5358

SUBJECT: Academic Senate Retreat Materials (even if you cannot be at the Retreat, IT IS EXTREMELY IMPORTANT THAT YOU READ THE ENCLOSED MATERIALS AND RETURN THE NCS FORM)

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This packet contains three separate attachments, each of which pertains to the Senate's responsibilities relative to the CSUS Strategic Plan. In regard to the CSUS Strategic Plan (specifically the proposed actions steps), the Academic Senate is responsible for doing three things:

1. Identify which of the proposed action steps, if implemented, would require "Senate Action" (i.e. those that would require changes in university policy) and which ones "Directly Affect Faculty" but DO NOT, as written, require changes to University policy.
2. Make some determination about those action steps identified as requiring "Senate Action."
3. Review and comment upon all other action items, particularly those which directly affect faculty.

Attachments A, B and C facilitate the accomplishment of 1, 2 and 3 respectively.

Attachment A, "Executive Committee Report," is a summary designation of all proposed action items in the Strategic Plan. **THESE DESIGNATIONS WILL BE VOTED UPON AT THE SENATE RETREAT.** As with any Senate action, modifications of the designations may be recommended from the floor. The Senate must take action on these designations and forward the results to President Gerth before the academic year gets underway in order to fulfill our responsibility as representatives of our faculty. Review each designation. Are there any you disagree with? Be prepared at the Retreat to either modify or ratify this report. **This will be the first item of business.**

Attachment B is a listing of those proposed action steps the Executive Committee has identified as **requiring Senate Action**, thus their disposition is the responsibility of the Academic Senate. **THE DISPOSITION OF EACH OF THESE ACTION STEPS WILL BE VOTED UPON AT THE SENATE RETREAT.** The results will be forwarded to President Gerth. The Senate can decide among three alternative dispositions:

- a) to **"proceed"**--this disposition would require the Senate to immediately explore, deliberate upon, and, if warranted, operationally develop the identified action item (i.e. you believe the proposed action step is a viable way by which the faculty (as a collective) might pursue the corresponding goal and the Academic Senate should begin immediately to "operationally explore" the proposed action on behalf of the Faculty).
- b) to **"hold"**--this disposition would essentially place the action item "on hold" until the Academic Senate has time to discuss it (i.e. the action step seems viable but is not of immediate import).
- c) to **"drop"**--the proposed action step is not a viable way by which Faculty can pursue the corresponding goal and thus should be "dropped" from further consideration.

In order to facilitate action at the Senate Retreat we need you to tell us **YOUR RECOMMENDATION ON EACH ACTION ITEM PRIOR TO COMING TO THE RETREAT.** Use the enclosed NCS form--response items 1-22: "A", "B", "C"= "Proceed", "Hold", "Drop" respectively. Use the self-addressed stamped envelope in which to return the NCS form to us by August 17.

Attachment C (a questionnaire) is a listing of those proposed action steps the Executive Committee identified as **"Directly Affecting Faculty"**. These are items upon which the Academic Senate, acting responsibly on behalf of the faculty, ought to make substantial comment before the Administration initiates action on any of them and, should the Administration decide to undertake any or all, the Academic Senate ought to participate jointly with the Administration in their operational development. The Executive Committee believes it would be useful to send the President our opinion about each of these proposed action steps before the Administration considers undertaking any of them. Thus, **THE ACADEMIC SENATE WILL VOTE A RECOMMENDATION FOR EACH OF THESE**

ITEMS AT THE SENATE RETREAT. In order to facilitate action at the Retreat, we need YOUR OPINION PRIOR TO COMING TO THE RETREAT. Use the same NCS form--as you did for Attachment B--using responses 23-75.

Remember, we need the responses to Attachments B & C back by August 17. This data will be the subject matter of the Retreat. BE ADVISED THAT THE SENATE WILL TAKE ACTION ON THE RESULTS OF YOUR RESPONSES TO ATTACHMENTS B & C DURING THE MORNING PLENARY SESSION OF THE RETREAT.

The afternoon portion of the Retreat will be spent in small group discussion--groups to be organized by Strategic Plan Theme. Each small group will discuss and determine how the Academic Senate ought to operationalize those action steps previously identified as items with which the Senate ought "to proceed" (results of Attachment A and morning plenary session). These small groups may also decide upon other, more viable, ways by which the Faculty might pursue the stated goal of the corresponding Strategic Theme.

The objectives of the Retreat are as follows: The Senate will have--

- a. carried out its preliminary responsibilities regarding the CSUS Strategic Plan (*morning plenary session*).
- b. identified for itself the substantive policy questions the Senate must undertake this academic year (*morning and afternoon*).
- c. identified for its (the Senate's) committees the work it wishes its committees to undertake (*afternoon small groups*).

As Senate Chair, I cannot stress enough the importance of attending to Senate business--the setting or undoing of University policies that affect the lives of every individual faculty member and our students. What happens at this Retreat will affect the colleagues you represent.

Particularly in this climate of budgetary constraints (cutbacks) and the "bashing" of higher education, academic/faculty senates must be attuned to and address both the internal and external forces which want to drive the instructional program in ways that negatively affect the quality of our teaching and scholarly work.

The Academic Senate is the only University body which is empowered to recommend policy on behalf of the entire faculty--policies regarding faculty affairs and curricular matters are the responsibility of THE FACULTY and it is the Academic Senate (every Senator) the faculty has empowered and charged to carry out these responsibilities.

If you have any questions regarding the Retreat or any other Senate business, do not hesitate to call the Senate Office (278-6593).

See you at the Retreat!

DAY: Wednesday, August 24

TIME: 8:30 - 9:00 Continental Breakfast Served
9:00-12:00 Meeting
12:00 - 1:15 Luncheon Served
1:15 - 4:00 Meeting
4:00 Adjournment

LOCATION: Viscaya Pavilion/Venetian Room
2019 Twenty-First Street
Sacramento, CA 95818
(916) 455-5243

PARKING: Free on side streets within three or four blocks, some metered parking is available, or there is parking available on 20th Street, adjacent to the railroad tracks between T and V Streets, for \$4.00 for the day.

ATTENDANCE
CONFIRMATION:

Please return the enclosed "Retreat Attendance" form (on YELLOW), along with your NCS form (mailed in the enclosed postage paid envelope or, if possible, strike out the postage-paid designation and return through CAMPUS MAIL) *to arrive no later than Wednesday, August 17.*

SN:jl
Attachments

enlarge
table
overhead
Retreat - Jan

EXECUTIVE COMMITTEE REPORT: SUMMARY DESIGNATION OF THE "PROPOSED ACTION STEPS" OF THE CSUS STRATEGIC PLAN

In accordance with the directive of the 1993-94 Academic Senate, the Executive Committee forwards to you its work regarding the "Proposed Action Steps" of the CSUS Strategic Plan.

To refresh your memory (or bring new Senators up-to-date), the 1993-94 Academic Senate action on the CSUS Strategic Plan reads as follows:

AS 94-44/Ex. CSUS STRATEGIC PLAN

The Academic Senate endorses the goals of the Strategic Plan (and their accompanying narratives) as states which the University ought to pursue and receives for its consideration those elements of the Strategic Plan identified as "Proposed Action Steps" (May 19, 1994, Academic Senate Agenda Attachment E).

In receiving the "Proposed Action Steps," the Academic Senate understands that these elements are the suggested objective means by which the University pursue the goals to which it commits itself, but that they are neither the only means, nor are they in and of themselves absolute objectives--that each requires further deliberation, consultation, and operational development if each is to become an objective to which the University community is committed.

Further, the Academic Senate directs its Executive Committee to identify [emphasis added], in consultation with the Office of Academic Affairs, which of the "Proposed Action Steps," if implemented, require Senate action in whole or in part (those that would require changes to University policies), and those which, if implemented, would directly affect faculty across the University and thereby ought to have substantial comment from the Academic Senate (the only formal University mechanism wherein faculty, elected by their respective departments, come together as a decision-making body for and on behalf of the faculty community). The Executive Committee shall report the results of its work, inclusive of a proposed work plan for the Academic Senate, to the Academic Senate at its 1994-95 Retreat.

Additionally, the Executive Committee is to ascertain, for informational purposes, the person or unit who has the primary responsibility for each proposed action item.

The attached is the result of the Executive Committee's work over the summer. The "proposed action steps" as written in the Strategic Plan are listed by the theme and the

corresponding goal. In the right hand column you will find the category designation given to each proposed action step by the Executive Committee. The categories are as follows:

Senate Action = if the action step were implemented, it would require a change in existing University policy (thus, the action step is the responsibility of the Academic Senate)

Directly Affects Faculty = if the action step were implemented, it would not necessarily affect policy change but would directly affect faculty, thus the Senate should provide substantive comment on each and play a role in the operational development of those the Administration decides to undertake (the initiation and disposition of these steps are the responsibility of the Administration, but the Academic Senate would expect to participate in the operational development of those on which the Administration decides to move forward on).

Comment Only = is not an action step that directly affects faculty

Please come to the retreat prepared to take action on the Executive Committee's work (Action to be: Senate concurs with designations or makes modifications).

Attachment

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BRING THIS ATTACHMENT WITH YOU TO THE RETREAT (SAVE THE TREES!)

TEACHING AND LEARNING (TL)

Goal: To achieve recognition for superior accomplishments in teaching and learning.

PROPOSED ACTION STEPS: TEACHING AND LEARNING

<p>(TL.1) Provide support to help all faculty develop improved teaching skills:</p> <p>(TL.1.A) Establish a CSUS center for enhancement of teaching and learning which will study learning characteristics of students on our campus, monitor assessment of learning outcomes, coordinate and expand existing programs that enhance teaching, develop new programs, and identify opportunities for faculty to use the region as a learning laboratory.</p> <p>(TL.1.B) Include enhancement of teaching as a dimension of professional development plans for all probationary faculty, and of periodic review for tenured faculty.</p> <p>(TL.1.C) Provide a variety of teaching enhancement programs that are sustained over at least one semester.</p> <p>(TL.1.D) Provide incentives for faculty not only to participate in these programs, but also to apply what they learn to their teaching, and share new information and insights with their colleagues.</p> <p>(TL.1.E) Expand opportunities for faculty to assess their strengths and weaknesses as teachers, to share concerns about teaching, and to establish peer support networks for developing new skills.</p>	<p>Senate Action</p> <p>Senate Action</p> <p>Senate Action</p> <p>Senate Action</p> <p>Senate Action</p>
<p>(TL.2) Create structures to use faculty recognized for outstanding teaching as resources for their peers, including programs for classroom visitations, sharing of course materials, and building a library of demonstration videotapes.</p>	<p>Senate Action</p>
<p>(TL.3) Develop facilities that promote collaborative learning and teaching such as classrooms conducive to non-lecture methods of teaching; spaces for faculty and student work groups; spaces for faculty to come together with colleagues in a comfortable, low pressure atmosphere to reflect, plan, and develop new skills.</p>	<p>Directly Affects Faculty</p>
<p>(TL.4) Experiment with collaborative teaching and learning programs and disseminate information about these experiences as models for other faculty.</p>	<p>Directly Affects Faculty</p>
<p>(TL.5) Incorporate current campus, capital, or regional issues into students' educational experiences:</p> <p>(TL.5.A) Engage students in course work that contributes to solutions of campus or regional problems.</p> <p>(TL.5.B) Bring University staff and professionals from the community into the classroom to link theory and practice.</p>	<p>Comment Only (Department level)</p> <p>Comment Only (Department level)</p> <p>Comment Only (Department level)</p>

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TEACHING AND LEARNING (TL)--continued

Goal: To achieve recognition for superior accomplishments in teaching and learning.

PROPOSED ACTION STEPS: TEACHING AND LEARNING

(TL.6) Expand efforts to publicize, display, and otherwise recognize outstanding learning and teaching accomplishments of students and faculty.	Senate Action
(TL.7) Establish a climate in which advanced technological tools are considered a normal part of teaching and learning.	Directly Affects Faculty
(TL.7.A) Expand opportunities for faculty to learn how to use information technology in their teaching.	Directly Affects Faculty
(TL.7.B) Expand availability of equipment and support services for faculty.	Directly Affects Faculty
(TL.7.C) Encourage the use of technology in the curriculum of all academic disciplines.	Directly Affects Faculty
(TL.8) Encourage the development of programs that enable students to participate in field experiences relevant to the content of specific courses (e.g., field research, internships).	Comment Only (Department level)

ACADEMIC PROGRAMS (AP)

Goal: To offer academic programs characterized by high quality, serious attention to outcomes, recognition of the interdisciplinary nature of knowledge, commitment to life-long learning and preparing an educated citizenry, and responsiveness to regional needs.

PROPOSED ACTION STEPS: ACADEMIC PROGRAMS

(AP.1) Revise the academic program review and evaluation process to focus on teaching, learning, and improving desired student outcomes.	Senate Action
(AP.2) Expand efforts to infuse multicultural and international perspectives into the curriculum, including such efforts as study abroad programs for students, exchange programs for faculty, and professional development opportunities for faculty.	Directly Affects Faculty
(AP.3) Encourage and reward faculty collaboration in teaching, scholarly work, development of new courses and programs, and service to the community by such means as information networks, newsletters, expansion of faculty development programs that bring faculty together, providing space for faculty interaction in all buildings that house faculty offices, and sponsoring more conferences and other events that attract faculty and staff.	Directly Affects Faculty
(AP.4) Remove barriers to interdisciplinary and intradepartmental collaboration and course development, including those inherent in current budgeting and appointment, retention, tenure, and promotion processes.	Senate Action
(AP.5) Clearly differentiate graduate and undergraduate programs in terms of faculty-student ratios in course work and thesis advising, expectations for student-faculty interaction, and student involvement in scholarly work.	Senate Action
(AP.6) Expand the degree to which the classroom and the community interact in support of the curriculum.	Directly Affects Faculty
(AP.7) Develop a contact point between the University and the community with two purposes: to enable community members to reach faculty and students who have expertise in specific areas or who may be interested in participating in a community effort, and to inform faculty of community needs, projects, and programs relevant to courses they teach.	Directly Affects Faculty
(AP.8) Articulate and strengthen the role of Regional and Continuing Education as a partner in meeting the educational needs of the region.	Directly Affects Faculty
(AP.9) Increase the use of information technology to support academic programs:	Directly Affects Faculty
(AP.9.A) Use technology to offer educational programs throughout the region.	Directly Affects Faculty
(AP.9.B) Develop networks for sharing educational resources with other universities.	Directly Affects Faculty
(AP.9.C) Provide adequate equipment and support for faculty and staff to use technology in teaching and curricular development.	Directly Affects Faculty
(AP.9.D) Provide access to information data bases on and off campus.	Directly Affects Faculty

SCHOLARSHIP (SC)

Goal: To build and support a university community whose excellence in teaching, learning, research, and public service will be strengthened by scholarship.

PROPOSED ACTION STEPS: SCHOLARSHIP

(SC.1) Create and implement individualized professional development programs for new faculty that guide, support, and mentor scholarly development in the areas of teaching, research, creative activity, contribution to the discipline, and service.	Senate Action
(SC.2) Continue and increase professional development activities throughout the campus, such as faculty seminars, study groups, and faculty exchanges, and support funding for attending conventions, seminars, conferences, and workshops.	Directly Affects Faculty but covers existing Senate Policy <i>delete</i>
(SC.3) Encourage the flow of scholarly activities into the curriculum by such means as enrollment management of graduate seminars, independent research by students, faculty/student scholarship, and consistent workload credit for supervision of a student's culminating experience.	Senate Action
(SC.4) Support scholarly activity through workload management, technical support, advanced information technology, capital improvements, and new building construction; build faculty/student workspaces, large conference rooms or faculty commons.	Directly Affects Faculty
(SC.5) Create and support opportunities for research and scholarly activities to meet regional needs.	Directly Affects Faculty
(SC.6) Involve the service community in events which highlight university scholarship; publicize recognition awards widely.	Directly Affects Faculty
(SC.7) Support the development of an interdisciplinary research center designed to meet the needs of the region.	Senate Action
(SC.8) Develop recruitment materials which highlight CSUS as a community of teachers and scholars with an expectation for active scholarship consistent with a regional comprehensive university.	Directly Affects Faculty

PLURALISM (PS)

Goal: To develop a campus community whose diversity enriches the lives of all and whose members develop a strong sense of personal and community identity as well as mutual respect.

PROPOSED ACTION STEPS: PLURALISM

(PS.1) Expand University support systems to improve retention and graduation rates of underrepresented students.	Directly Affects Faculty
(PS.2) Continue active recruitment of faculty and staff from diverse cultures, attempting to reflect the population the University serves.	Directly Affects Faculty
(PS.3) Provide intercultural communication training programs for all University employees.	Directly Affects Faculty
(PS.4) Include diversity as an outcome measure in program assessments.	Senate Action
(PS.5) Incorporate in-service programs for faculty within a center for the enhancement of teaching and learning designed to foster discipline-specific knowledge about diverse populations, methodologies for research, and ways of knowing that are relied on by such populations.	Directly Affects Faculty Senate Action
(PS.6) Provide a continuous program of symposia, events, and performances which offer insight into the rich diversity of the campus community.	Directly Affects Faculty
(PS.7) Provide facilities, programs, resources, and intercultural settings which foster mutual understanding and enhance individual identity.	Directly Affects Faculty

ENROLLMENT PLANNING (EP)

Goal: To serve a qualified, diverse student population and facilitate timely graduation.

PROPOSED ACTION STEPS: ENROLLMENT PLANNING

(EP.1) Stabilize preparation of the class schedule so that the printed schedule more closely reflects what actually happens when classes begin; this will allow students to engage in realistic long-term planning of their course work.	Directly Affects Faculty
(EP.2) Adopt alternative scheduling patterns where they would contribute to increased retention and accelerated graduation. Expand offerings beyond "prime time" (9:00 a.m. to 2:00 p.m.) to better meet students' needs.	Directly Affects Faculty
(EP.3) Adopt and implement the "Take The Pledge" program through which students and the University may agree to conditions that guarantee graduation in four years for entering freshmen and two years for transfer students.	Directly Affects Faculty
(EP.4) Increase coordination with Regional and Continuing Education, paying particular attention to cooperative efforts using distance learning programs and to ways summer session and intersession can accelerate time to graduation.	Directly Affects Faculty but covers existing Senate Policy
(EP.5) Thoroughly review retention efforts and devote resources to those that demonstrate measurable success. Consider new approaches such as "cohort education" (i.e., students progress through a set of courses together). Require all new retention programs to incorporate meaningful, measurable evaluation.	Directly Affects Faculty
(EP.6) Expand service hours of support units so that students attending during evening hours have reasonable access to support services.	Comment Only DAF
(EP.7) Ensure implementation of each department's advising plan and monitor the effectiveness of major advising.	Senate Action
(EP.8) Coordinate outreach and campus life efforts in order to discern what attracts prospective students and to use that information to build an enticing campus community.	Directly Affects Faculty
(EP.9) Target recruitment toward lower division and graduate students.	Senate Action DAF
(EP.10) Develop and implement policies to encourage delivery of academic programs off-campus. Provide faculty and staff training to support this effort.	Senate Action

CAMPUS LIFE (CL)

Goal: To develop a sense of community and intellectual excitement among students, faculty, staff, and alumni through all aspects of the learning experience.

PROPOSED ACTION STEPS: CAMPUS LIFE

(CL.1) Recognize student, faculty, and staff efforts to enhance campus life, specifically those efforts which increase faculty and staff participation in student programs. Special recognition should be made to faculty members who expand classroom learning beyond classroom experiences.	Directly Affects Faculty
(CL.2) Review and change existing policies and procedures that cause procedural, physical, and economic barriers hindering participation in campus life programs.	Senate Action
(CL.3) Improve access to the University, including transit services and parking, by working with city and county agencies.	Comment Only
(CL.4) Sponsor programs which bring students, faculty and staff together. Give special emphasis to programs that enhance cross-cultural opportunities.	Directly Affects Faculty
(CL.5) Provide programs which develop students' leadership abilities in service to campus and community organizations.	Directly Affects Faculty
(CL.6) Increase on-campus employment, both as a retention technique and as a positive contribution to the quality of campus life.	Directly Affects Faculty
(CL.7) Sponsor issue seminars or workshops for faculty and staff as a means of keeping them well informed and bringing people together.	Directly Affects Faculty
(CL.8) Develop conveniently located electronic information sources to provide information about upcoming campus events, as well as a general information phone number for disseminating times and locations of a variety of campus events.	Directly Affects Faculty

PUBLIC LIFE (PL)

Goal: To make the University a dynamic force that contributes significantly to the social, cultural, and intellectual vitality of the region and to its economic success.

PROPOSED ACTION STEPS: PUBLIC LIFE

(PL.1) Expand public activities through symposia, lectures, internships, and publications.	Directly Affects Faculty
(PL.2) Strengthen the relationship with our public radio stations, including their relocation to a site on campus.	Comment Only
(PL.3) Raise funds to finance construction and other activities that enhance public life, consistent with the campus master plan and school priorities for the Fiftieth Anniversary Campaign.	Comment Only
(PL.4) Review and change existing policies and procedures that cause procedural, physical, and economic barriers hindering use of campus facilities in campus programs which include the public.	<i>Senate action</i> Directly Affects Faculty but covers existing Senate Policy
(PL.5) Highlight and improve access to the campus through a pedestrian/bicycle tunnel or overpass on the west side, an upgraded entrance on Hornet Drive, and a new, distinguished entrance on the south side of campus from Folsom Boulevard.	Comment Only
(PL.6) Establish a public arts, concerts, and lectures program.	Directly Affects Faculty
(PL.7) Strive to increase self-support funding for athletics since athletics plays a major role in the public life of the University.	Directly Affects Faculty
(PL.8) Improve publicity of all activities of general interest sponsored by the University, students, staff, or faculty. Develop convenient access to information about campus activities, including a general information phone number to disseminate information about upcoming times and locations of a variety of campus events. (PL.8)	Comment Only

CAPITAL CAMPUS (CC)

Goal: To establish interdisciplinary, collaborative partnerships between the University and the state capital community which enhance the teaching, scholarship, and service of the University.

PROPOSED ACTION STEPS: CAPITAL CAMPUS

(CC.1) Create a clearinghouse of CSUS faculty, staff, and student expertise in such areas as research and technical assistance for use by those forming, debating, and implementing public policy.	Directly Affects Faculty
(CC.2) Establish systematic communication with those members of the state capital community responsible for research and planning functions, developing an agenda of issues that could be fruitfully addressed by the campus.	Directly Affects Faculty
(CC.3) Promote the capital campus concept to the external community via conferences, programs, and announcements.	Directly Affects Faculty
(CC.4) Encourage academic departments to pursue links with the state capital community in support of their majors and concentrations.	Directly Affects Faculty
(CC.5) Encourage use of internal awards for research, service, and creative activities which emphasize links to the state capital community.	Senate Action
(CC.6) Initiate a set of interdisciplinary academic structures which draw together diverse disciplines to apply knowledge and expertise to issues of statewide concern.	Senate Action
(CC.7) Expand internship opportunities and work/study agreements in the state capital community.	Directly Affects Faculty
(CC.8) Convene graduate coordinators from different departments in order to share research and planning needs of state agencies and to encourage students, both graduate and undergraduate, to conduct research or develop strategies that address public policy issues.	Directly Affects Faculty
(CC.9) Publish research findings and collaborative project outcomes in the CSUS <u>Capital Campus Journal</u> and other appropriate publications.	Directly Affects Faculty
(CC.10) Establish links between governmental agencies and academic programs stronger than the occasional guest lecturer in order to integrate the expertise and interests of the Assembly, Senate, and executive fellows with the campus.	Directly Affects Faculty
(CC.11) Explore opportunities to eliminate barriers to part-time hiring or adjunct professorships of members of the state capital community for the benefit of our students.	Senate Action

QUESTIONNAIRE RE: DISPOSITION OF ITEMS DESIGNATED AS "SENATE ACTION"

The Senate is responsible for making some determination about each of the proposed action steps designated as "Senate Action."

Using the enclosed NCS form--responses #1-22--and the attached listing, tell us your "recommended disposition" for each proposed action step. Should the Senate:

- a) **"proceed"**--this disposition would require the Senate to immediately explore, deliberate upon, and, if warranted, operationally develop the identified action item (i.e. you believe the proposed action step is a viable way by which the faculty (as a collective) might pursue the corresponding goal and the Academic Senate should begin immediately to "operationally explore" the proposed action on behalf of the Faculty).
- b) **"hold"** --this disposition would essentially place the action item "on hold" until the Academic Senate has time to discuss it (i.e. the action step seems viable but is not of immediate import).
- c) **"drop"**--the proposed action step is not a viable way by which Faculty can pursue the corresponding goal and thus should be "dropped" from further consideration.

As a way of helping yourself determine a disposition, ask yourself

- 1. Is the proposed action step a viable way by which the faculty (as a collective) can pursue the corresponding goal? (Please put your "University Hat" on--remembering that the Senate is to act in the best interests of the faculty/University as a whole and not in the interests of a single department, school, or person.
- 2. If you think the proposed action step is viable, do you think the Senate ought to attend to it immediately or can it be placed on hold?

SN:jlm
Attachment

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USE THE ATTACHMENT (WITH YOUR NOTATIONS ON IT) AT THE RETREAT AS A WORK SHEET (SAVE THE TREES)

n = 30 voting
 17 nonvoting
 aggregate

PROPOSED ACTION ITEMS DESIGNATED FOR SENATE ACTION

TABLE 1: TEACHING & LEARNING

Goal: To achieve recognition for superior accomplishments in teaching and learning.

NCS FORM #	ACTION STEP	I RECOMMEND THE FOLLOWING DISPOSITION:			
		PROCEED (A)	HOLD (B)	DROP (C)	
1	(TL.1) Provide support to help all faculty develop improved teaching skills:	70 92.3 78.7	16.7 7.7 12.8	6.7 — 4.3	PROC =
2	(TL.1.A) Establish a CSUS center for enhancement of teaching and learning which will study learning characteristics of students on our campus, monitor assessment of learning outcomes, coordinate and expand existing programs that enhance teaching, develop new programs, and identify opportunities for faculty to use the region as a learning laboratory.	36.7 84.6 51.1	40 15.4 29.8	16.7 — 14.9	PROC w/cav =
3	(TL.1.B) Include enhancement of teaching as a dimension of professional development plans for all probationary faculty, and of periodic review for tenured faculty.	60 84.6 66	16.7 15.4 19.1	16.7 — 10.6	PROC =
4	(TL.1.C) Provide a variety of teaching enhancement programs that are sustained over at least one semester.	56.7 76.9 66	20 23.1 19.1	13.3 — 8.5	PROC =
5	(TL.1.D) Provide incentives for faculty not only to participate in these programs, but also to apply what they learn to their teaching, and share new information and insights with their colleagues.	56.7 76.9 66	16.7 23.1 17	16.7 — 10.6	PROC =
6	(TL.1.E) Expand opportunities for faculty to assess their strengths and weaknesses as teachers, to share concerns about teaching, and to establish peer support networks for developing new skills.	63.3 92.3 70.2	20 7.7 17	10 — 8.5	PROC =
7	(TL.2) Create structures to use faculty recognized for outstanding teaching as resources for their peers, including programs for classroom visitations, sharing of course materials, and building a library of demonstration videotapes.	46.7 84.6 53.2	30 15.4 29.8	16.7 — 12.8	PROC =
8	(TL.6) Expand efforts to publicize, display, and otherwise recognize outstanding learning and teaching accomplishments of students and faculty.	66.7 100 72.3	13.3 — 12.8	13.3 — 10.6	PROC =

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PROPOSED ACTION ITEMS DESIGNATED FOR SENATE ACTION

TABLE 2: ACADEMIC PROGRAMS

Goal: To offer academic programs characterized by high quality, serious attention to outcomes, recognition of the interdisciplinary nature of knowledge, commitment to life-long learning and preparing an educated citizenry, and responsiveness to regional needs.

NCS FORM #	ACTION STEP <i>improve consideration of</i>	I RECOMMEND THE FOLLOWING DISPOSITION:		
		PROCEED (A)	HOLD (B)	DROP (C)
9	(AP.1) Revise the academic program review and evaluation process to focus on teaching, learning, and improving desired student outcomes.	56.7 69.2 59.6	30.0 30.8 31.9	6.7 — 4.3
10	(AP.4) Remove barriers to interdisciplinary and intradepartment collaboration and course development, including those inherent in current budgeting and appointment, retention, tenure, and promotion processes.	66.7 84.6 70.2	26.7 15.4 25.5	6.7 — 4.3
11	(AP.5) Clearly differentiate graduate and undergraduate programs in terms of faculty-student ratios in course work and thesis advising, expectations for student-faculty interaction, and student involvement in scholarly work.	70 61.5 63.8	23.3 23.1 25.5	6.7 15.4 6.4

PROCEED
PROCEED
PROCEED

PROPOSED ACTION ITEMS DESIGNATED FOR SENATE ACTION

TABLE 3: SCHOLARSHIP

Goal: To build and support a university community whose excellence in teaching, learning, research, and public service will be strengthened by scholarship.

NCS FORM #	ACTION STEP	I RECOMMEND THE FOLLOWING DISPOSITION:			
		PROCEED (A)	HOLD (B)	DROP (C)	
12	(SC.1) Create and implement individualized professional development programs for new faculty that guide, support, and mentor scholarly development in the areas of teaching, research, creative activity, contribution to the discipline, and service.	50 38.5 44.7	26.7 46.2 34	16.7 15.4 17	Proc =
13	(SC.3) Encourage the flow of scholarly activities into the curriculum by such means as enrollment management of graduate seminars, independent research by students, faculty/student scholarship, and consistent workload credit for supervision of a student's culminating experience.	46.7 69.2 53.2	40 30.8 38.3	6.7 — 4.3	Proc =
14	(SC.7) Support the development of an interdisciplinary research center designed to meet the needs of the region.	30 30.8 27.7	43.3 53.8 48.9	20 15.4 19.1	3p =

TABLE 4: PLURALISM

Goal: To develop a campus community whose diversity enriches the lives of all and whose members develop a strong sense of personal and community identity as well as mutual respect.

NCS FORM #	ACTION STEP	I RECOMMEND THE FOLLOWING DISPOSITION:			
		PROCEED (A)	HOLD (B)	DROP (C)	
15	(PS.4) Include diversity as an outcome measure in program assessments.	23.3 30.8 25.5	43.3 30.8 40.4	26.7 38.5 29.8	Proc w/cav. =

(PS.5)

+ new action

Proc
w/cav.
=

PROPOSED ACTION ITEMS DESIGNATED FOR SENATE ACTION

TABLE 5: ENROLLMENT PLANNING

Goal: To serve a qualified, diverse student population and facilitate timely graduation.

NCS FORM #	ACTION STEP	I RECOMMEND THE FOLLOWING DISPOSITION:		
		PROCEED (A)	HOLD (B)	DROP (C)
16	(EP.7) Ensure implementation of each department's advising plan and monitor the effectiveness of major advising.	63.3 69.2 68.1	26.7 23.1 23.4	3.3 7.7 2.1
17	(EP.9) Target recruitment toward lower division and graduate students. DAF	56.7 46.2 53.2	23.3 30.8 27.7	13.3 23.1 14.9
18	(EP.10) Develop and implement policies to encourage delivery of academic programs off-campus. Provide faculty and staff training to support this effort.	33.3 53.8 36.2	40 30.8 40.4	20 15.4 19.1

TABLE 6: CAMPUS LIFE

Goal: To develop a sense of community and intellectual excitement among students, faculty, staff, and alumni through all aspects of the learning experience.

NCS FORM #	ACTION STEP	I RECOMMEND THE FOLLOWING DISPOSITION:		
		PROCEED (A)	HOLD (B)	DROP (C)
19	(CL.2) Review and change existing policies and procedures that cause procedural, physical, and economic barriers hindering participation in campus life programs.	60 61.5 57.4	26.7 30.8 31.9	6.7 7.7 6.4

Public Life PL.4 Proceed - agreed Resolution

PROPOSED ACTION ITEMS DESIGNATED FOR SENATE ACTION

TABLE 7: CAPITOL CAMPUS

Goal: To establish interdisciplinary, collaborative partnerships between the University and the state capital community which enhance the teaching, scholarship, and service of the University.

NCS FORM #	ACTION STEP	I RECOMMEND THE FOLLOWING DISPOSITION:			
		PROCEED (A)	HOLD (B)	DROP (C)	
20	(CC.5) Encourage use of internal awards for research, service, and creative activities which emphasize links to the state capital community.	33.3 53.8 36.2	33.3 30.8 36.2	26.7 15.4 23.4	<u>DROP</u>
21	(CC.6) Initiate a set of interdisciplinary academic structures which draw together diverse disciplines to apply knowledge and expertise to issues of statewide concern.	40 53.8 42.6	40 30.8 38.3	13.3 15.4 14.9	<u>Proc</u>
22	(CC.11) Explore opportunities to eliminate barriers to part-time hiring or adjunct professorships of members of the state capital community for the benefit of our students.	46.7 76.9 53.2	20 23.1 23.4	26.7 — 19.1	<u>Proc</u>

Retreat-Jan

Attachment C
Academic Senate Retreat
August 24, 1994

**QUESTIONNAIRE RE CSUS STRATEGIC PLAN ACTION ITEMS REQUIRING INPUT
FROM THE ACADEMIC SENATE**

As part of the Senate's responsibility relative to the CSUS Strategic Plan, it is imperative that Senators express their opinion--again wearing your "University hat" (rather than department, school or personal hat)--on each of the proposed action steps that "Directly Affect Faculty." We are asking you to tell us your level of agreement with each of the proposed action steps. Preface each statement as you read it with the phrase, "Should the University...? Then decide your level of agreement/disagreement with the statement on behalf of the University. Use the NCS form responses #23-75 to record your responses and return the NCS form to us by August 17 (please use the enclosed postage paid, return address envelope).

The results of this questionnaire will be voted on at the Retreat and forwarded to President Gerth.

The Senate needs to dispatch with the administrative minutia of the Strategic Plan so it can address the substantive policy questions embedded in it.

Thank you for your time and attention.

See you on the 24th!

SN:jlm
Attachment

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**USE THE ATTACHMENT AS A WORKSHEET AT THE RETREAT
(BRING IT WITH YOU WITH YOUR OWN NOTATIONS AND SAVE THE
TREES).**

n = 30 voting
17 non-voting
aggregate

TEACHING AND LEARNING

Goal: To achieve recognition for superior accomplishments in teaching and learning.

PROPOSED ACTION STEPS THAT REQUIRE INPUT FROM ACADEMIC SENATE:

The University should (Proposed Action Step)?	NCS Form	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	#	(A)	(B)	(C)	(D)	(E)
Develop facilities that promote collaborative learning and teaching such as classrooms conducive to non-lecture methods of teaching; spaces for faculty and student work groups; spaces for faculty to come together with colleagues in a comfortable, low pressure atmosphere to reflect, plan, and develop new skills. (TL.3)	23	46.7	33.3	3.3	3.3	3.3
		61.5	30.8	7.7	—	—
		51.1	34.0	4.3	2.1	2.1
Experiment with collaborative teaching and learning programs and disseminate information about these experiences as models for other faculty. (TL.4)	24	33.3	43.3	10	3.3	—
		46.2	46.2	7.7	—	—
		38.3	44.7	8.5	2.1	—
Establish a climate in which advanced technological tools are considered a normal part of teaching and learning. *Expand opportunities for faculty to learn how to use information technology in their teaching. (TL.7.A) *Expand availability of equipment and support services for faculty. (TL.7.B) *Encourage the use of technology in the curriculum of all academic disciplines. (TL.7.C) (TL.7)	25	43.3	30	10	—	6.7
		69.2	23.1	—	—	7.7
		51.1	29.8	6.4	—	6.4

ACADEMIC PROGRAMS

Goal: To offer academic programs characterized by high quality, serious attention to outcomes, recognition of the interdisciplinary nature of knowledge, commitment to life-long learning and preparing an educated citizenry, and responsiveness to regional needs.

PROPOSED ACTION STEPS THAT REQUIRE INPUT FROM ACADEMIC SENATE:

The University should (Proposed Action Step)?	NCS Form	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	#	(A)	(B)	(C)	(D)	(E)
Expand efforts to infuse multicultural and international perspectives into the curriculum, including such efforts as study abroad programs for students, exchange programs for faculty, and professional development opportunities for faculty. (AP.2)	26	33.3	40	13.3	—	3.3
		30.8	53.8	—	15.4	—
		31.9	46.8	8.5	4.3	2.1
Encourage and reward faculty collaboration in teaching, scholarly work, development of new courses and programs, and service to the community by such means as information networks, newsletters, expansion of faculty development programs that bring faculty together, providing space for faculty interaction in all buildings that house faculty offices, and sponsoring more conferences and other events that attract faculty and staff. (AP.3)	27	43.3	20	16.7	6.7	3.3
		38.5	30.8	23.1	—	7.7
		42.6	23.4	19.1	4.3	4.3
Remove barriers to interdisciplinary and intradepartmental collaboration and course development, including those inherent in current budgeting and appointment, retention, tenure, and promotion processes. (AP.4)	28	46.7	36.7	6.7	—	—
		61.5	30.8	7.7	—	—
		51.1	34	8.5	—	—
Clearly differentiate graduate and undergraduate programs in terms of faculty-student ratios in course work and thesis advising, expectations for student-faculty interaction, and student involvement in scholarly work. (AP.5)	29	40	33.3	13.3	—	3.3
		53.8	30.8	15.4	—	—
		42.6	29.8	17	2.1	2.1
Expand the degree to which the classroom and the community interact in support of the curriculum. (AP.6)	30	23.3	23.3	30	6.7	6.7
		23.1	26.5	15.4	—	—
		21.3	34	27.7	6.4	4.3

continued on back

ACADEMIC PROGRAMS - continued

The University should (Proposed Action Step)?	NCS Form	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	#	(A)	(B)	(C)	(D)	(E)
Develop a contact point between the University and the community with two purposes: to enable community members to reach faculty and students who have expertise in specific areas or who may be interested in participating in a community effort, and to inform faculty of community needs, projects, and programs relevant to courses they teach. (AP.7)	31	23.3	33.3	26.7	—	6.7
		30.8	69.2	—	—	—
		25.5	44.7	17.0	2.1	4.3
Articulate and strengthen the role of Regional and Continuing Education as a partner in meeting the educational needs of the region. (AP.8)	32	16.7	30	23.3	16.7	3.3
		46.2	38.5	7.7	—	7.7
		23.4	34	17	12.8	6.4
Increase the use of information technology to support academic programs: *Use technology to offer educational programs throughout the region. (AP.9.A) *Develop networks for sharing educational resources with other universities. (AP.9.B) *Provide adequate equipment and support for faculty and staff to use technology in teaching and curricular development. (AP.9.C) *Provide access to information data bases on and off campus. (AP.9.D) (AP. 9)	33	33.3	36.7	6.7	6.7	6.7
		69.2	15.4	7.7	—	7.7
		44.7	29.8	8.5	4.3	6.4

SCHOLARSHIP

Goal: To build and support a university community whose excellence in teaching, learning, research, and public service will be strengthened by scholarship.

PROPOSED ACTION STEPS THAT REQUIRE INPUT FROM ACADEMIC SENATE:

The University should (Proposed Action Step)?	NCS Form	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	#	(A)	(B)	(C)	(D)	(E)
Continue and increase professional development activities throughout the campus, such as faculty seminars, study groups, and faculty exchanges, and support funding for attending conventions, seminars, conferences, and workshops. (SC.2)	34	50 53.8 51.1	30 23.1 29.8	— 15.4 4.3	6.7 7.7 6.4	3.3 — 2.1
Support scholarly activity through workload management, technical support, advanced information technology, capital improvements, and new building construction; build faculty/student workspaces, large conference rooms or faculty commons. (SC.4)	35	56.7 38.5 51.1	23.3 46.2 31.9	3.3 15.4 6.4	6.7 — 4.3	— — —
Create and support opportunities for research and scholarly activities to meet regional needs. (SC.5)	36	36.7 30.8 36.2	23.3 46.2 31.9	10 23.1 12.8	16.7 — 10.6	3.3 — 2.1
Involve the service community in events which highlight university scholarship; publicize recognition awards widely. (SC.6)	37	23.3 46.2 27.7	30 46.2 38.3	26.7 7.7 21.3	6.7 — 4.3	3.3 — 2.1
Develop recruitment materials which highlight CSUS as a community of teachers and scholars with an expectation for active scholarship consistent with a regional comprehensive university. (SC.8)	38	33.3 38.5 31.9	23.3 30.8 25.5	20 23.1 21.3	3.3 — 6.4	10 7.7 8.5

PLURALISM

Goal: To develop a campus community whose diversity enriches the lives of all and whose members develop a strong sense of personal and community identity as well as mutual respect.

PROPOSED ACTION STEPS THAT REQUIRE INPUT FROM ACADEMIC SENATE:

The University should (Proposed Action Step)?	NCS Form	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	#	(A)	(B)	(C)	(D)	(E)
Expand University support systems to improve retention and graduation rates of underrepresented students. (PS.1)	39	40 46.2 44.7	20 38.5 25.5	23.3 15.4 19.1	6.7 — 4.3	— — —
Continue active recruitment of faculty and staff from diverse cultures, attempting to reflect the population the University serves. (PS.2)	40	36.7 38.5 38.3	40 46.2 42.6	6.7 7.7 4.3	3.3 — 4.3	3.3 — 2.1
Provide intercultural communication training programs for all University employees. (PS.3)	41	26.7 23.1 25.5	13.3 30.8 19.1	26.7 15.4 23.4	16.7 23.1 19.1	6.7 7.7 6.4
Incorporate in-service programs for faculty within a center for the enhancement of teaching and learning designed to foster discipline-specific knowledge about diverse populations, methodologies for research, and ways of knowing that are relied on by such populations. (PS.5)	42	20 38.5 25.5	36.7 15.4 31.9	20 23.1 19.1	10 15.4 12.8	3.3 — 2.1
Provide a continuous program of symposia, events, and performances which offer insight into the rich diversity of the campus community. (PS.6)	43	16.7 15.4 17	43.3 46.2 46.8	26.7 30.8 25.5	3.3 7.7 4.3	— — —
Provide facilities, programs, resources, and intercultural settings which foster mutual understanding and enhance individual identity. (PS.7)	44	20 30.8 23.4	33.3 38.5 38.3	26.7 30.8 25.5	10 — 6.4	— — —

SEN ACTION

(693)
(828)

ENROLLMENT PLANNING

Goal: To serve a qualified, diverse student population and facilitate timely graduation.

PROPOSED ACTION STEPS THAT REQUIRE INPUT FROM ACADEMIC SENATE:

The University should (Proposed Action Step)?	NCS Form	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	#	(A)	(B)	(C)	(D)	(E)
Stabilize preparation of the class schedule so that the printed schedule more closely reflects what actually happens when classes begin; this will allow students to engage in realistic long-term planning of their course work. (EP.1)	45	50	23.3	10	3.3	3.3
		61.5	30.8	—	7.7	—
		51.1	25.5	10.6	4.3	2.1
Adopt alternative scheduling patterns where they would contribute to increased retention and accelerated graduation. Expand offerings beyond "prime time" (9:00 a.m. to 2:00 p.m.) to better meet students' needs. (EP.2)	46	46.7	23.3	16.7	3.3	—
		61.5	30.8	—	7.7	—
		46.8	27.7	10.6	8.5	—
Adopt and implement the "Take The Pledge" program through which students and the University may agree to conditions that guarantee graduation in four years for entering freshmen and two years for transfer students. (EP.3)	47	16.7	13.3	33.3	20	6.7
		46.2	15.4	15.4	15.4	7.7
		25.5	12.8	29.8	17	8.5
Increase coordination with Regional and Continuing Education, paying particular attention to cooperative efforts using distance learning programs and to ways summer session and intersession can accelerate time to graduation. (EP.4)	48	23.3	30	16.7	13.3	6.7
		46.2	46.2	—	7.7	—
		29.8	34	12.8	12.8	4.3
Thoroughly review retention efforts and devote resources to those that demonstrate measurable success. Consider new approaches such as "cohort education" (i.e., students progress through a set of courses together). Require all new retention programs to incorporate meaningful, measurable evaluation. (EP.5)	49	23.3	33.3	16.7	13.3	3.3
		46.2	53.8	—	—	—
		31.9	40.4	10.6	8.5	2.1
Coordinate outreach and campus life efforts in order to discern what attracts prospective students and to use that information to build an enticing campus community. (EP.8)	50	23.3	26.7	30	10	—
		38.5	46.2	7.7	—	7.7
		27.7	34	23.4	6.4	2.1

(EP.6)
(EP.9)

CAMPUS LIFE

Goal: To develop a sense of community and intellectual excitement among students, faculty, staff, and alumni through all aspects of the learning experience.

PROPOSED ACTION STEPS THAT REQUIRE INPUT FROM ACADEMIC SENATE:

The University should (Proposed Action Step)?	NCS Form	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	#	(A)	(B)	(C)	(D)	(E)
Recognize student, faculty, and staff efforts to enhance campus life, specifically those efforts which increase faculty and staff participation in student programs. Special recognition should be made to faculty members who expand classroom learning beyond classroom experiences. (CL.1)	51	23.3	26.7	33.3	6.7	—
		46.2	38.5	7.7	—	7.7
		29.8	31.9	25.5	4.3	2.1
Sponsor programs which bring students, faculty and staff together. Give special emphasis to programs that enhance cross-cultural opportunities. (CL.4)	52	23.3	40	20	6.7	—
		38.5	23.1	30.8	—	7.7
		27.7	38.3	21.3	4.3	2.1
Provide programs which develop students' leadership abilities in service to campus and community organizations. (CL.5)	53	20	30	33.3	3.3	3.3
		38.5	38.5	15.4	—	7.7
		25.5	29.8	31.9	2.1	4.3
Increase on-campus employment, both as a retention technique and as a positive contribution to the quality of campus life. (CL.6)	54	30	30	23.3	6.7	—
		53.8	30.8	7.7	—	7.7
		40.4	29.8	17.0	4.3	2.1
Sponsor issue seminars or workshops for faculty and staff as a means of keeping them well informed and bringing people together. (CL.7)	55	30	20	20	13.3	6.7
		30.8	30.8	23.1	—	15.4
		27.7	25.5	21.3	10.6	8.5
Develop conveniently located electronic information sources to provide information about upcoming campus events, as well as a general information phone number for disseminating times and locations of a variety of campus events. (CL.8)	56	20	43.3	23.3	—	3.3
		53.8	23.1	7.7	—	15.4
		31.9	36.2	19.1	—	6.4

PUBLIC LIFE

Goal: To make the University a dynamic force that contributes significantly to the social, cultural, and intellectual vitality of the region and to its economic success.

PROPOSED ACTION STEPS THAT REQUIRE INPUT FROM ACADEMIC SENATE:

The University should (Proposed Action Step)?	NCS Form	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	#	(A)	(B)	(C)	(D)	(E)
Expand public activities through symposia, lectures, internships, and publications. (PL.1)	57	36.7 30.8 31.9	26.7 53.8 38.3	20 — 12.8	6.7 7.7 8.5	— 7.7 2.1
Review and change existing policies and procedures that cause procedural, physical, and economic barriers hindering use of campus facilities in campus programs which include the public. (PL.4)	58	33.3 23.1 27.7	23.3 61.5 34	26.7 7.7 25.5	6.7 — 4.3	— 7.7 2.1
Establish a public arts, concerts, and lectures program. (PL.6)	59	36.7 61.5 42.6	23.3 30.8 25.5	23.3 — 19.1	3.3 — 2.1	3.3 7.7 4.3
Strive to increase self-support funding for athletics since athletics plays a major role in the public life of the University. (PL.7)	60	26.7 69.2 38.3	33.3 15.4 29.8	23.3 — 17	3.3 — 2.1	3.3 15.4 6.4

now Senate Action

CAPITAL CAMPUS

Goal: To establish interdisciplinary, collaborative partnerships between the University and the state capital community which enhance the teaching, scholarship, and service of the University.

PROPOSED ACTION STEPS THAT REQUIRE INPUT FROM ACADEMIC SENATE:

The University should (Proposed Action Step)?	NCS Form	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	#	(A)	(B)	(C)	(D)	(E)
Create a clearinghouse of CSUS faculty, staff, and student expertise in such areas as research and technical assistance for use by those forming, debating, and implementing public policy. (CC.1)	61	33.3 46.2 34	30 46.2 34	20 7.7 19.1	3.3 — 4.3	3.3 — 2.1
Establish systematic communication with those members of the state capital community responsible for research and planning functions, developing an agenda of issues that could be fruitfully addressed by the campus. (CC.2)	62	30 46.2 34	33.3 30.8 31.9	13.3 15.4 14.9	6.7 — 6.4	6.7 7.7 6.4
Promote the capital campus concept to the external community via conferences, programs, and announcements. (CC.3)	63	26.7 46.2 29.8	26.7 30.8 27.7	13.3 7.7 10.6	10 7.7 12.8	13.3 7.7 12.8
Encourage academic departments to pursue links with the state capital community in support of their majors and concentrations. (CC.4)	64	26.7 53.8 36.2	40 38.5 8.5	10 7.7 6.4	3.3 — 6.4	10 — 6.4
Expand internship opportunities and work/study agreements in the state capital community. (CC.7)	65	30 53.8 38.3	40 38.5 38.3	13.3 7.7 12.8	3.3 — 2.1	3.3 — 2.1
Convene graduate coordinators from different departments in order to share research and planning needs of state agencies and to encourage students, both graduate and undergraduate, to conduct research or develop strategies that address public policy issues. (CC.8)	66	30 46.2 31.9	26.7 30.8 29.8	20 15.4 17	3.3 — 6.4	10 7.7 8.5
Publish research findings and collaborative project outcomes in the CSUS <u>Capital Campus Journal</u> and other appropriate publications. (CC.9)	67	26.7 38.5 27.7	23.3 38.5 27.7	30 15.4 29.8	— 7.7 2.1	10 — 6.4

continued on back

CAPITAL CAMPUS - continued

The University should (Proposed Action Step)?	NCS Form	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	#	(A)	(B)	(C)	(D)	(E)
Establish links between governmental agencies and academic programs stronger than the occasional guest lecturer in order to integrate the expertise and interests of the Assembly, Senate, and executive fellows with the campus. (CC.10)	68	16.7	26.7	26.7	6.7	13.3
		53.8	30.8	7.7	—	7.7
		25.5	27.7	21.3	8.5	10.6

PROPOSED ACTION STEPS THAT REQUIRE **COMMENT ONLY** FROM THE ACADEMIC SENATE:

The University should (Proposed Action Step)?	NCS Form	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	#	(A)	(B)	(C)	(D)	(E)
Teaching and Learning:						
Incorporate current campus, capital, or regional issues into students' educational experiences: *Engage students in course work that contributes to solutions of campus or regional problems. (TL.5.A) *Bring University staff and professionals from the community into the classroom to link theory and practice. (TL.5.B) (TL.5)	69	30	13.3	26.7	13.3	6.7
		46.2	38.5	7.7	—	7.7
		34	21.3	21.3	10.6	6.4
Encourage the development of programs that enable students to participate in field experiences relevant to the content of re specific courses (e.g., field research, internships). (TL.8)	70	33.3	33.3	13.3	6.7	3.3
		46.2	38.5	15.4	—	—
		38.3	34	14.9	4.3	2.1
Enrollment Planning:						
Expand service hours of support units so that students attending during evening hours have reasonable access to support services. Comment Only (EP.6) <i>now</i>	71	56.7	26.7	3.3	—	3.3
		76.9	15.4	—	—	7.7
		61.7	23.4	4.3	—	4.3
Public Life:						
Strengthen the relationship with our public radio stations, including their relocation to a site on campus. (PL.2)	72	23.3	23.3	30	3.3	10
		38.5	30.8	23.1	—	7.7
		25.5	23.4	29.8	4.3	10.6
Raise funds to finance construction and other activities that enhance public life, consistent with the campus master plan and school priorities for the Fiftieth Anniversary Campaign. (PL.3)	73	16.7	23.3	36.7	6.7	6.7
		30.8	30.8	23.1	—	15.4
		19.1	25.5	34	4.3	10.6
Highlight and improve access to the campus through a pedestrian/bicycle tunnel or overpass on the west side, an upgraded entrance on Hornet Drive, and a new, distinguished entrance on the south side of campus from Folsom Boulevard. (PL.5)	74	30	16.7	30	6.7	6.7
		46.2	38.5	—	—	15.4
		34	23.4	19.1	8.5	8.5

continued on back

PROPOSED ACTION STEPS THAT REQUIRE **COMMENT ONLY** FROM THE ACADEMIC SENATE - continued

The University should (Proposed Action Step)?	NCS Form	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	#	(A)	(B)	(C)	(D)	(E)
Improve publicity of all activities of general interest sponsored by the University, students, staff, or faculty. Develop convenient access to information about campus activities, including a general information phone number to disseminate information about upcoming times and locations of a variety of campus events. (PL.8)	75	40 76.9 48.9	26.7 7.7 23.4	13.3 — 10.6	— — —	3.3 15.4 6.4