

1996-97
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, February 13, 1997
Forest Suite, University Union
3:00-5:00 p.m.

INFORMATION

1. Moment of Silence:

BERNARD BAGSHAW
Director of Plant Services, Facilities
Management
CSUS 1981-1991

JOSEPH FUREY, JR.
Professor of Economics Emeritus
CSUS, 1967-1986

DOROTHY KURTZ
Professor of Social Work Emeritus
CSUS 1964-1974

2. Spring 1997 Schedule of Meetings (*=tentative):

February 20*, 27

March 6*, 13, 20*

April 3*, 10, 17*, 24 at 3:30 p.m. (3:00-3:30, 1997-98 Senate, Nomination of Officers)

May 1*, 8 at 3:30 p.m. (3:00-3:30, 1997-98 Senate, Election of Officers), 15 from 3:00-4:00 (4:00-5:30 Reception honoring Outstanding Teacher/Outstanding Professor Award Recipients)

3. Report on January 22-24, 1997, CSU Academic Senate Meeting - Statewide Senator *C. Jensen*

CONSENT CALENDAR

AS 97-02/Ex. COMMITTEE APPOINTMENTS--University

ad hoc University-wide Retention Committee:

NANCY TOOKER, Faculty At-large

MICHAEL FITZGERALD, Faculty At-large

SUSAN HOLL, Faculty At-large

Instructional Related Activities Committee:

SHARON ALEXANDER, At-large, 1997

Lottery Fund Allocation Committee:

ROB WASSMER, SS&IS, 1997

AS 97-03/CPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF MECHANICAL
ENGINEERING

The Academic Senate receives the commendations and recommendations of the Curriculum Policies Committee on the program review of the Department of Mechanical Engineering (Attachment A) and recommends:

1. approval of the BS and the MET program for six years or until the next program review; contingent upon Department compliance with recommendation # 10 to the Department [i.e., "10. The Department should report annually to the Dean, the Vice President for Academic Affairs and the Curriculum Policies Committee on (1) its progress in recruiting for its undergraduate programs and (2) its progress in ensuring faculty currency, especially in the areas of CIM and CAD instruction."].
2. interim approval of the current MS contingent upon the Dean's and the Department's submission by September 1, 1997, of a report to Academic Affairs and the Curriculum Policies Committee. The report should describe efforts taken in 1996-97 to address concerns raised in the Program Review and evaluate (1) enrollments in the program, and (2) faculty and other resources necessary for a quality program. If the Dean and the Department do not believe that enrollments and available resources can support a quality program, they should recommend the discontinuation of the program.

The Curriculum Policies Committee and the Vice President for Academic Affairs should evaluate the report and recommend full approval, modification or discontinuation of the MS program.

If the Committee and the Vice President recommend discontinuation of the current MS the Dean and the Department should continue their efforts to develop an interdisciplinary graduate-level program in Materials.

AS 97-04/CPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF MATHEMATICS AND
STATISTICS

The Academic Senate receives the commendations and recommendations of the Curriculum Policies Committee on the program review of the Department of Mathematics and Statistics (Attachment B) and recommends:

1. conditional approval of the following programs in the Department of Mathematics and Statistics:

- The Bachelor of Arts
- The Teaching Credential Program
- The Double Major in Mathematics and Computer Science
- The Minor in Mathematics
- The Minor in Statistics
- The Master of Arts

2. that within two years of the approval of these recommendations by the Academic Senate the Department of Mathematics and Statistics submit to the Academic Senate a statement that clearly defines and articulates the Department's program's objectives and their instructional priorities.
3. that following the satisfactory compliance with the previous recommendation the Programs of the Department be unconditionally approved for the remainder of the Program Review cycle.

AS 97-05/CPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF SPEECH
PATHOLOGY AND AUDIOLOGY

The Academic Senate receives the commendations and recommendations of the Curriculum Policies Committee on the program review of the Department of Speech Pathology and Audiology (Attachment C) and recommends that the following programs in the Department of Speech Pathology and Audiology be approved for a period of six years or until the next scheduled program review:

- The Bachelor of Science Degree in Speech Pathology and Audiology
- The Clinical Rehabilitative Services Credential
- The Master of Science Degree in Speech Pathology and Audiology

AS 97-06/CPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF GEOLOGY

The Academic Senate receives the commendations and recommendations of the Curriculum Policies Committee on the program review of the Department of Geology (Attachment D-1) and recommends that:

1. the Academic Senate undertake clarification of items (ii) and (iii) of PM:AA 92-08 (shown in Attachment D-2), the University Assessment Policy.

2. the Bachelor of Arts degree program in Geology be approved for six years or until the next program review.
3. the Bachelor of Science degree program in Geology be approved for six years or until the next program review.

AS 97-07/CPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF HUMANITIES AND RELIGIOUS STUDIES

The Academic Senate receives the commendations and recommendations of the Curriculum Policies Committee on the program review of the Department of Humanities and Religious Studies (Attachment E) and recommends approval of the Humanities and Religious Studies program for the next six (6) years.

The Academic Senate notes there are several areas of concern addressed by the Curriculum Policies Committee which the Department must address within the next two years in order to maintain and enhance the vital role of the Humanities Department within the University.

These areas of concern relate to the Department's involvement in two graduate programs, the need for major-only undergraduate courses with prerequisites, prerequisites and size of classes for the current capstone course, student advising, and recruitment and retention of majors.

While the Academic Senate lauds the excellence of the Humanities and Religious Studies Department faculty's teaching and scholarship, the Academic Senate believes the Humanities and Religious Studies Department would be greatly strengthened if it acted on the Review Team recommendations. These recommendations are listed in the priority with which, in the opinion of the Review Team, they should be addressed.

AS 97-08/CPC, Ex. PROGRAM CHANGES

The Academic Senate recommends approval of the following program change proposals:

School of Natural Sciences and Mathematics:

1. Bachelor of Arts in Chemistry with Concentration in Forensic Chemistry: a new concentration.

School of Arts and Letters:

2. Bachelor of Arts in Music and Bachelor of Music: addition of two courses (MUSC 003, MIDI Sequencing/Notation and MUSC 009, Music in World Cultures) to the Bachelor of Arts in Music and Bachelor of Music programs to meet requirements of accrediting body..

School of Education:

3. Single Subject Credential-BCLAD: creates new course, EDBM 481, to designate BCLAD student teaching in Phase III.

Single Subject Credential: extend the opportunity for B/CLAD Emphasis, CLAD and BCLAD options to Single Subject Credential Candidates.

School of Engineering and Computer Science:

4. Bachelor of Science in Electrical and Electronic Engineering: revise and update the Electrical Engineering curriculum to meet present ABET guidelines and ABET Criteria 2000 and to provide students with breadth, depth and coverage in the Electrical Engineering curriculum with improved flexibility.

School of Health and Human Services:

5. Physical Therapy Degree Program: increase the total number of required upper division units for the major from 59 to 68 by including the post-graduate 18 weeks of clinical internship with program degree requirements.

REGULAR AGENDA*Approved*
AS 97-01/Flr. MINUTES

Approval of the Minutes of the meetings of December 12 (#7) and December 19 (#8), 1996.

AS 97-09/FPC, Ex. ^{FIR} POLICY ON LEAVES WITH PAY

Plus amendment
The Academic Senate recommends that the Policy on Academic Leaves with Pay (PM FSA: 95-06) be amended to require that at least one in four of those recommended by the Professional Leave Committee (PLC) for award be judged by the PLC to be "outstanding and exceptional." [*Proposed amendment indicated by underline on page 3 of Attachment F.*]

In addition, the Academic Senate recommends that the PLC create an archive of "outstanding" proposals for the benefit of future applicants (provided that an author of such a proposal consents) and develop appropriate procedures for access to the archive.

carried ^{y=17 n=15 carried}
AS 97-10/FPC, Ex. PERFORMANCE SALARY INCREASE (PSI) [Amends PM FSA: 96-09]

The Academic Senate recommends that

1. the Interim Policy for 1996-97 Performance Salary Increase for Faculty (PM FSA: 96-09, Section 7.2) be amended so that Policy University Level Review Committee (ULRC) is elected by ~~March 1~~ ^{early in} of the Spring semester.

2. the Interim Policy for 1996-97 Performance Salary Increase for Faculty (PM FSA: 96-09) be amended to include: "Immediately after it is constituted in the Spring, the University Level Review Committee shall meet to formalize and adopt the procedures it will use. The Faculty Policies Committee will provide it with the procedures worked out by the previous year's ULRC as a proposed model, and the current ULRC, after making changes where appropriate, will then publish same no later than May 1 to the campus community so that potential applicants will have time to formulate their applications over the summer.
3. The same process and deadline (described for the ULRC in 1 and 2 above) shall be followed by the Department Level Review Committee (DLRC).

Carried
AS 97-11/Ex. SENATE TERMS OF OFFICE

The Academic Senate establishes an ad hoc committee of five faculty, elected from the membership of the 1996-97 Academic Senate to review Article II, Section 6, of the Constitution of the Faculty entitled Terms of Office. The committee is charged with interpreting Section 6, No. 2, to determine if a faculty member who has served six years representing one unit on campus may serve additional Senate terms if elected to represent a different unit.

Carried
AS 97-12/FPC.Ex. FACULTY POLICIES COMMITTEE--ESTABLISH STANDING SUBCOMMITTEES (RESEARCH AND CREATIVE ACTIVITIES COMMITTEE AND PEDAGOGY ENHANCEMENT AWARDS COMMITTEE)

The Academic Senate establishes the Research and Creative Activities Committee (RCA) and the Pedagogy Enhancement Awards Committee (PEAC) as standing subcommittees of the Faculty Policies Committee (FPC), as follows:

Research and Creative Activities Committee:

The Research and Creative Activities Committee is charged with the administration of two internal awards programs, Campus-supported Research Award Program, and System-wide Scholarship, Research and Creative Activity Program, and with recommending policies and procedures relating to these awards to the Faculty Policies Committee.

Membership:

10 members (8 elected, 2 appointed):

- 7 elected members (1 elected member from each school, nominations and elections will be school based)
- 1 elected member from the Library
- 1 appointed member from the Faculty Policies Committee (this member will serve as the

liaison to FPC and will also serve as a full active and participating member of RCA)

- 1 appointed member from the university at large (member appointed by the Senate based on committee preference poll)

Pedagogy Enhancement Awards Committee:

The Pedagogy Enhancement Awards Committee is charged with the administration of the Pedagogy Enhancement Awards and with recommending policies and procedures relating to the Pedagogy Enhancement Awards to the Faculty Policies Committee.

Membership:

10 members (all appointed)

- 7 appointed members (1 appointed member from each school, appointed by the Senate based on the committee preference poll)
- 1 appointed member from the Library (appointed by the Senate based on the committee preference poll)
- 1 appointed member from the Faculty Policies Committee (this member will serve as the liaison to FPC and will also serve as a full active and participating member of PEAC)
- 1 appointed member from the university at-large (member appointed by the Senate based on the committee preference poll)

Joint Subcommittee Activities:

- The RCA and PEAC will have the same meeting times (Wednesdays 10:00-11:30 a.m.).
- In general, the RCA and PEAC will meet in different locations. Joint meetings will be held as needed, and joint meetings can be requested by either the chair of RCA or the chair of PEAC.
- RCA and PEAC will share agendas and minutes.
- As needed, members from both RCA and PEAC (including chairs of the subcommittees) will meet to discuss coordination of activities, policy issues and recommendations, and other matters that concern internal awards in general.

AS 97-13 Com. on Com.

AS 97-14 Perimeter Road *refers to*

AS 97-15 PSI

12/19/96

AS 96-95

The CSUS Academic Senate adopts the following resolution on ROTC

RESOLVED: If, in order to avoid the loss of financial aid grants and other federal grants that support vital instructional/student service programs, President Gerth is coerced by the Department of Defense to rescind his decision to phase out ROTC Programs at CSUS for failure to comply with the University's nondiscrimination policy, the CSUS Academic Senate urges that ROTC be accorded the status of an extracurricular club and that no University credit be awarded for ROTC Program activities (including "courses") since coercion of this type constitutes evidence that the program cannot be expected to adhere to the principles of academic freedom.

MEMO

2/13/96

To: Senators

From: Majorie Gelus

AS 97-09

The Academic Senate recommends that the Policy on Academic Leaves with Pay (PM FSA: 95-06) be amended to require that the PLC designate as "outstanding and exceptional" at least that number of proposals that equals 25% of the number of awards that CSUS is contractually bound to make.

RECOMMENDATIONS OF THE PANEL FOR THE EVALUATION OF THE PROGRAM REVIEW FOR MECHANICAL ENGINEERING

Recommendations to the Vice President for Academic Affairs and to the Dean of the School of Engineering and Computer Science

1. The Dean should, contingent upon satisfactory progress toward meeting the Review recommendations to the Department, request the funds needed to provide the Department with at least one additional full-time position.
2. The Vice President and/or the Dean should provide assigned time, as necessary, to support the development of an Industry Advisory Council for the ME program to help guide it through a substantive reconsideration of the undergraduate major design and orientation.
3. The Dean should strongly encourage entire department involvement in the development of an aggressive recruitment strategy for the undergraduate and graduate programs over the next two years.
4. The Dean and the Department should consult with the Dean of Arts and Sciences, and interested departments about instituting an interdisciplinary graduate program in Materials. If the consultations show that the program is feasible, they should propose such an interdisciplinary program.

Recommendations to the Department:

1. The Department Faculty should develop a recruitment plan for the undergraduate degree which includes a requirement that each faculty member in the Department be assigned a high school and/or community college and serve as a direct link with that school for recruitment, guest lecturing and potential fundraising efforts.
2. The Department should establish an active Industry Advisory Council which assures regular and substantive interaction with current and future employers of its students.
3. The Department should promote a coordinated undergraduate educational thrust toward biomedical engineering, CIM and robotics, and consider measures to strengthen the public image of the MET program.
4. The Department should develop a retraining plan which would allow the acquisition of critical teaching expertise in CIM and CAD; such a training plan might include an exchange of faculty with other campuses in the CSU.
5. The Department should develop an interim plan to increase student access to the laboratories, and consider a system of "key access" by senior students to the computer labs.

6. The Department should develop a strategy for gathering input from students on a variety of student concerns relating to teaching effectiveness, course availability, scheduling of electives, laboratory access, equipment currency, advising, availability of updated software and software manuals, and access to instructors.
7. The Department should prepare a faculty development plan which outlines current and proposed strategies for achieving and/or maintaining faculty currency in the field.
8. The Department should take measures to strengthen faculty communication within the Department.
9. The Department should consult with the Dean of Engineering and Computer Science, the Dean of Arts and Sciences, and relevant departments about instituting an interdisciplinary graduate program in Materials. If the consultations show that the program is feasible, they should propose such an interdisciplinary program.
10. The Department should report annually to the Dean, the Vice President for Academic Affairs and the Curriculum Policies Committee on (1) its progress in recruiting for its undergraduate programs and (2) its progress in ensuring faculty currency, especially in the areas of CIM and CAD instruction.

Recommendations to the Academic Senate

- (1) The Academic Senate should approve the BS and the MET program for six years or until the next program review, contingent upon Department compliance with recommendation # 10 to the Department.
- (2) The Academic Senate should grant an interim approval of the current MS contingent upon the Dean's and the Department's submission by September 1, 1997 of a report to Academic Affairs and the Curriculum Policies Committee. The report should describe efforts taken in 1996-97 to address concerns raised in the Program Review and evaluate (1) enrollments in the program, and (2) faculty and other resources necessary for a quality program. If the Dean and the Department do not believe that enrollments and available resources can support a quality program, they should recommend the discontinuation of the program.

The Curriculum Policies Committee and the Vice President for Academic Affairs should evaluate the report and recommend full approval, modification or discontinuation of the MS program.

If the Committee and the Vice President recommend discontinuation of the current MS, the Dean and the Department should continue their efforts to develop an interdisciplinary graduate-level program in Materials.

COMMENDATIONS AND RECOMMENDATIONS OF THE PROGRAM REVIEW TEAM
FOR THE DEPARTMENT OF MECHANICAL ENGINEERING

COMMENDATIONS TO THE DEPARTMENT OF MECHANICAL ENGINEERING

The Review Team commends the Department of Mechanical Engineering for

1. the detail and quality of the self study document; cooperation with the team in providing information;
2. the commitment of the Department Chair, Professor Banta, in organizing faculty retreats;
3. the initiative demonstrated by the Department and new Dean in their strategic planning process;
4. the work of Professors Banta and Think in securing the NSF funding for the Cogeneration Laboratory; and,
5. the support of the Department and the Dean for the Academic Success Center.

RECOMMENDATIONS TO THE DEPARTMENT OF MECHANICAL ENGINEERING

The Review Team recommends

1. that department faculty (as a group) develop a recruitment plan for the undergraduate degree which includes a requirement that each faculty member in the department be assigned a high school and/or community college in the region to serve as a direct and frequent link for recruitment/guest lecturing/potential fundraising;
2. that the department establish an active Industry Advisory Council which assures regular and substantive interaction with current and future employers of its department;
3. that the department move aggressively to strengthen its fundraising capacity, building on the infrastructure suggested in 1 and 2 above; note is made of the fact that this was a recommendation made 7 years ago, and as yet not implemented; if necessary a highly specialized ME fundraising consultant should be hired, short term, to assist with this effort;

4. utilizing, in part, the data generated via #2 above, the department should aggressively link into the Engineering School's strategic planning process specifically with the eye toward strengthening a coordinated undergraduate educational thrust toward biomedical engineering, CIM, robotics, etc. ; the external consultant notes in particular that the MET program "needs to be better advertised, recruited for and supported...it lacks an identity even though it is a very good program and of need to industry";
5. develop a retraining plan which would allow the acquisition of critical teaching expertise in CIM and CAD; training plan might including an exchange of faculty with other campuses in the CSU;
6. develop an interim plan to increase student access to the laboratories; consideration of a "key access" by senior students to the computer labs;
7. develop a strategy for gathering input from students on a variety of student concerns relating to teaching effectiveness, course availability, scheduling of electives, laboratory access, equipment currency, advising, availability of updated software and software manuals, access to instructors;
8. the department prepares a faculty development plan which outlines current and proposed strategies for achieving and/or maintaining currency in the field, including support for retraining, pursuit of externally funded research efforts; external consultant notes re: workload that "more commitment from those not meeting their professional responsibilities should be encouraged"; and
9. strengthen departmental faculty communication processes.

RECOMMENDATIONS TO THE VICE PRESIDENT FOR ACADEMIC AFFAIRS AND THE DEAN OF THE SCHOOL OF ENGINEERING AND COMPUTER SCIENCE

The Review Team recommends that the Vice President for Academic Affairs and the Dean of the School of Engineering and Computer Science

1. move expeditiously to form a faculty committee to assist the VPAA and Dean in addressing the possibility of program discontinuation for the M.S. in Mechanical Engineering, if the enrollment does not increase in the next two years;

2. support the development of and transition of the new departmental leadership, due to the resignation of the current department chair;
3. provide assigned time, if necessary, to support the development of an Industry Advisory Council for the ME program to help guide it through the substantive reconsideration of the undergraduate major design and orientation;
4. provide specialized assistance, as deemed appropriate, to move the fundraising issue for department laboratories and equipment off "dead center";
5. strongly encourage entire department involvement in the development of an aggressive recruitment strategy for the undergraduate program over the next two years; and,
6. support retraining, if new hires are not possible, to ensure the department secures the teaching capacity in CIM and CAD over the next two years.

RECOMMENDATIONS TO THE ACADEMIC SENATE

The Review Team recommends that

1. the B.S. degree in Mechanical Engineering, the B.S. Degree in Mechanical Engineering Technology, and the M.S. degree in Mechanical Engineering be conditionally approved for a period of two years to support the development of a plan to address the following issues: serious and persistent enrollment declines; lack of adequate equipment and technical support of laboratories; serious teaching "holes" in computer integrated manufacturing and computer assisted design; an apparent lack of an ongoing relationship with the industry community which might help the department reconfigure its major programs and curriculum; opportunities for aligning biomedical engineering, robotics, CIM, CAD, and engineering technology emphases seem to us an interesting course to pursue; and
2. the M.S. degree in Mechanical Engineering be seriously considered for discontinuation, unless the enrollment increases in the next two years (also noted in the previous program review of 1988-89); specifically recommend that the Vice President for Academic Affairs, the Dean of the School of Engineering and Computer Sciences, with the active involvement of the Department Faculty prepare a report/plan addressing the issues presented by April 1, 1996; absent a consensus on the feasibility of the plan, program discontinuation should occur.

After reviewing thoroughly the attached Academic Program Review Report for the Mathematics and Statistics Program, prepared by the Review Team, the Academic Senate ad hoc Program Review Committee makes the following responses in terms of commendations and recommendations, and directs these to the indicated units and administrative heads. (Page references refer to the documentation for the response in the Review Report.)

[NB: The recommendations below depart, through Program Review Panel action, from those in the Review text: ie, the omission of draft recommendations 6 and 14 and some editorial changes.]

COMMENDATIONS AND RECOMMENDATIONS
FOR THE DEPARTMENT OF MATHEMATICS AND STATISTICS
SCHOOL OF ARTS AND SCIENCES

The Department of Mathematics and Statistics is commended for its:

1. commitment to providing an outstanding service function to the University while maintaining an excellent degree program for its majors;
2. program's content currency despite budget restrictions which have not permitted extensive computer involvement in the curriculum;
3. faculty's commitment to teaching;
4. dedicated staff;
5. commitment to the education of underrepresented student groups and the inclusion of the activities of faculty in educational equity in RTP considerations;
6. commitment to outreach efforts to make Mathematics a more active part of a person's life;
7. commitment to the principles of affirmative action which has resulted in an admirable balance of women and minorities in the faculty despite the low proportion of these groups receiving Ph.D's in mathematics;
8. faculty's involvement in the governance of the University and the School;

9. its hiring policies which have produced a faculty whose teaching skills and subject expertise allows them to teach multiple courses making scheduling easier and allowing students to encounter several teaching styles;
10. its efforts at articulation which provide links to both high schools and community colleges easing the transition of students into the CSU system;
11. its organization and support of the lower division Math Lab which provides all students with a place to receive help in Mathematics on an all day, walk-in basis.

RECOMMENDATIONS TO THE DEPARTMENT OF MATHEMATICS AND STATISTICS

1. The Review Team recommends that the Department rewrite and more clearly state its goals and objectives for the next six years and how it hopes to achieve them. The Department should then prioritize those goals to use in curriculum development, budget decisions, and personnel considerations. (p.6)
2. The Review Team recommends that the Department consider developing a vehicle in which local employers of Math/Statistics graduates can evaluate on the job performance as it pertains to the program and provide a means of suggesting changes which might improve the program. (p. 7)
3. The Review Team recommends the Department develop a vehicle that units which use the Department's service function could use to evaluate their students math/ statistics preparation and provide means of suggesting changes which might improve the program. (p. 7)
4. The Review Team recommends the Department consider a governance structure which allows and encourages student input to standing Departmental committees with the exception of those involved with personnel matters. (p. 9)
5. The Review Team recommends that the Department continue to offer the double major in Computer Science/Mathematics Statistics. (p. 9)
6. The Review Team recommends that the Department delete Math 500 from its list of graduate courses described and the discrepancy in the title of Math 296 be corrected in the next catalog. (p. 12)

7. The Review Team recommends the Department consider incorporating dynamical systems and/or continuous mathematics modeling components into its current courses or developing courses in these areas as a means of broadening subject matter in the graduate program. (p. 14)
8. The Review Team recommends the Department consider developing a community college teaching track or a course or module on teaching designed to prepare students for this career. (p. 14)
9. The Review Team recommends the Department review the content of the comprehensive exam used as the culminating experience in the graduate program to assure a "level of comparability" from year to year. (p. 14)
10. The Review Team recommends the Department review the procedures for administering the comprehensive exam and assure a timely publishing of 1) topics to be covered, 2) the level of difficulty of the questions, and 3) the expected quality of the responses. (p. 14)
11. The Review Team recommends that the Department consider making previous comprehensive exams available to the students in an easily accessible way such as through the reserve Book Room of the Library. (p. 14)
12. The Review Team recommends the Department consider a thesis option in its Graduate Program. (p. 14)
13. The Review Team recommends the Department prepare a statement requesting additional funding for the support of the Math Lab, prioritizing its needs and justifying those needs in preparation for budget discussions that will occur with the opening of the new School. (p. 17)
14. The Review Team recommend that the Department appoint a faculty person to serve as their library representative and to effect a liaison with the Science librarians and more effectively articulate their needs. (p. 18)
15. The Review Team recommends that the University Computing Committee consider the Department of Mathematics and Statistics programmatic need to increase the use of computers in its classes and minimally assure its current access to the computer labs and to consider increasing the amount of access it has to the labs. (p. 20)

16. The Review Team recommends that the Department in cooperation with the Associate Vice President for Research and Graduate Studies and the Dean of the new School of Natural Sciences and Mathematics seek sources of external funding to support additional computer laboratory facilities. (p. 20)
17. The Review Team recommends the Department consider the use of computer technologies in its lower division courses, the impact of that decision on the availability of computer facilities, and the possibility of acquiring hand-held computers for these courses which could be made available to students on a loan or rental basis. (p. 20)
18. The Review Team recommends the department consult with the other departments comprising the new School regarding their interest in equipping a room for computer-based classroom presentations. (p. 21)
19. The Review Team recommends that the Department's Computer Committee be charged with the responsibility of guiding the direction of the Department's involvement with computers over the next 5 years. This would include planning workshops and other aspects of faculty development and investigating the possibility of hiring a technician to serve the needs of the Department. (p. 21)
20. The Review Team recommends the Department consider augmenting its already well received advising procedures with the development of course flow sheets, of proposed two year schedules, and the publication of variations in approach to the syllabi of multi sectioned courses. These advising sheets could be available to students in the office along with the information regarding diagnostic exams currently available. (p. 23)
21. The Review Team recommends considering the development of a periodic newsletter of general information of value to both students and faculty. (p. 24)
22. The Review Team recommends that the Department consider placing the equivalency of Math 107A and 107B on the agenda of a future articulation conference. (p. 25)
23. The Review Team recommends that the Department immediately prioritize its space needs and develop justifications for those needs so that they will be prepared to present their case to the new School administration. (p. 25)

24. The Review Team recommends that the Department immediately prioritize its financial needs and develop justifications for those needs so that they will be prepared to present their case to the new School administration. (p. 26)

RECOMMENDATION TO THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

1. The Review Team recommends the Vice President for Academic Affairs and the Dean of the new School of Natural Sciences and Mathematics consult with the Department of Mathematics and Statistics to seek a more centralized site for the Department when it is forced to move its offices. (p. 8)

RECOMMENDATION TO THE UNIVERSITY COMPUTING COMMITTEE

1. The Review Team recommends that the Department continue to lobby the University Computing Committee to expand the Department's access to campus computer lab. (p. 20)

RECOMMENDATIONS TO ACADEMIC SENATE

1. The Review Team recommends that the conditional approval of the following programs in the Department of Mathematics and Statistics:
 - The Bachelor of Arts
 - The Teaching Credential Program
 - The Double Major in Mathematics and Computer Science
 - The Minor in Mathematics
 - The Minor in Statistics
 - The Master of Arts (p. 26)
2. The Review Team recommends that within two years of the approval of these recommendations by the Academic Senate that the Department of Mathematics and Statistics submit to the Academic Senate a statement that clearly defines and articulates the Department's program's objectives and their instructional priorities. (p. 27)
3. The Review Team recommends that following the satisfactory compliance with the previous recommendation, that the Programs of the Department be unconditionally approved for the remainder of the Program Review cycle. (p. 27)

COMMENDATIONS AND RECOMMENDATIONS OF THE PROGRAM REVIEW TEAM
FOR THE DEPARTMENT OF SPEECH PATHOLOGY AND AUDIOLOGY

COMMENDATIONS TO THE DEPARTMENT OF SPEECH PATHOLOGY AND
AUDIOLOGY

The Review Team commends the Department of Speech Pathology and Audiology for:

1. Its continued development and maintenance of the highly respected Maryjane Rees Language, Speech and Hearing Center on campus,
2. The dedication of its faculty to the well-being of the clients served by the Center,
3. The cohesiveness and camaraderie of its faculty which has worked closely together to develop the highly respected program now active at CSUS,
4. Its dedication to maintaining a wide variety of expertise within the faculty,
5. The care it gives to the selection of part time faculty who serve as supervisors of the student/clinicians and who maintain the high standards set by the full time faculty,
6. Its dedicated staff who have developed methods to efficiently control the paperwork required to assure compliance of the clinic with governmental regulations and rules imposed by outside agencies,
7. Its staff which is also responsible for the development and maintenance of the enviable materials center housing a variety of tools used by students in their clinical training,
8. The participation of all the faculty in supervising the clinical experiences of the students,
9. The willingness of the faculty to maintain a close liaison with the community to assure quality internship experiences for its students,
10. Its clearly developed advising sheets designed to get students through the rigors of a rigorous program,
11. Its willingness to carry out an extensive curriculum revision despite the reservations it holds about the long term benefits of some of those revisions to the program,
12. The maintenance of currency in its programs despite being able to hire only one new faculty person in the past 17 years while losing three to retirement.

13. Its clear articulation of goals and carefully thought out assessment procedures to monitor the outcome of those goals.
14. Its openness to receive and act positively upon advice from its field supervisors regarding curriculum and program.

RECOMMENDATION TO THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Review Team recommends the immediate placement of the Clinical Rehabilitation Services Credential: Language, Speech and Hearing offered in the Department of Speech Pathology and Audiology in Category I.A of the Academic Plan. (p. 5)

RECOMMENDATIONS TO THE DEPARTMENT OF SPEECH PATHOLOGY AND AUDIOLOGY

1. The Review Team agrees with the advice of Dr. O'Connor and recommends that the Department develop a means of formally receiving feedback from employers of graduates from the program as another means of outcome assessment. A survey format might be considered to gather such data. (p. 6)
2. The Review Team recommends the Department consider student membership on all Department committees except those committee which deal with faculty and staff affairs. (p. 7)
3. The Review Team recommends that the Department consider formalizing the division of labor that is being followed currently by the chair and vice chair with the vice chair being primarily concerned with the running of the clinic and issues pertaining to the clinic. (p. 7)
4. The Review Team recommends that any increased allotment of assigned time granted the Department by the School be allotted in such a way that administration of the clinic could be accomplished by one person. (p. 8)
5. The Review Team recommends that the Department take advantage of its already excellent assessment vehicles and closely monitor the quality of the graduates of the program with the aim of detecting any effects that could be attributable to the recent curriculum changes but particularly to the loss of the clinical experience on the quality of the graduates. Such assessment vehicles might include changes in the records of employment of the graduates, their performance on licensure examinations, the completion of the requirements for Certificates of Clinical Competence, and reports from field supervisors. The Department may wish to develop other assessment schemes to detect these effects. (p. 11)
6. The Review Team recommends that the Department report at two year intervals to the Academic Senate Curriculum Policies Committee, the School of Health and Human Services, and to

Associate Vice President for Academic Affairs regarding their assessment of the impact of this curriculum change on the quality of the graduate of the program. (p. 11)

7. The Review Team recommends that if any of these assessment procedures and/or periodic reports detect a significant lowering of the quality of the program, the Department initiate procedures to reinstate this requirement in its undergraduate curriculum. (p. 11)
8. The Review Team recommends that the Department consider a required volunteer experience to partially fill the void in the undergraduates training due to the loss of the clinical experience. (p. 12)
9. The Review Team concurs with Dr. O'Conner and recommends that the Department investigate becoming more actively involved in the CSUS Human Services Collaborative Group. (p. 13)
10. The Review Team concurs with Dr. O'Conner and recommends that the Department investigate the development of new areas of practice by faculty that would enhance collaborative efforts. In particular, fields involving "the relationships among spoken language, phonetic awareness, and reading" be considered. (p. 13)
11. The Review Team concurs with Dr. O'Conner and recommends introducing HHS 196C or a course similar to it into its curriculum. The course is designed to bring students from different disciplines together for learning activities outside the classroom. (p. 13)
12. The Review Team recommends the Department continue to investigate the possibility of team teaching courses amenable to such a teaching scheme with faculty from other disciplines. (p. 13)
13. The Review Team recommends the Department continue to include team learning assignments into its courses that would encourage students to work together to complete an assignment. Students report such opportunities are currently available in some classes. (p. 13)
14. The Review Team recommends that the Department investigate the guidelines for the Speech-Language Pathology Assistants certificate program and consider offering this program for those students who choose not to continue with the graduate phase of the basic program. (p. 14)
15. The Review Team recommends the Department consult with directors of other impacted, clinically oriented graduate programs (Nursing and Physical Therapy for example) and explore the possibility of a common undergraduate curriculum that might provide more options for the student who stops at the Bachelors level. (The Team understands such a working group is already in existence under the stewardship of Sue McGinty in PE) (p. 14)
16. The Review Team recommends the Department consult with the School of Education to determine if small modifications in the undergraduate program would allow a student to be eligible for a credential in some phase of public education by taking a fifth year of course work in the School. (p. 14)

17. The Review Team concurs with the idea of Dr. Coleman and recommends the Department consult with the Career Advising Center with the purpose of developing a yearly career workshop/career advising session in the Department. (p. 14)
18. The Review Team recommends that in a similar vein, the Department consult with its field supervisors with the purpose of learning the kinds of jobs that are currently available that those in the field are aware of and organize a yearly job fair for the students. (p. 14)
19. The Review Team recommends the Department develop tools to follow the progress of BS graduates who do not gain admission to graduate programs to determine what careers were available to them with the skills they mastered in the program. (p. 14)
20. The Review Team recommends that the Department review the distribution of grades given by the faculty to assure that the distribution is not attributable to a learning style of the student rather than the true acquisition of the information being taught. (p. 15)
21. The Review Team recommends that the Department consider modifying each of its course evaluation forms to allow for written comments by the student. To maintain the anonymity of the writer, written comments should be typed out before being submitted to individual faculty. (p. 16)
22. The Review Team recommends that the Department continue to monitor its Plan C comprehensive exam and the advice given students regarding the exam to decrease the anxiety the students have regarding it. (p. 17)
23. The Review Team recommends that the Department contact their alumni, some of whom are currently field supervisors for students, inviting them to lecture in various courses or conduct workshops in which they would give insights to the students in working with clients from various cultures. (p. 19)
24. The Review Team recommends that the Department evaluate and make additions to the testing and therapy tools already available to the Department which would specifically assist students in working with clients of other cultures. The assistance of people fluent in the languages spoken in the community should be sought. (p. 19)
25. The Review Team recommends that when hiring both full- and part-time faculty and staff, the Department receives the assistance of their affirmative action officer to assure pools of applicants who would be versed in assessment and therapy of California non-English speakers, in particular, Hispanic and Asian peoples. (p. 19)
26. The Review Team recommends that the Department's library representative make formal contact with the library representatives of those Departments that might have similar interests in the Library's holdings to coordinate their requisition requests, particularly for journals, to the Library. (p. 20)

27. The Review Team recommends that the Department consider holding an advisory orientation session each semester organized with the advice and assistance of the student organization. The session could review changes in curriculum, procedures for application to graduate schools, and how a candidate's application is reviewed. (p. 21)
28. The Review Team recommends that at least once a year, the orientation includes the topic of alternative careers to consider that would use skills developed during the undergraduate portion of the program. (p. 22)
29. The Review Team recommends the Department considers establishing a mentoring program in which the graduate students are actively involved with the undergraduates. Perhaps, graduates might be assigned a group of undergraduates to assist them throughout the undergraduate years of the program. (p. 22)
30. The Review Team recommends that the faculty consider taking the initiative to develop an undergraduate student group. Such a group might provide a venue for more effective advising, foster camaraderie among the undergraduates, and serve as a means of organizing cooperative study groups. (p. 22)
31. The Review Team recommends that the faculty invite the Director of the Science Education Equity (SEE) Program and a representative from the Multicultural Organization of Science Students (MOSS) to be present at a Departmental advising/orientation session to inform students of the services available through these groups. (p. 22)
32. The Review Team recommends the Department prepare a list of equipment needs and prioritize the list. Such a list could be provided to interested groups and individuals to assist them in determining how their support might be of greatest value to the Department. (p. 25)
33. The Review Team recommends that the Department consider offering continuing education opportunities to the professionals in the community. (p. 25)

RECOMMENDATION TO THE DEAN OF HEALTH AND HUMAN SERVICES

The Review Team recommends that the School of Health and Human Services consider the unique role the clinic plays in the programs of the Department and increase, by three units the assigned time allocation to the Department. (p. 8)

RECOMMENDATIONS TO THE DEAN OF HEALTH AND HUMAN SERVICES AND THE DEPARTMENT OF SPEECH PATHOLOGY AND AUDIOLOGY

1. The Review Team shares the concerns of the faculty regarding impending mass retirements and urges them to consult with the School regarding ideas to bring in new faculty given the current budgetary restrictions. (p. 18)
2. The Review Team supports Dr. O'Conner's suggestion and recommends the Department investigate the possibility of hiring a full time staff speech-pathologist with primary responsibility for clinic supervision. (p. 18)

RECOMMENDATIONS TO THE DEPARTMENT OF SPEECH PATHOLOGY AND AUDIOLOGY AND THE ASSOCIATE VICE PRESIDENT FOR RESEARCH AND GRADUATE STUDIES

1. The Review Team supports Dr. O'Conner and recommends the Department, in consultation with the Office of Research and Graduate Studies, seeks funding sources for the recruitment of speakers of English as a second language into the program. Personal preparation training grants through the U.S. Department of Education were suggested by Dr. O'Conner. (p. 20)
2. The Review Team recommends the Department continue to investigate collaborations with the University of California, Davis including the joint doctoral program currently being planned. Dr. Ric Brown, Associate Vice President of Research and Graduate Studies, indicated his support of such collaborations and his interest in assisting the Department in the development of these programs. (p. 25)

RECOMMENDATIONS TO THE DEPARTMENT OF SPEECH PATHOLOGY AND AUDIOLOGY AND THE DEPARTMENT OF THEATRE ARTS

1. The Review Team recommends that the Department in association with Theatre Arts seek to increase the efficient scheduling of the one large lecture room in their shared building. (p. 23)
2. The Review Team recommends that the Department in collaboration with the Theatre Arts Department investigate possible means of solving the acoustical problems of the room, such as proposals for minor capital outlay, to their mutual satisfaction. (p. 23)

RECOMMENDATION TO THE DEPARTMENT OF SPEECH PATHOLOGY AND AUDIOLOGY AND THE ASSISTANT VICE PRESIDENT FOR FACILITIES MANAGEMENT

The Review Team supports the Department in its requests for room assignments close enough to the Department to easily transport delicate materials needed for classroom teaching and recommends that the Department continue to work with the Office of Space Assignment in an effort to solve the problem of finding adequate classrooms. (p.23)

RECOMMENDATION TO THE DEPARTMENT OF SPEECH PATHOLOGY AND AUDIOLOGY AND THE DIRECTOR OF MEDIA SERVICES

The Review Team supports the Department's argument for confidentiality in clinical video tapes and recommends that the Department continue to seek advice from UMS in helping to alleviate this problem when new classrooms are made available to the Department. There may also be a way that computer technology would permit the transcribing of these tapes to disks which could in turn be used in local computer facilities in the classroom. (p. 23)

RECOMMENDATION TO THE ASSOCIATE VICE PRESIDENT FOR RESEARCH AND GRADUATE STUDIES

The Review Team recommends the Associate Vice President for Research and Graduate Studies support and assist the Department in the development of proposals for collaborative degree programs with the University of California, Davis. (p. 25)

RECOMMENDATION TO THE ACADEMIC SENATE

The Review Team recommends that the following programs in the Department of Speech Pathology and Audiology be approved for a period of six years or until the next scheduled program review:

- The Bachelor of Science Degree in Speech Pathology and Audiology
- The Clinical Rehabilitative Services Credential
- The Master of Science Degree in Speech Pathology and Audiology (p. 25)

Fall, 1996

COMMENDATIONS AND RECOMMENDATIONS OF THE REVIEW TEAM FOR THE
DEPARTMENT OF GEOLOGY

COMMENDATIONS TO THE DEPARTMENT OF GEOLOGY

The Review Team commends the Department of Geology for

1. a dedicated and productive faculty (Finney 2)
2. a very good undergraduate program (Finney 2)
3. an excellent learning environment (Finney 2)
4. enthusiastic students
5. active alumni/-ae
6. prospects for growth and development in the immediate future
7. attractive and substantive newsletter
8. the inventive and successful efforts--particularly of Chair Wheeler--to find outside funding for the program's needs--most spectacularly evident in the collaboration with USGS on a new building
9. good career advising and training
10. the successful efforts of faculty in attracting outside support for research--particularly the NASA grant
11. the excellent teaching well field on campus (Finney 3)

RECOMMENDATIONS TO THE DEPARTMENT OF GEOLOGY

The Review Team recommends that

1. the Department make every effort to find support for faculty research, through such means as curricular revision, reweighting and/or redistribution of the service load, and the development of incentives to develop skills in the writing of grant proposals. (p. 6)
2. the Department articulate a vision of where it should be and what it should be doing in five years and ten years, and a detailed plan to attaining that vision. Consideration should be given, among other issues, to the proposed MS degree, curricular revision, the nature and extent of faculty

research, and the department's position in a new School of Science. (Pp. 9)

3. the Department actively pursue such School-level outside finding possibilities as those enumerated by Consultant Finney (Finney 5), once the new School organization is in place. (p. 10)
4. the Department take advantage of the more intimate relationship with its Dean that the new School organization will provide, to seek mediation in some of its differences of opinion. (p. 12)
5. the Department be especially vigilant that the opinions of its junior faculty members not be muted by intimidation at longstanding tensions. (p. 12)
6. the Department, in its ongoing curricular revisions, give serious consideration to how Consultant Finney's concerns about prerequisites can best be addressed. (p. 16)
7. the Department, in its ongoing review of its curriculum, give serious consideration to both Finney's general aims and his concrete suggestions for curricular revision, whatever objections they may have to some of the particulars. (p. 20)
8. the Department assume responsibility for initiating an inter-Departmental (with the other sciences) and inter-School (with Engineering and Computer Science) discussion, once the new Dean of Natural Sciences is selected, of how to resolve the issue of who will teach what computer courses. (pp. 20)
9. the Department discuss ways to ensure that all B.S. students receive adequately specialized computer training in geological applications. (p. 21)
10. the Department formulate a plan and a schedule for developing the M.S. degree as soon as possible, including agreeing on who will direct the planning. (p. 21)
11. the Department develop a discrete Assessment Plan, separate from the Self Study, that addresses all questions raised in the University's Assessment Policy. (p. 22)
12. the Department take special care to enforce early completion of prerequisites among its majors. (p. 29)
13. the Department prioritize its physical resource needs and work together with the new Dean of Sciences to seek ways to fund them. (p. 32)

RECOMMENDATIONS TO THE DEAN OF NATURAL SCIENCES AND MATHEMATICS

The Review Team recommends that

1. the new Dean of Science give top priority to the funding of permanent technical support for the Department. (p.33)
2. the new Dean of Science give high priority to correcting the inequities in funding the School's departments -- e.g., in matters of Assigned Time for chairing, clerical support, technical support, etc. (p. 33)
3. the new Dean of Science do what s/he can, in view of the great opportunities now opening up to this Department, to secure funding for an additional faculty position. (p. 33)

RECOMMENDATIONS TO INSTITUTIONAL STUDIES

The Review Team recommends that

1. the Director of Institutional Studies in the future compile and supply at least the following data, so that there is some basis against which to measure a teacher's, a course's, a department's grading habits: average GPAs of the department itself, of the school of which it is a part, and of the university as a whole. It might also be useful to know the average GPA of sections of a course, or of courses through time, or of individual professors, if such data are reasonably retrievable. (p. 23)
2. the Director of Institutional Studies in the future compile and supply data concerning the gender and ethnic breakdown of the national pool of candidates in a given discipline. (p. 28)

RECOMMENDATION TO THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Review Team recommends that

1. the Vice President for Academic Affairs recognize that cuts to library resources are fast reaching crisis proportions that seriously hinder us in our mission as an institution of teaching and learning, and that she urgently seek relief for the situation as a matter of the highest priority. (p. 27)

RECOMMENDATIONS TO THE ACADEMIC SENATE

The Review Team recommends that

1. the Academic Senate undertake clarification of items (ii) and (iii) of PM:AA 92-08, the University Assessment Policy. (p. 23)
2. the Bachelor of Arts degree program in Geology be approved for six years or until the next program review. (p. 34)
3. the Bachelor of Science degree program in Geology be approved for six years or until the next program review. (p. 34)



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OFFICE OF ACADEMIC AFFAIRS

SEP 22 1992

September 15, 1992

M E M O R A N D U M

Academic Senate Receiver
413

PM:AA 92-08

TO: Campus Community

FROM: *Mary W. Burger*
Mary W. Burger
Vice President
for Academic Affairs

SUBJECT: CSU, Sacramento Assessment Policy

Based on the Academic Senate's recommendation and President Gerth's approval, I am pleased to share with you CSU, Sacramento's assessment policy. The University is required by the Western Association of Schools and Colleges (WASC) to develop and implement assessment plans for academic and non-academic programs. The attached policy represents the University's first step in addressing the WASC requirement. Implementation of the policy will require the cooperation and support of all campus constituencies as we attempt to evaluate the impact and effectiveness of our various academic and non-academic programs.

Associate Vice President Koester is in the process of organizing materials for our interim WASC progress report and preparing for the University's self-study due in 1995. By that time we hope to have assessment plans on file and assessment activity occurring in selected University areas and programs. As you will note in the attached policy, the University will incorporate the practice of assessment and evaluation into the self-study and program review processes already in place in both academic and non-academic units. Associate Vice Presidents Koester and Rogers will work with the Curriculum and Graduate Policies Committees in developing appropriate implementation strategies to add to the academic program review process, while Dean Gray will work with the General Education Committee to develop assessment plans for the new General Education program. The Office of Institutional Studies is currently involved in several non-academic assessment efforts, including the University's advising policy and educational equity and student retention.

The Office of Institutional Studies, in cooperation with other Academic Affairs offices, will be available to provide assistance and support to each unit as assessment plans are developed. If you have any questions about the policy and our plans for implementation, please contact me.

Thank you.

Attachment

cc: President Gerth
University Manual

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
ASSESSMENT POLICY

Definition and Purpose:

Assessment at CSUS is a University wide unit* based process to determine how well and in what ways individual units and the University are meeting their individual and collective goals. It was established by the Administration and the Academic Senate in response to a directive and guidelines from WASC. Assessment is an ongoing process, required of all units in the University and conducted by the members of each unit. Assessment will become part of the program review process (this includes both Academic Program Review and Student Services Review), and as part of the program review process it will tie into the planning of the unit. The primary goal of assessment is to improve the educational program at CSUS.

Each unit shall define its goals, and then shall evaluate the following:

- i) progress towards meeting its goals
- ii) the interaction between its academic programs, student services, and the campus environment--and how these relate to achieving established goals
- iii) the results/effects of its goals on students.

Assessment is not done to justify funding. The results of assessment shall not be compared with results obtained in other units at CSUS or with units at other universities.

*Unit is used in a generic sense. This policy applies to departments, Schools, programs (e.g., G.E.), and other units (e.g., Student Services).

Assessment Plan

Each unit at CSUS shall be asked to define its goals and methods of assessment and to explore new methods. This assessment/evaluation must be an ongoing process conducted by the members of the unit whose primary purpose is to evaluate the results of the programs, policies, and the planning of the unit. Specifically:

- a. Units shall develop an assessment plan, select methods for evaluating the results of their programs, and related policies, and establish a time table. The methods should go beyond grades, and should result in giving information to the individual members of the unit, the unit as a whole, and to students. A copy of "Achieving Institutional Effectiveness through Assessment" from the Western

Association of Schools and Colleges, and copies of the related WASC standards, shall be provided to all units, and the units shall address the guidelines from WASC in their assessment efforts.

This plan shall include both a review of current evaluation practices, and consideration of alternative approaches - and this shall be done at the level of the unit by members of the unit. Furthermore, units shall be encouraged to develop assessment methods that generate qualitative information rather than only quantitative data.

- b. Faculty and Student Services advisors shall assess the interaction between academic programs, student services and the campus environment (based on their relationships with their advisees). Again, this assessment shall generate qualitative information rather than only quantitative data.
- c. The Office of Institutional Studies shall assist units in using data that is currently collected by CSUS. Furthermore, the Office of Institutional Studies shall conduct a "census" to determine the types of data that are already being collected. Academic Affairs shall provide academic units with information on the types of data needed and various methods of assessment.
- d. Units shall incorporate assessment efforts in the program review process (this includes both Academic Program Review and Non-Academic Program Review), and as part of the program review process, assessment will tie into unit planning. Furthermore, program reviews shall address the effectiveness of the self-assessment that is done by units.

Some units are not reviewed as part of any review process that is defined by CSUS (e.g., Schools and the University). For such units, accrediting agencies (such as WASC, ABET) will be regarded as the means for outside review.

- e. The Dean of each School will have the responsibility of ensuring that each unit in the School develop and implement an assessment plan. The Dean for General Education shall be responsible for developing and implementing an assessment plan in cooperation with the General Education Committee. Prior to a program's self study, each academic unit will be required to submit an assessment plan to the Vice President for Academic Affairs. Once the plan is reviewed and approved, the unit will implement its plan as part of its self study. Data collected shall become part of the program review process. Furthermore, the Dean of each School shall determine (through the program review process) if the School's goals are addressed by the units in the School.

- f. The Vice President for Academic Affairs shall have the responsibility for ensuring that each academic unit develops and implements an assessment plan. Furthermore, the Vice President for Academic Affairs shall determine (through the program review process) if the University's goals are addressed by the academic units in the University. Ensuring assessment in non-academic programs shall be the responsibility of the appropriate program center head.
- g. The Curriculum and Graduate Policies Committee shall develop and recommend appropriate questions to be used by the academic units in assessing their programs. The questions, once approved, shall become part of the University's program review process. In addition, they will be responsible for reviewing the assessment plans submitted by the departments. The questions, once approved shall become part of the University's program review process. The Non-Academic Program Review Committee shall assume this responsibility for non-academic units.
- h. The Academic Policies Committee in consultation with the Curriculum and Graduate Policies and Programs Committees shall review the University's assessment policy on a bi-annual basis.

(AS 91-51/AP, May 16, 1991)

COMMENDATIONS AND RECOMMENDATIONS OF THE PROGRAM REVIEW TEAM
FOR THE DEPARTMENT OF HUMANITIES AND RELIGIOUS STUDIES

COMMENDATIONS:

The Program Review Team commends the Humanities and Religious Studies [hereafter often indicated as HRS] Department for the following:

1. The outstanding quality of teaching by gifted, extremely well-qualified, current, deeply committed full-time and part-time faculty;
2. The consistently impressive scholarly contributions of faculty members and the model of integrating scholarship and teaching provided by the HRS faculty;
3. The collegial, humane, mutually respectful department culture attested to by both full time and part time faculty;
4. The quality and dedication of the part-time faculty;
5. The vital and unique contribution of the pedagogy and content of Humanities Department courses toward the University's mission and Strategic Plan goal of guiding students toward developing the hallmarks of an educated person;
6. The outstanding and ongoing contributions to University governance by many of the HRS faculty.

RECOMMENDATIONS TO THE DEPARTMENT OF HUMANITIES & RELIGIOUS STUDIES:

A. Recommendations which should be addressed in the next two years

1. **Graduate Curriculum and Scheduling Recommendations**

A.1.1 Within the next two years (before the next catalog), the Department should seriously re-examine, revise and restructure its graduate offerings.

A.1.2 The Department must be far more assiduous in coordinating its graduate course offerings with those in closely related departments (especially History) to avoid scheduling conflicts which hamper students' abilities to take needed courses and complete their program of study in a timely fashion. Further, the Department should actively work with related departments (e.g., History, Theatre) and consult with its

own graduate students to develop tentative multi-year graduate course schedule rotation plans.

Indeed, given the lack of goodness-of-fit between the Humanities and the History Departments, as unanimously expressed by the graduate students with whom we met, we specifically suggest that one reasonable course of action the Department might consider would be combining the M.A. with the emphasis in Humanities and the Graduate degree in Liberal Studies into a single new M.A. in Humanities and Liberal Studies.

At present there is a serious lack of coordination between the History Department and the Humanities Department in terms of scheduling graduate courses, resulting in inadequate graduate seminar offerings for Humanities students to complete their degree within a two year period. This matter needs immediate attention. We strongly urge the HRS Department to begin developing a two-year course schedule rotation to enable graduate students to sensibly plan their graduate school career. We further urge the Department to consult with other departments in which Humanities and GLA graduate students might wish to take graduate seminars (e.g., English, Art History, Communication Studies, Drama), and to check and coordinate schedules with them by telephone to provide graduate students with adequate curricular offerings.

To help accomplish this in an expeditious manner, we suggest, for example, that HRS consider temporarily allocating three units of reassigned time to a Curriculum Coordinator who would prepare policy proposals on the above four issues and organize meetings within which these proposals can be discussed, revised, and implemented. Funding for this position might be generated, on a temporary basis, from RCE summer school income, or other sources (e.g., Mini Grants) to be determined by the HRS Department.

2. Undergraduate Curriculum & Assessment Policy Recommendations

A.2.1. Before the next catalog copy is due, the Department should re-examine its course offerings with the goal of organizing them in a coherent, sequenced way for catalog copy as well as advising guidance.

Furthermore, the Department should consider designating several courses as restricted to majors only (with pre-requisites and/or with permission of instructor), in order to provide some challenging, upper division courses for majors that do not have to provide several weeks of remediation for non-majors who haven't take lower division courses.

- A.2.2. Before the next catalog copy is due, the Department should re-examine its use of HRS 110 as a "capstone" course and as a cornerstone in its as yet embryonic assessment plan.

As a GE course without any pre-requisites, HRS 110 fails to provide the comprehensive and synthesizing function for HRS majors presumed to enable assessment of disciplinary knowledge in a capstone or senior seminar course. We suggest that the Department should restrict the capstone course to majors only and/or require introductory courses as pre-requisites.

Additional recommendations relating to the Department's need to develop and implement a well-thought out assessment plan are addressed later in a later section of this report.

3. Department Governance Recommendations

- A.3.1. The Department should hold regular faculty meetings. Specifically, we recommend that the Department hold more faculty meetings to brainstorm ideas, discuss and divide the assignment of such tasks as developing assessment plans, advising students and student organizations, promotion, recruitment, and retention activities, etc. Furthermore, we recommend that part-time faculty be explicitly invited to attend these meetings, to the extent that they are willing.

The Department is small and peopled by responsible, humane, hard-working, competent, committed individuals. However, this Review Team believes that the Department would profit greatly by more regular meetings of its creative, intelligent, collegial faculty. This may entail that faculty set aside part of an afternoon once a month when they normally might not come onto campus in order to discuss various governance and administrative issues; it might mean the faculty spend a friendly evening in a potluck meeting occasionally. The point is that however it is done, the faculty need to meet together in the same place more regularly to discuss issues; they should not attempt to accomplish all the required governance tasks by circulation of memos and files.

Holding more regular faculty meetings might help the Department's capable and dedicated part-time faculty feel more included, and certainly would provide a forum through which they could be apprised of Department resources, workload distribution, committee assignments, and advising procedures. According to the Department's faculty survey (Self-Study, pp. 25-31), a fairly stable half of the twelve faculty responding feel that they lack information about the resources in the area, about Departmental committee structure and workload, about the reasons for

changes in the undergraduate program, about the nature and procedures for advising students, and about the career opportunities for students.

Undergraduate students, and certainly GE students, often do not differentiate between full-time and part-time faculty; they simply ask their instructor for information. The survey suggests that efforts to include part-time faculty more fully in the life of this small department might pay large dividends in terms of the accuracy and helpfulness of informal information and advising provided to students. One vehicle for doing this is the regular meeting together of the entire faculty. We further note that a number of the part-time faculty in the Humanities and Religious Studies Department hold doctorates and are active scholars as well as excellent instructors; it is, thus, in many cases, only through a vagary of the current academic marketplace are they part-time rather than full-time faculty members. Providing greater opportunities for their collegial input and involvement in the Department through inviting them to participate in regular faculty meetings would seem to be a minor but potentially symbolically important means of both validating the Department's appreciation of them and of enhancing intra-departmental communication.

4. Advising and Outreach Recommendations

A.4.1 Within the next year, the Department should implement a formal procedures for assigning undergraduate majors and graduate students (in both the M.A. and the GLA programs) to full-time faculty advisors other than the Chair. The Department also should establish and implement formal procedures for yearly advising of undergraduate HRS and graduate HRS and Liberal Studies students.

The Department currently lacks a formal, consistent, orderly procedures for assigning advisees to full time faculty and for providing regular advising sessions for both undergraduate and graduate students. Correcting this problem may help with the Department's problem in retaining majors, and of course, would bring the Department into compliance with University policy.

B. Recommendations which must be addressed before the next Departmental Self-Study (i.e. within the next six years)

1. Retention, Outreach, and Recruitment of Students

B.1.1 All faculty members in the Department must become far more actively engaged in recruiting students.

Among the strategic activities the Department might consider using to accomplish the recruitment goal are actively promoting the value of an understanding of the field; for example, explaining to students in their GE courses that further study of these aspects of human culture can be pursued in the Humanities Department.

Other promotion and recruitment activities the Department should consider include creating an Alumni association and/or keeping in touch with alumni (undergraduate and graduate). Not only does this give to undergraduates a sense of what one can do with a Humanities major (indirect career guidance), but it also helps build a network which might be of assistance in helping new graduates find jobs.

The Department might also consider using desk-top printing to create visually engaging materials to promote its courses and its majors and also to display "what one can do with a Humanities degree." Ideally, of course, the latter could result from the previously mentioned effort to develop a Humanities and Liberal Studies Alumni association.

As indicated by University-supplied figures (Self-Study, pp. 20-23), the Department has had some difficulty in retaining majors. As noted above, enhanced course advising and career advising would certainly help this. So, too, could some minor changes in the Department atmosphere of this fairly small department. For example, among the vehicles the Department currently has in place which could be used to help accomplish this goal is the Humanities Club. A full time faculty member should be appointed as faculty advisor of the Humanities Club; furthermore, the Club's activities should be more widely promoted and press releases covering its activities should be disseminated to the campus newspaper, for the Club certainly has the potential to serve as a fun and effective retention and recruitment vehicle for the Department.

2. Undergraduate Curriculum and Recruitment

B.2.1. As part of its recruitment strategies, the Department should consider renaming/relabeling some of its courses.

As the consultant, Dr. Capps, noted, many course titles are rather dull and stodgy and more likely to dissuade students than to entice students into taking them. Renaming some courses to provide better indicators of the exciting content about which students enthusiastically testified in these courses (once they wander into them) might also help recruitment and retention of majors.

3. Mission and Diversity Issues

- B.3.1.** The Department should consider developing a mission statement that clarifies the focus of the department and more cogently defines the unique regional and campus niche of the Department. This mission statement should appear in the catalog, in posters around the Humanities and Religious Studies Department, and on campus. It should be used to promote the Department and its course offerings, and should infuse course descriptions in the catalog.

The consultant, Dr. Capps, a Religious Studies scholar, seems to believe that the Department's unique identity and mission lie in the Religious Studies component of the Department; however, he may be unduly biased since his area is Religious Studies and not Humanities. Indeed, it is the impression of this committee that HRS program faculty may have a different view, in which a broader and unique multi-faceted cultural ethos infuses all the courses taught by the department and truly uniquely differentiates Humanities courses from those on the similar topics taught in other department. It is the view of the Program Review Team that the HRS faculty should be arbiters of this choice in identity and mission, which of course must be made within the context of the skills and interests of the department members and their situation within this University, as well as consideration of the needs of the broader community. Comments provided by several faculty during our interviews with them seemed to us to provide an excellent beginning the development of such a mission statement, which we believe must precede many other of the actions this review recommends the Department undertake.

- B.3.2.** While the HRS faculty are to be praised for their efforts to learn and teach more about peoples and cultures with whom they have limited personal experience, we would like to see more effort made when they next hire to increase diversity, both in terms of personal experience and in terms of the primary scholar interests and expertise of new faculty.

We recognize that the Department has made efforts in this area, and we concur with the Department that they have hired excellent faculty; however, we would like to see the department redouble their efforts when they next hire to increase the diversity—both in terms of faculty themselves and in terms of the primary scholarly interests of the new faculty.

4. Assessment Policy Development and Implementation

- B.4.1.** As soon as possible, and certainly by the year prior to the next self-study (i.e., four years from now), the Department must have developed and implemented a well-considered, substantive, competent assessment plan suited to this Department and

the student learning outcomes it believes all undergraduate and graduate humanities students should demonstrate before being awarded a CSUS degree from this department.

For the reasons suggested in A.2.1 and A.2.2 above, the Program Review Team does not believe that it is curricularly sound to regard the current HRS 110 as a capstone course and the ONLY assessment vehicles for evaluating student learning outcomes in HRS. We recommend, instead, that the Department seriously investigate other alternatives, including developing a portfolio assessment plan for majors (e.g., a full faculty assessment of major folios of student papers and essay exams in courses specified by the Department). If such an assessment were conducted in the second semester of the junior year, it would provide advising guidance about senior year registration and enable the student to address any deficiencies noted in the portfolio evaluation.

Implementing such an assessment policy would certainly dovetail with suggestions above for improving the Department's advising procedures, thereby enabling the Department to fulfill the 1988 Program Review recommendation concerning the need for establishing academic advising procedures in order to facilitate recruitment, retention, and graduation and career guidance.

RECOMMENDATIONS TO THE DEAN OF THE SCHOOL OF ARTS AND SCIENCES

C. Recommendation which should be addressed in the next two years

1. Department Curriculum, Advising, and Governance Recommendations

- C.1.1. The Dean of Arts and Sciences should work with the HRS Department to develop a flexible enrollment management plan that allows the Department to meet its dual responsibilities to the General Education program and to its own undergraduate and graduate major students.

For example, the Department could discuss with the Dean the possibility of several faculty enrolling a slight "overload" of students in some GE courses in order to generate extra FTE which could be used to balance (i.e., protect from cancellation) low enrolled HRS major and graduate courses. Such flexibility should both enable the Department to meet the FTE targets for GE classes set by the Dean's Office and also to help build a solid base of Humanities majors by providing courses for majors only (alleviating the no-pre-requisite problem of spending one-third of the semester boring majors which providing a crash course to bring non-prepared GE

students in upper division classes to a common level that nonetheless disenfranchises majors).

- C.1.2. The Dean of Arts and Sciences should ascertain that HRS is being reimbursed for the administrative assignments of faculty from History assigned to them (e.g., George Craft and Jerry Tobey) and confirm this with the HRS Department and with the Ad Hoc Program Review Subcommittee.

When the Program Review Team met with the Dean and the Associate Deans of Arts and Sciences, the Dean's office was certain that HRS was being reimbursed for the time assigned away from HRS teaching assignments for Professor Tobey. However, it was uncertain about whether HRS was being reimbursed for Professor Craft who is not serving as Chair of the History Department. Since the ability of HRS to fulfill their important curricular recommendations (e.g., offering at least one major only course) is dependent upon flexibility in enrollment management, and since this, in turn, is dependent upon the ability of HRS to meet and/or exceed its assigned FTES target in its other courses (all of which can be taken for GE credit), it is important that HRS be reimbursed for these faculty who would be teaching for them but whose other university administrative or governance duties keep them from doing so. We, therefore, respectfully recommend that the Dean's Office confirm that such reimbursement is being or will be provided to HRS so that it may meet its curricular responsibilities both to the GE program and to its own majors.

D. Recommendations which should be addressed prior to the next program review

1. Graduate Curriculum Issues

- D.1.1. The Dean and/or the Associate Dean for Curriculum of Arts and Sciences should work with the Humanities and Religious Studies Department and the History Department to coordinate the graduate course offerings in the combined Humanities/History MA while simultaneously working with HRS to consider the development of a graduate program which combines the Liberal studies and Humanities graduate programs into a single, coherent graduate program.

To facilitate this, we recommend, as noted in A.1.1. above, that HRS select a full-time faculty member to serve as curriculum coordinator to work with the Dean's office on this matter. Furthermore, we urge the Dean to work with the Department to develop creative ways to assist this coordinator (e.g., with reassigned time) to accomplish the restructuring and development of the Humanities and Liberal

Studies M.A. program and to implement related graduate recruitment and advising policies and procedures which will enable it to flourish.

2. Faculty Size and Diversity

D.2.1. We strongly recommend that HRS be reimbursed for the faculty assigned to them who are given School and University administrative responsibilities (e.g., Professor Craft and Professor Tobey)

While it appears that the Department has been reimbursed for the administrative duties of Professor Tobey, it is not clear that this is the case for Professor Craft, now serving as Chair of the History Department. Without such reimbursement, the Department's ability to meet its curricular responsibilities to GE course offerings, undergraduate HRS majors, graduate Humanities and Liberal Studies students is seriously threatened.

D.2.2. We recommend that the Dean and the Department begin discussions about faculty recruitment and hiring in light of the impending retirements the Department expects will further decimate its ranks in the next few years. We support the HRS Department's request that it be permitted to hire a new faculty member whose expertise would enable HRS to expand the diversity of its faculty and its curricular offerings, further globalizing its General Education service curriculum and its upper division and graduate course offerings—for example, in the cultures of India, Africa, and/or MesoAmerica.

RECOMMENDATION TO THE ACADEMIC SENATE AND TO THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Overall Recommendation

The Program Review team recommends approval of the Humanities and Religious Studies program for the next six (6) years.

It is, however, the considered opinion of the Review Team that there are several areas of concern which the Department **must address within the next two years** in order to maintain and enhance the vital role of the Humanities Department within the University.

These areas of concern relate to the Department's involvement in two graduate programs, the lack of advanced, major-only undergraduate courses with pre-requisites, the absence of pre-requisites and size of classes for the current "capstone course" HRS 110.

the absence of formal guidelines for student advising, problems with recruitment and retention of majors, and the absence of regularly scheduled faculty meetings.

Thus, while we laud the excellence of the Humanities and Religious Studies Department faculty's teaching and scholarship, the Program Review Team, nonetheless, believes that the Humanities and Religious Studies Department would be greatly strengthened if it acted on the following recommendations. These recommendations are listed in the priority with which, in the opinion of the Review Team, they should be addressed.

PM FSA: 95-06
Supersedes PM 91-18

ACADEMIC LEAVES WITH PAY. POLICY

Page 1 of 4

POLICY ON LEAVES WITH PAY

Traditionally, paid academic leaves are not a privilege, but a right. In affirming that tradition, the Statement of Principles on Leaves of Absence, adopted by the American Association of University Professors in 1972, states:

Leaves of absence are among the most important means by which faculty members' teaching effectiveness may be enhanced, their scholarly usefulness enlarged, and an institution's academic program strengthened and developed. A sound program of leaves is therefore of vital importance to a college or university, and it is the obligation of all faculty members to make use of the available means, including leaves, to promote their professional competence. The major purpose is to provide opportunity for continued professional growth and new, or renewed, intellectual achievement through study, research, writing, or travel.

The Statement further states that leaves should "be provided with reasonable frequency and preferably be available at regular intervals because they are important to the continuing growth of the faculty member and the effectiveness of the institution." At many reputable institutions of higher learning, sabbatical leaves are granted automatically as an incentive for professional growth. Sabbatical and other paid leaves are among the most precious assets that the University and its faculty possess and should be used as instruments of policy. Through the leaves faculty development and renewal occurs, faculty advance their disciplinary knowledge, attain additional competence in related or new fields of inquiry, and produce impressive scholarly and creative works. Through the experience gained by faculty on leaves the University benefits from revitalized people who bring new insights, vigor, and enthusiasm to their teaching assignments and other scholarly pursuits. The University promotes program development by assisting faculty through paid leaves to gain new awareness, knowledge, and skills in advancing and new fields. By not adhering to this standard policy on sabbatical leaves, the California State University has long been doing a disservice to its faculty, its students, and the people of the State.

Because the California State University does not provide sabbatical leaves according to the ideal pattern, a limited number of leaves must be allocated to a larger number of eligible faculty. CSU policy is defined in Articles 27 and 28 of the Memorandum of Understanding. The following shall be the policy of CSU, Sacramento; it conforms to and elucidates Articles 27 and 28.

The President shall allocate professional leaves on the basis of recommendations of a Professional Leave Committee. The Professional Leave Committee will be a University Committee, composed of nine elected members serving staggered three-year terms; to include four members elected by and from faculty members in Arts and sciences, and one each elected by and from faculty members in Business and Public Administration, Education,

Engineering and Computer Science, Health and Human Services, and the Library. Persons applying for sabbatical or difference-in-pay leaves shall be ineligible for election to the Professional Leave Committee. Normally, the term of membership shall be three years. Persons elected previously to membership on the Professional Leave Committee who apply for sabbatical or difference-in-pay leaves shall become ineligible to serve during the year in which their application is to be considered and shall be replaced for the remainder of their term by ~m appropriate election. The Professional Leave Committee shall recognize the importance to individual faculty members and to the University of professional leaves. The Committee shall function according to the following process and criteria.

I. APPLICATION PROCESS FOR PROFESSIONAL LEAVES

- A. An eligible faculty member who applies for a sabbatical leave must submit four copies of his/her proposal with the application form provided, by the announced University deadline, to the Office of Faculty and Staff Affairs.
- B. The Dean of Faculty and Staff Affairs shall send a copy of the proposal to the Professional Leave Committee and to the faculty member's home department or unit.
- C. The Department or Library unit shall prepare a statement regarding the possible effect on the curriculum and the operation of the department during the time of the leave should it be granted. This statement shall be forwarded to the School Dean.
- D. After reviewing all leave proposals against the specified criteria in Section II the Professional Leave Committee shall sort the proposed projects into no more than three categories as follows:
 1. Those that are judged by the Professional Leave Committee to be not acceptable;
 2. Those that are judged by the Professional Leave Committee to be meritorious;
 3. Those that are judged by the Professional Leave Committee to be outstanding and exceptional.

Of the three categories, it is the intention of this policy that the third category, those projects judged to be outstanding and exceptional, be reserved for those projects which, by virtue of some feature or features of extraordinary value or promise, warrant that the proposals be approved for funding regardless of equity, defined as accrued service since the establishment of initial eligibility for sabbatical leave.

The Professional Leave Committee shall rank any proposals in the third category ahead of those in the second category. Proposals in the second category shall be ranked in order of accrued service. The Professional Leave Committee shall forward through the appropriate School Dean to the President a recommendation for approval of all proposals in the third category, and then of all proposals in the second (ranked)

category. The recommendation that those leaves be approved shall also be a recommendation that they be considered for granting, contingent upon the possible effect on the curriculum and the operation of the institution.

It is further the intention of this policy that the Professional Leave Committee(s) assign at least one in four of those recommended by the committee for award to this third category.

The Professional Leave Committee shall provide a written statement of the reasons for not recommending approval of a given proposal, or for designating a proposal as "outstanding". The Committee's recommendation shall be forwarded to the President via the appropriate School Dean.

- E. After considering the departmental statement and the recommendation of the Professional Leave Committee, the Dean shall forward to the President an assessment of the implications to the department's program, other campus programs, and the budget, should the leave be granted, and may comment concerning the merit of the proposal as compared with the specified criteria. The Dean shall include the departmental statement and the recommendations of the Professional Leave Committee with the material forwarded to the President. A copy of the Dean's recommendation shall also be sent to the Professional Leave Committee.
- F. Upon receipt of comments from a School Dean concerning the merit of a proposal, the Professional Leave Committee shall have the opportunity to respond to those comments by submitting a statement directly to the President.

II. EVALUATION OF APPLICATIONS

A. Dimensions of Evaluation

The Committee shall assess the quality of the proposal by considering the appropriateness of the substance of each proposal, the benefits which would ensue from its being undertaken, and its practicability. A copy of the Dean's recommendation shall also be sent to the Professional Leave Committee. Upon receipt of comments from a School Dean concerning the merit of a proposal, the Professional Leave Committee shall have the opportunity to respond to those comments by submitting a statement directly to the President.

B. Criteria

- 1. Appropriateness. Appropriate sabbatical leave activities may include the following; this list implies no ranking of relative worth among the categories. The P.C. will evaluate each proposal on the basis of standards relevant to its character.
 - a. A course of study leading to increased mastery of the applicant's own field, or

the development of an additional area of specialization within his/her field, or the development of a new field of specialization;

- b. A plan for professionally beneficial travel, which will enable the applicant further to develop his/her knowledge, skill, or expertise in a discipline or area of specialization within a discipline;
 - c. Professional development of a scope or nature not possible through normal workload assignment;
 - d. Pursuit of a scholarly, research, or creative project of a scope or nature not permitted through normal workload assignment;
 - e. Study or experience designed to improve teaching effectiveness;
 - f. Study or experience designed to improve professional practice.
2. Benefit. Sabbatical leave projects should demonstrate clear promise of producing results beneficial to students, to the development of the profession or a discipline within the profession, to the University, and/or to the faculty member as a teacher, scholar, or professional practitioner.
3. Practicability. The P.C. shall determine whether objectives of the proposed project are both clearly defined and realistically achievable.

III. DIFFERENCE-IN-PAY APPLICATIONS

- A. Faculty members eligible for Difference-in-Pay leaves shall submit four copies of their proposals with the application form provided to the Office of Faculty and Staff Affairs. The P.C. will forward to the President via the appropriate School Dean all Difference in-Pay proposals which meet minimal quality standards. After considering the departmental statement and the recommendation of the Professional Leave Committee, the Dean shall forward to the President an assessment of the implications to the department's program, other campus programs, and the budget, should the leave be granted, and may comment concerning the merit of the proposal as compared with the specified criteria. The Dean shall include the departmental statement and the recommendations of the Professional Leave Committee with the material forwarded to the President.
- B. Deadlines for Difference-in-Pay applications shall be flexible; it shall be campus practice to grant Difference-in-Pay leaves whenever possible in the interests of faculty members, departments, and schools.
- C. Sabbatical leave applications that have been recommended by the P.C. shall also be considered to have been recommended for Difference-in-Pay leaves if requested.

Modern traffic engineers want less efficient streets

By Doug Lemov

MEADOWBROOK AVENUE, which runs east-west between 12th and 16th streets near downtown Phoenix, is the site of one of the city's most successful recent road-improvement projects. A popular shortcut for commuters, it had inadequate curbing and was too narrow to carry the more than 1,500 vehicles that used it daily.

Rather than widening, striping and repaving the street, however, the city brought Meadowbrook up to speed by slowing it down. After discussing the options with residents, Phoenix's Neighborhood Traffic Management Program installed a "diagonal diverter" at the corner of Meadowbrook and 14th Place. The diverter connects the curbs on the southwest and northeast corners of the intersection with a barrier that restricts passage from one side to the other and results in two reflecting 90-degree turns. Effectively, it shuts down the street to commuter traffic.

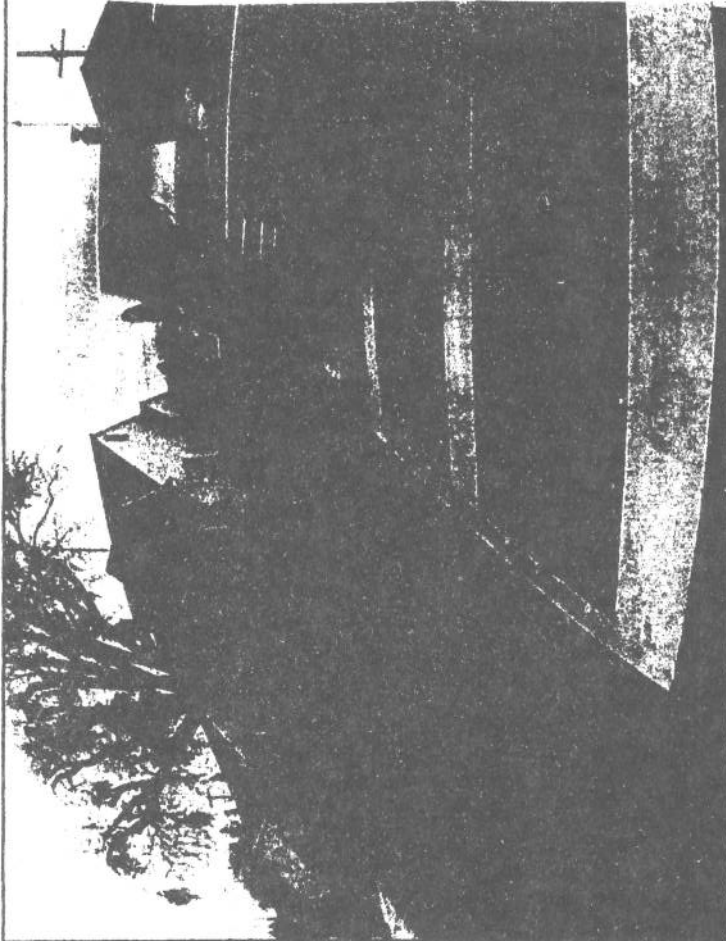
That may have annoyed commuters, but the neighborhood is delighted. Before the diverter was put in, recalls Herb Kanter, president of the Meadowbrook Neighborhood Association, mo-

Doug Lemov is a writer for Governing magazine.

torists roared down the unlined street at twice the posted speed limit of 25 mph. Parents were reluctant to allow their children to walk to neighborhood schools. Soon after it was installed last year, the diverter had decreased the daily number of vehicles using Meadowbrook by 63 percent on the east side of the diverter and by 87 percent on the west side.

THE SOLUTION cost the city next to nothing — some meetings with residents, a temporary barrier, a few days of testing — especially compared with the cost of repaving or widening. And since the city does not pay for permanent neighborhood traffic fixtures, the price tag for the structure that will replace the temporary barrier — \$15,000 to \$20,000, including the cost of the permanent barrier's desert-style landscaping — will be borne by Meadowbrook residents. Kanter says the community is applying for a community block grant to fund the project.

If traffic problems like Meadow-



Speed bumps "calm" the traffic on an East Sacramento street.

brook's are old news, the solution reflects a new brand of thinking, known generally as "traffic calming," that is gaining influence among traffic engineers and urban planners. Increasingly, traffic problems are being eased by making some roadways less efficient, especially for commuter traffic. In a

sense, traffic calming reverses decades of work toward maximizing the speed and efficiency of urban and suburban roadways.

While it may seem to some like a systematic program for messing up perfectly good streets, urban planners increasingly see traffic calming as a

SACTO BEE 2/9/97

Special to The Bee photograph/Flich Pedroncelli

long-term way to redirect traffic to more efficient thoroughfares and, in the bargain, restore a bit of neighborhood quality to residential areas that have become high-speed commuter speedways.

See CHOKERS, Forum 3

Open Forum

Distributed 2/13/97 by S Dandon

Continued from Forum 1

In a larger sense, interest in traffic calming comes in the wake of the realization that building one's way out of traffic problems can be an unreachable goal. "For years, we genuinely believed that if we built adequate roadway space, it would alleviate our congestion problems," says Cynthia Hoyle, a consultant for the American Planning Association. "We built roads 20 years ago with the promise that they would keep traffic running smoothly into the next century, but they were filled to capacity within a few years."

With more roads encouraging more traffic, says Hoyle, and studies showing that higher speeds do not always mean

greater carrying capacity, planners began to focus on building roads that encouraged sustainable use and appropriate driver behavior. "Liveable traffic" is the term used by Walter Kulash, a principal at an Orlando, Fla., planning firm whose projects have calmed streets in Florida, California and Minnesota.

There are a lot of ways to create "liveable traffic," and not all of them close off streets the way Meadowbrook's diverter does. In fact, the close-it-down approach is a contentious one among traffic calmers. Kulash suggests that it's more efficient to keep most roads open, with the caveat, "They can drive the way we want in neighborhoods or

take the bigger roads. It's behavior we're after."

Changing driver behavior "means changing perceptions of space," says David Sucher, a Seattle urban planning expert. "People respond to design, even if they're not aware of what they're doing." Engineers who built residential streets long, wide and smooth in the interest of safety and then posted speed limits of 25 mph were sending mixed messages to drivers. Even cautious drivers see such streets and think highway, says Sucher. "If a road is originally designed for 45 miles per hour and marked for 30, people pick up on the contradiction and they drive 45." Traffic calmers, by contrast, try to en-

Calme straight, wide streets

courage slow driving with an environmental approach.

To create that environment, traffic engineers have come up with a variety of tools. They include relatively new devices, with such names as the "choker" and the "curb-bulb"; variations on more familiar ideas, such as speed "humps" (redesigned and subtler versions of the speed bumps that have rattled tail pipes in shopping-center parking lots for decades); and even banks of well-placed trees.

Retrofitting existing roads to calm traffic most often involves changing the driver's path from the straight, and fastest, line between points. Methods of vehicle control are divided into vertical and horizontal categories. Vertical devices include speed tables (raised crosswalks that cars pass over comfortably at 25 mph but jarringly at 35), speed humps (now designed with a curvature gentle at slow speeds but exponentially disruptive at higher speeds) and a variety of naturalistic techniques. A series of three or four hill crests, ordinarily removed from a roadbed during construction, can be used to slow traffic and soothe drivers naturally, says Kulash, breaking up long sight lines that foster disengagement from the roadway environment and diffuse sensations of speed. Similarly, a change in pavement texture, such as bricking over a crosswalk, can signal drivers to slow down in anticipation of pedestrians.

Speed humps can be installed for as little as \$1,500 each and include little maintenance cost other than periodic repainting. In fact, says C. Edward Walter, chief of the traffic engineering division in Howard County, Md., up to 30 percent of the cost associated with installing speed humps comes from the signs necessary to advise drivers of their presence; once speed humps are on a street and "signed," the additional cost of more humps is lessened.

THE AFFORDABILITY of speed humps, however, can lead to their over-use. To be effective in reducing speed, says Walter, speed humps must be spaced regularly on a roadway surface, and this, ironically, can work to make drivers more aggressive. "We don't like to see more than one or two at a time," says Kulash. "They have a hostile, aggressive connotation for drivers," and an angry driver is more likely to be a problem driver. For that reason, says Kulash, many calmers would rather employ horizontal approaches, which offer more design flexibility and subtlety.

A favorite horizontal technique for Kulash is the "mid-block diverter" which adds a landscaped obstacle in the middle of a residential street, forcing cars to divert around it and signaling them to slow. "It deflects a driver's course, breaks up the long street view and creates protected on-street parking and public green space," he says. What's more, the mid-block diverter can most often be installed without widening streets or rebuilding drainage systems.

Diverter can be used at intersections as well as mid-block, steering cars into designated turning patterns - picture small versions of the traffic circle - and creating enough of a detour to force drivers passing through the intersection to slow down, in some cases just enough to allow municipalities to do away with nettlesome four-way stop signs. That can make streets more efficient even while lowering speeds, and it can help cut back on the excessive use

of stop signs as speed-control devices, a practice traffic engineers frown on because it fosters general disrespect for traffic signals and leads some drivers to speed up between signs to make up for lost time. Cities such as Seattle and Portland, Ore., have made such mini-traffic circles mainstays of their residential traffic systems, resulting not only in successful traffic management but in a system of attractively landscaped neighborhood markers.

A HORIZONTAL DESIGN that Sucher favors is the curb bulb, which benefits and protects pedestrians while slowing cars. The curb bulb enlarges pedestrian waiting areas at corners, pushing the sidewalk further into the street, often to the far edge of parking lanes. Not only does it narrow the amount of street pedestrians have to cross, it also slows driver speeds at crowded intersections by reducing turning radii and preventing corner-cutting.

A version of the curb bulb can also be used mid-block, where it's known as the "pedestrian peninsula," and where it often works in concert with a "slow point" or "choker," an area where the road bed is narrowed (and often angled) enough to force drivers to slow at pedestrian crossings. In some cases, a choker will narrow the roadbed enough to allow only one car to pass at a time, forcing oncoming cars to yield. While this may seem like a recipe for head-on collisions, calmers say the opposite is true. The single-lane choker reduces accidents by slowing drivers and forcing them to acknowledge and interact with other vehicles on the roadway. Such interactions "demand eye contact from drivers, and are personal and rarely hostile," says Kulash. "It's the kind of thing that's gone on from time immemorial on neighborhood streets where there's parking and only one car can get by."

How to calm traffic in Sacramento

By Richard Trainor

HERE IN Sacramento we're neighborhood oriented but auto-dependent. Maybe that's why, when we're behind the wheel and running late, many of us choose to

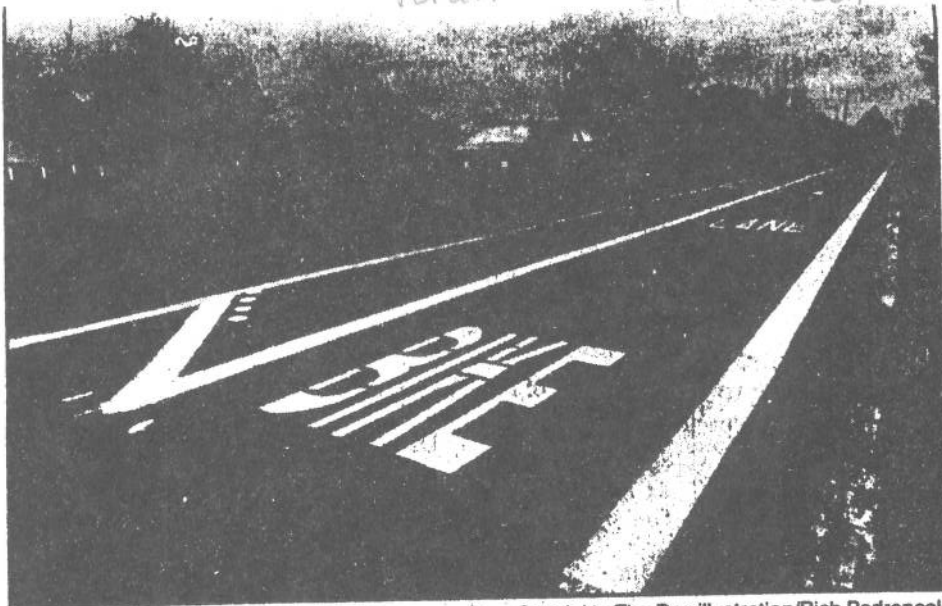
Richard Trainor is the former managing editor of France Today.

avoid the crowded major arteries by taking some neighborhood shortcut we think we can rip through in no time flat.

Although Sacramento has long used speed bumps to try to soothe the speed-savage beasts of our auto-borne selves, it has recently embarked on a series of more aggressive traffic-calming measures much like the ones described in the above article. In fact, the issue has become something of a cause celebre among local traffic engineers.

In 1995, the City of Sacramento started a program called the Neighborhood Transportation Management Program by holding a series of public workshops in each of the nine City Council districts. Bridget Smith, an associate civil engineer in the city's public works department, heads up the program and describes it as "The three E's of traffic management: engineering, education and enforcement. In each of the council districts we have citizen committees of five to 10 residents who identify the problem areas for us and then each year we pick one project in each of the districts to go after. The citizen groups have the experience; we have the know how. It's an education process on both sides - they educate us on what they want, and we try to educate them on what we can and can't do."

Basing its program on prototypes developed in Phoenix, Portland and Bellevue, Wash., the program is operating on a \$400,000 budget for fiscal 1996-97, and recently completed its first project plan for Altos Avenue in North Sacramento near El Camino. The plan includes reduced speed limits, new stop signs and crosswalks, more policemen and a block party to educate the neighbors about it all. In terms of actual traffic calming measures themselves, Smith says, "Speed bumps are very



Special to The Bee illustration/Rich Pedroncell

The bike lane is used to constrict auto traffic on this Sacramento street.

popular here and have been for some time, but they don't address all the issues. We see it (traffic calming) as a two-phase deal. The first phase is less restrictive measures - stop signs, crosswalks and the like. The second phase is when you get to speed bumps, diverters, traffic circles and the like."

OPERATING ALONG a parallel track with the city's program is the Neighborhood Preservation Transportation Plan. Headed up by a committee of 40 Midtown citizens working with city traffic engineer Steve Brown, the plan provides a traffic calming megadose for the 120-square block area of northeast Midtown bordered by C Street on the north, L Street on the south, 16th Street on the west and Alhambra Boulevard on the east. With a \$1-million construction budget that will be implemented this summer, the area will soon have 18 new stop signs, five traffic signals, 83 high visibility crosswalks (some of them textured for even greater visibility), 16 intersection portals (curb extensions that reduce the distance a pedestrian has to cross the street), seven traffic circles, and nine half-street closures where cars can't enter from one direction. Brown says, "In terms of scale, this is probably the showcase project for traffic calming, and I think it will go a long way towards showing people how exactly these measures work."

On the county side, the program is called Care>About Neighborhoods (CAN), and uses as its motto "Together we CAN." Paul Gunkel, a senior civil engineer with the county public works department, says, "We're working with neighborhood groups and the Califor-

nia Highway Patrol to try to reduce excessive speeds in residential neighborhoods." The program combines neighborhood speed controls, handheld radar guns operated by citizens and additional traffic enforcement by CHP in problem areas. Operating on a county appropriation of \$390,000, the CAN program is augmented by additional CHP grants and is spending close to \$1 million countywide to try to induce traffic tranquility. Though they haven't yet resorted to some of the more intrusive measures soon to be implemented in Midtown, there is currently movement afoot for a traffic circle out in the Parkway Estates area, an issue which will soon be taken up by the Board of Supervisors.

For those interested in this new phenomenon, there is ample opportunity to find out how these European-inspired traffic calming devices work and how they will look. The supervisors will be taking up the Parkway traffic circle proposal on Feb. 19 (the meeting begins at 9 a.m.), and that evening at 6, a Neighborhood Transportation Management Program meeting will be held at the Crocker-Riverside Elementary School at 2970 Riverside Boulevard. The Midtown group meets the second Saturday of every month from 10 a.m. to noon at Hart Senior Center in Marshall Park, bordered by I, J, 27th and 28th streets.

Bridget Smith says, "These traffic calming measures have proved very popular here in Sacramento, and we're getting calls from all over the country about our programs. I think you're going to be seeing a lot more of this in the near future."

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