

1994-95 ACADEMIC SENATE
OF
CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Minutes

#3

1994-95 Academic Senate Retreat
Vizcaya Pavilion/Venetian Room
2019 Twenty First Street, Sacramento
August 24, 1994

ROLL CALL

Present: Alexander, Baldini, Barrena, Bartlett, Beard, Chopyak, Cleveland, Colen, Cordero de Noriega, Dillon, Dokimos, Dube, Fitzgerald, Goldstene, Gonzalez, Heffernan, Hill, A. Jensen, C. Jensen, Kelly, Koester, Kostyrko, Long, Luk, Lynn, Marshall, Martell, Martin, Meyer, Miller, Moorehead, Murphy, Navari, C. Nelson, R. Nelson, Ostiguy, Park, Pearson-Rounds, Quattrin, Reardon, Rice, Rios Kravitz, Seid, Smith, Sullivan, Tobey, Tooker, Valadez, von Meier, Wayne

Absent: Alwayay, Bisset-Grady, Bradley, Burgess, Cajucom, Carter, Cintron, Ernst, Jacobs, Klucas, Lewis, Morrow, Mulira, Plummer, Pyne, Russell, Swift, Takeuchi, Tewell, Tsai, Urone, Wilcox, Williams

ACTION ITEMS

AS 94-50/Ex., Flr. STRATEGIC PLAN, CSUS--PROPOSED ACTION STEPS,
RESPONSIBILITY

The Academic Senate ratifies assignment of designations to the CSUS Strategic Plan "proposed action steps" as identified in Attachment A, using the following definitions:

"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.

The designations shall be forwarded as information to President Gerth.

Carried.

AS 94-50A/Ex. STRATEGIC PLAN, CSUS--DISPOSITION OF PROPOSED ACTION STEPS IDENTIFIED BY THE ACADEMIC SENATE AS REQUIRING "SENATE ACTION"

For each of the CSUS Strategic Plan "proposed actions steps" identified in AS 94-50 as requiring "Senate Action", the Academic Senate ratifies the disposition shown in Attachment B, based on the following definitions of category designations:

"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).

"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).

"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.

These designations shall be forwarded as information to President Gerth. The Executive Committee of the Senate shall identify appropriate channels for beginning to address those "Senate Action" items designated "proceed".

Carried.

AS 94-50B/Flr. STRATEGIC PLAN, CSUS--PROPOSED ACTION STEPS,
PLURALISM THEME

The Academic Senate shall proceed with the development of a Senate position and policies as needed related to the Strategic Plan goal of pluralism that include, but are not restricted to: consideration of faculty/discipline based efforts and university support systems to improve retention and graduation of students from underrepresented groups; and activities/programs that foster a strong sense of mutual understanding and appreciation for diversity.

Carried.

The meeting was adjourned at 3:45 p.m.


Janice McPherson, Secretary

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>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>

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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.5)	Incorporate current campus, capital, or regional issues into students' educational experiences:	Comment Only (Department level)
(TL.5.A)	Engage students in course work that contributes to solutions of campus or regional problems.	Comment Only (Department level)
(TL.5.B)	Bring University staff and professionals from the community into the classroom to link theory and practice.	Comment Only (Department level)
(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
(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.	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
(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.	Directly Affects Faculty
(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.	Directly Affects Faculty
(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.	Senate Action
(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

<i>Proposed Action Step</i>	<i>Disposition</i>	<i>Caveats/Comments, if any</i>
TEACHING AND LEARNING		
(TL.1) Provide support to help all faculty develop improved teaching skills:	Proceed	
(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.	Proceed	What does "center" mean? Are we talking about something new--with new funds--or reorganizing existing programs?
(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.	Proceed	Related to SC.1, but different population.
(TL.1.C) Provide a variety of teaching enhancement programs that are sustained over at least one semester.	Proceed	
(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.	Proceed	
(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.	Proceed	

(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.	Proceed	
(TL.6) Expand efforts to publicize, display, and otherwise recognize outstanding learning and teaching accomplishments of students and faculty.	Proceed	
ACADEMIC PROGRAMS		
(AP.1) Revise the academic program review and evaluation process to focus on teaching, learning, and improving desired student outcomes.	Proceed	Groundwork has already been laid. [Suggested language modification: ...process to focus on <u>improve consideration of teaching</u> ...] Connected with TL actions.
(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.	Proceed	Question assumption inherent in the action (i.e., "Are there barriers?"). Impact on ARTP? Send to Curriculum and UARTP to identify barriers and which areas of the curriculum would be most profitably developed with respect to interdisciplinary collaboration.
(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.	Proceed	Seems closely linked to budget, so may not be achievable. However, should be considered. Recommend it be sent to CC/GPPC for data on how to proceed.
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.	Proceed	Clarify intent: bureaucratic procedure or helping process [connected to TL.1.C.]
(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.	Proceed	Clarify language, e.g., "enrollment management."

(SC.7) Support the development of an interdisciplinary research center designed to meet the needs of the region.	Drop	
PLURALISM		
(PS.4) Include diversity as an outcome measure in program assessments.	Proceed	Need for data-gathering on diversity of our graduating class, although not just as a club with which to beat up departments. Concern expressed that the data-gathering needs to be as sophisticated and accurate as possible.
(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.	Proceed	Need clarification of what "center" means.
ENROLLMENT PLANNING		
(EP.7) Ensure implementation of each department's advising plan and monitor the effectiveness of major advising.	Proceed	Advising still seems to be a campus weakness. Some more successful programs might serve as examples to the less-accomplished.
(EP.10) Develop and implement policies to encourage delivery of academic programs off-campus. Provide faculty and staff training to support this effort.	Proceed	Anticipate "chicken and egg" problem, unless the State comes up with some way of giving credit for the added enrollment.
CAMPUS LIFE		
(CL.2) Review and change existing policies and procedures that cause procedural, physical, and economic barriers hindering participation in campus life programs.	Proceed	Separate issue into several parts: ASI is currently working on a review of campus policies (including amplification policy); recommend ASI proceed and establish a joint group with Senate to work with ASI. [coordinate with PL.4]

PUBLIC LIFE

(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.

Proceed

Senate and ASI could pass a resolution: minimize economic barriers; enhance campus employment opportunities; access to the campus needs to be made the highest priority; strengthen and make more accessible campus communication capabilities, including coverage and publication of events; stronger network of student clubs; policies need to be streamlined and made more consistent (e.g., utilize space on campus for events (Library and Music Recital Hall)). Improving the quality of campus life would enable faculty/staff/students to want to remain on campus. Senate should urge administration to coordinate and initiate activities with students; increase and improve access to student services; facilitate public relations such that students, staff, and faculty are aware of events on campus; examine amplified sound policy in Library Quad, allow debates and speakers, restrict music/concerts; provide cultural/social events at a reasonable price. [coordinate with CL.2]

CAPITAL CAMPUS

(CC.5) Encourage use of internal awards for research, service, and creative activities which emphasize links to the state capital community.

Drop

Should not have preferences for certain research areas.

(CC.6) Initiate a set of interdisciplinary academic structures which draw together diverse disciplines to apply knowledge and expertise to issues of statewide concern.

Proceed

(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.

Proceed

Develop a clear definition of "capital campus" which is inclusive rather than exclusive (departments that can participate in the Capital Campus theme include more than Government, International Affairs, etc.). [Note: similar to AP.4]