

April 16, 1998
2
Faculty Senate Agenda

**BRING YOUR
APRIL 2 AGENDA ATTACHMENT B**

1997-98
FACULTY SENATE
California State University, Sacramento

AGENDA

Thursday, April 16, 1998
Forest Suite, University Union
3:00-5:00 p.m.

INFORMATION

1. Spring Senate meeting dates (tentative):
April 23 [1998-99 Senate nominations, 3:00-3:30; 1997-98 Senate, 3:30-5:00], 30
May 7 [1998-99 Senate elections, 3:00-3:30; 1997-98 Senate, 3:30-5:00, 14 [Senate 3:00-4:00; Outstanding Teacher Reception, 4:00-5:00], 21
2. Senate Home Page (<http://www.csus.edu/acse/> or CSUS Home Page then Departments then Faculty Senate)

CONSENT CALENDAR

**FS 98-29/CPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF BILINGUAL
MULTICULTURAL EDUCATION**

The Faculty Senate receives the commendations and recommendations of the Curriculum Policies Committee on the program review of the Department of Bilingual Multicultural Education (Attachment A) and recommends approval of the Multiple Subject Bilingual/Cross-Cultural Language and Academic Development Credential (BCLAD), the Multiple Subject Cross-Cultural Language and Academic Development Credential (CLAD), and the Master of Arts with Bilingual/Cross-Cultural Option for a period of six years or until the next program review.

**FS 98-30/CPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF EDUCATIONAL
ADMINISTRATION AND POLICY STUDIES**

The Faculty Senate receives the commendations and recommendations of the Curriculum Policies Committee on the program review of the Department of Educational Administration and Policy Studies (Attachment B) and recommends approval of the Master of Arts in Educational Administration, the Preliminary Administrative Services Credential, the Preliminary Administrative Services Internship, and the Professional Administrative Services Credential for a period of six years or until the next program review.

FS 98-31/CPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF TEACHER EDUCATION

The Faculty Senate receives the commendations and recommendations of the Curriculum Policies Committee on the program review of the Department of Teacher Education (Attachment C) and recommends approval of the Childhood Development B.A., all departmental credential programs and all departmental M.A. options for six years or until the next program review.

FS 98-32/CPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF FOREIGN LANGUAGES

The Faculty Senate receives the commendations and recommendations of the Curriculum Policies Committee on the program review of the Department of Foreign Languages (Attachment D) and recommends approval of the Bachelor of Arts degree program in French, German and Spanish, and the Master of Arts degree program in Spanish program for six years or until the next program review.

The Faculty Senate recommends suspension of the Master of Arts degree programs in French and German. The Senate recommends integration of the French and German programs into the M.A. in Liberal Arts program with approval for six years or until the next program review.

FS 98-33/CPC, Ex. COMMUNITY SERVICE-LEARNING--DEFINITION AND GUIDELINES

The Faculty Senate recommends approval of the definition and guidelines for Community Service-Learning courses and/or course components, as follows:

COMMUNITY SERVICE-LEARNING

Definition: Community Service-Learning courses and/or course components include three essential elements. They

- (1) provide meaningful community service with public benefit (non-profit) organizations and agencies.
- (2) require structured reflection on the relationship of that service experience to academic course content.
- (3) promote civic and social responsibility.

Community Service-Learning courses differ from other forms of experiential education.

Guidelines:

- (A) Departments may individually or cooperatively offer Community Service-Learning in two formats: 1) stand-alone courses, and 2) a one-unit option attached to regular course

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offerings. Community Service-Learning in either format may be offered for required or elective baccalaureate credit.

(B) Community Service-Learning courses require for each unit of credit, 30 hours or more of community service with a non-profit organization or program, and 15 hours of structured reflection on how that community service affirms, expands, integrates, or calls into question the academic content of the course.

"Structured reflection" shall be conducted by or under the supervision of a faculty member and include specific assignments of student work, e.g., journals, small group discussions, portfolios, papers, and/or presentations. In any case, it shall include writing assignments which assess student learning.

(C) No more than 10 percent of a service-learner's service time shall involve tasks that have little or no intellectual challenge, e.g., filing, answering telephones. Departments offering the courses are ultimately responsible for the placement of students and for ensuring that placement organizations and groups provide students with appropriate service experiences. However, the Office of Community Collaboration is available to provide support in developing agreements with community organizations regarding student placement and responsibilities.

(D) Department proposals for Community Service-Learning courses follow the normal school and University course approval procedures.

(E) School deans and department chairs are responsible for the oversight of Community Service Learning courses.

REGULAR AGENDA

FS 98-16/Flr. MINUTES

Approval of the Minutes of March 5 (#11) and March 26 (#13), 1998.

FS 98-28/Flr. MINUTES

Approval of the Minutes of April 2 (#13), 1998.



Old Business

FS 98-27/Flr. CALL FOR SUSPENSION OF REGULAR FACULTY SENATE BUSINESS PENDING A RESPONSE FROM THE PRESIDENT ON MATTERS PERTAINING TO UNIVERSITY GOVERNANCE AND THE ROLE OF THE FACULTY SENATE

RESOLVED: The CSUS Faculty Senate requests that the President conduct a review of the "Constitution of the Faculty" and other University policies pertaining to consultation and governance processes to the following ends:

- 1) identification of provisions which, in the President's judgment, are no longer applicable,
- 2) rescission or amendment of provisions of the "Constitution of the Faculty" and other policies pertaining to consultation and governance which, in the President's judgment, are no longer applicable,
- 3) development and issuance of new policies pertaining to consultation and governance which, in the President's judgment, are now necessary,
- 4) revision of the University Manual, as necessary, to reflect the President's actions with regard to the "Constitution of the Faculty" and other policies pertaining to consultation and governance; and be it further

RESOLVED: The CSUS Faculty Senate requests that the President issue a written statement to the Faculty that describes the processes wherein decisions pertaining to the instructional program and faculty professional matters are to be made. Specifically, with regard to the instructional program, the Faculty Senate requests that the President address how decisions are to be made with regard to such matters as admissions policies, academic standards, curriculum, scheduling and manner of delivery of course offerings, graduation requirements, and resource support for the instructional program (including general fund and lottery allocations, space allocation and capital outlay plans). With regard to professional matters, the Faculty Senate requests that the President address how decisions are to be made at both the policy level (e.g., development of criteria and standards) and application level (e.g., evaluation of merit) in such matters as ARTP, Professional Leaves, and PSSI; and be it further

RESOLVED: The Faculty Senate requests that the President provide a written statement in which he specifies the role of the Faculty Senate, University committees (including CUP and all other standing and ad hoc University committees), ASI, the University Staff Assembly, School Councils, Academic Departments, the Council of Deans, the Office of the Provost, and the President's Cabinet in the decision making process on matters pertaining to the instructional program and faculty professional matters; and be it further

RESOLVED: The CSUS Faculty Senate requests that the President issue a written statement to the Faculty prior to the end of the spring 1998 Academic Year in which he:

- 1) agrees to respond to the requests made in this resolution and provides a timeline and process for responding,
- 2) states that he recognizes the Faculty Senate as the duly constituted subunit of the CSUS Faculty delegated responsibility and authority by the Faculty to act on it behalf, and
- 3) agrees to engage the Faculty Senate fully in decision making pertaining to the instructional program and professional matters, and that he will accord primary weight in decision making on these matters to recommendations from the Faculty Senate; and be it further

RESOLVED: The CSUS Faculty Senate, including all standing and ad hoc committees of the Senate, shall refrain from conducting regular business, including making recommendations on faculty appointments to University committees, formulation and recommendation of policies pertaining to the instructional program and professional matters, and implementation of policy (e.g., review of petitions in Academic Standards Committee and review of mini-grant proposals by the Research Committee), until such time as the President provides a written statement to the CSUS Faculty which complies with the specifications of the previous resolve clause; and be it further

RESOLVED: The CSUS Faculty Senate shall continue to convene as necessary to discuss and act on matters related to the substance of this and on other organizational matters such as the election of Faculty Senate Officers.

[Note: If the motion is approved, a second motion to send the proposition to referendum will be introduced. If the motion for a referendum is approved, the text of the resolution would be changed to reflect an action by the faculty. Specifically, in the first four resolve clauses, the phrase "The CSUS Faculty Senate" would be changed to "the CSUS Faculty". The first line of the fifth resolve would read "The CSUS Faculty directs the CSUS Faculty Senate, including all standing and ad hoc committees of the Senate, to refrain from" The first line of the final resolve clause would read, "The CSUS Faculty directs the CSUS Faculty Senate to continue to....."]

New Business

FS 98-19/CPC, Ex. WRITING AND READING IN THE MAJORS

The Faculty Senate recommends approval of the policy on "Writing and Reading Requirements in the Majors"(April 2, 1998, Faculty Senate Agenda Attachment B). [Note: Curriculum Policies Committee's commentary on the proposed policy is also included in Attachment B.]

Separate motion
98-27A

After reviewing thoroughly the attached Academic Program Review Report for the Department of Bilingual Multicultural Education, prepared by the Review Team, the Faculty Senate Program Review Subcommittee endorses the commendations and recommendations contained in the report and directs them to the indicated units and administrative heads. (Page references refer to the documentation for the response in the Report.)

COMMENDATIONS:

The Department of Bilingual Multicultural Education is commended for

- what is surely a genuine sense of community and caring that has been built between the faculty and students in the department.
- its responsiveness to the needs of its students, particularly in regards to its scheduling of classes, its flexibility in using both two and three semester programs for its CLAD and BCLAD programs, and its use of cohort programming to develop camaraderie and build support systems among its students.
- hosting its annual Multicultural Education Conference--a program available free to area teachers and students which brings over 300 participants to campus each year.
- its excellent efforts in keeping its part time faculty members integrated in the culture of the department. In particular, its regular inclusion of the part time faculty members in faculty meetings and supervisors meetings represents an important element in keeping a committed corp of part time instructors available to the department and its students.
- its efforts in the difficult task of balancing the pedagogical and the political as it prepares students to enter communities and school districts that are not always committed to quality bilingual and multicultural education programs.
- its participation in and support for the Mini Corps Program.
- its outstanding commitment to diversity among both its students and its faculty.

RECOMMENDATIONS TO THE DEPARTMENT:

It is recommended that

1. the department move more aggressively in implementing its plans for assessment and further make efforts to incorporate the results of its experiments with portfolio review in the curriculum planning process. (p. 9)

2. given the department's projection for growth over the next five years as well as its place in the Academic Plan of the University, it engage in a focused planning process for establishing hiring priorities within the department. (p. 10)
3. the department consider establishing a more formal process for faculty development and mentoring of new faculty members. (p. 11)
4. the department attempt to minimize the need to use classes in which graduate and undergraduate students are combined because of lower enrollments. (p. 11)
5. the department work creatively with other units in the School of Education to re-establish some form of material compensation for cooperating teachers in local school districts. (p. 12)

RECOMMENDATIONS TO THE SCHOOL AND UNIVERSITY:

It is recommended that

1. the University assist the Dean of the School of Education in enhancing both clerical support within the department and the allocation of administrative assigned time for the Chair of the department. (p. 8)
2. the School of Education and the University work to enhance the department's physical resources--particularly the amount of office space designated for faculty offices and the control the faculty has over its classrooms in the Education Building. (p. 9)

RECOMMENDATION TO THE ACADEMIC SENATE:

It is recommended that the Multiple Subject Bilingual/Cross-Cultural Language and Academic Development Credential (BCLAD), the Multiple Subject Cross-Cultural Language and Academic Development Credential (CLAD), and the Master of Arts with Bilingual/Cross-Cultural Option be approved for a period of six years.

3-23-98

After reviewing thoroughly the attached Academic Program Review Report for the Department of Educational Administration and Policy Studies, prepared by the Review Team, the Faculty Senate Program Review Subcommittee endorses the commendations and recommendations contained in the report and directs them to the indicated units and administrative heads. (Page references refer to the documentation for the response in the Report.)

COMMENDATIONS:

The Department of Educational Administration and Policy Studies is commended for -

- the attention to detail that was evidenced in the Self-Study Document.
- its innovative use of student cohorts in structuring the program.
- their ongoing efforts to balance theory, practice, and research in their credential programs and Master's Degree.
- its attention to the marketplace and its proactive efforts to respond to private and entrepreneurial university programs.
- its commitment to diversity.
- its well designed and popular Internship program.

RECOMMENDATIONS TO THE DEPARTMENT:

It is recommended that the department

1. continue to be vigilant in improving its policy on and methods for course and instructor evaluation as a part of its overall assessment policy. (p. 11)
2. take the lead in working with other departments in the School of Education to improve the articulation between the undergraduate and graduate core classes in multicultural education. (p. 12)
3. do a thorough review of its advising materials to provide a single source of authoritative information in the form of a Graduate Advising Document. (p. 13)
4. review its efforts to integrate new faculty members in to departmental governance. (p. 13)
5. review its policies on supervision of both Master's student projects and theses. (p. 14)
6. review its policies related to the general supervision of students in field study and

internships. (p. 14)

7. develop a formal structure for involving relevant community stakeholders in its curriculum planning process. (p. 15)

RECOMMENDATIONS TO THE SCHOOL OF EDUCATION AND THE UNIVERSITY:

It is recommended that

1. the University re-evaluate the staffing level and administrative designation for clerical support in the Educational Administration and Policy Studies Department. (p. 8)
2. the School of Education and the University work to enhance the department's physical resources--specifically in terms of office space and control over its classrooms in the Education Building. (p. 9)

RECOMMENDATION TO THE ACADEMIC SENATE:

It is recommended that the Master of Arts in Educational Administration, the Preliminary Administrative Services Credential, the Preliminary Administrative Services Internship, and the Professional Administrative Services Credential be approved for a period of six years.

3-23-98

To: Cecilia Gray, Associate Vice President for Undergraduate Studies

Fr: Jerry Tobey, Chair, Program Review Subcommittee 

March 25, 1998

The Panel for the evaluation of the Teacher Education program review has completed its work and endorses the review recommendations with one addition:

The President should approve The Childhood Development BA, all departmental credential programs and all departmental MA options for six years or until the next program review.

The Panel commends the Program Review Team for its excellent work.

After reviewing thoroughly the attached Academic Program Review Report for the Department of Teacher Education, prepared by the Review Team, the Faculty Senate Program Review Subcommittee endorses the commendations and recommendations contained in the report and directs them to the indicated units and administrative heads. (Page references refer to the documentation for the response in the Report.)

COMMENDATIONS:

The Department of Teacher Education is commended for

- the civility and respect the faculty and staff show each other in administering their educational programs. They seem to get along and work well together which is unusual for such a large and complex department all vying for limited resources.

Part-time faculty, staff and students all say they enjoy working and learning in the Department which is a credit to the Chair and the full-time faculty.

The staffs in the Department and the ECCS Offices are commended for providing the "glue" and continuity that holds the Department's programs together and interfaces them with students.

- responding and adapting programs to meet the ever changing curricular in the area of teacher credentialing. As a result of these efforts the Department continues to produce highly qualified beginning educators.
- developing and maintaining a very competent and hard working part-time faculty. Generally part-time faculty are very pleased at the respect they are shown by the full time-faculty and are given credit for the many contributions they make to the academic programs of the Department.
- their effective academic and personal advising services and their career advising efforts.
- their effective academic and personal advising services and their career advising efforts.

RECOMMENDATIONS TO THE DEPARTMENT OF TEACHER EDUCATION:

It is recommended that the department

1. append to their Assessment Plan a description of an ideal department of teacher education grounded in the very volatile educational climate of California, along with explanations for its choices and specific goals, on how to move toward the ideal. (p. 8)
2. evaluate their "area group" governance structure and consider identifying responsibilities more specifically, especially for part-time faculty they should work to devise a means of improving participation while limiting the meeting load. (p. 12)

3. correct an inherent problem of giving part-time faculty considerable program and curricular responsibilities but not the clout and position in the Department necessary to fully carry them out. (p. 12)
4. short of reorganization of the Department, the assistant chair should be given more assigned time to carry some of the heavy administrative load of the Department. (p. 13)
5. make it a priority to fully implement its assessment plan. (p. 15)
6. address growing student demand for their programs by considering the following:
 - a. Justify and pursue additional faculty resources at the University and School level.
 - b. Carefully consider program priorities and student needs in the Department and reallocate faculty resources from within.
 - c. Decrease the percentage of faculty resources in part-time by hiring full-time faculty. This should improve the administration of programs and provide more consistent and more frequent student advising.
 - d. Develop a 5 year hiring plan taking into account projections about future student demand and job opportunities.
 - e. Use the premajor to control growth in the Child Development Major. (p. 16)
7. address the issue of over interpretation and use of student evaluation in judging teaching effectiveness by considering the following:
 - a. Implement the proposed peer review process along with the development of a mentoring process focused on improving teaching.
 - b. Use course syllabi, requirements, assignments, and tests as a part of the equation in determining teaching effectiveness.
 - c. Encourage faculty to establish how well they are meeting student learning objectives by submitting student work, teacher research results, and self reflective writings about why they teach the way they do and how well they think they are doing, i.e. a course portfolio.
 - d. Use numerical results from student evaluations only to the extent they have meaning and significance. Research shows that small differences in scores often have no significance, and numerical scores only do not lead to improved teaching. (p. 17)
8. the Child Development faculty consider the issue of grade inflation carefully and confirm. by evaluating course requirements, tests, and student work, that students who are getting high grades are indeed doing exceptional university level work. (p. 18)
9. full-time faculty do a more thoughtful job of evaluating the teaching effectiveness of part-time faculty to ensure that they are measuring effective teaching and learning and not popularity. (p. 18)

10. scrutinize and evaluate non-traditional academic programs associated with the department to ensure they are meeting objectives and department standards of quality. (p. 19)
11. establish an "Area Group" to deal with the issues of (a) recruiting and retaining faculty and students of color and (b) how to best meet CTC mandated BCLAD and CLAD standards in their credential programs. (p. 20)
12. set priorities in their "hiring plan" for hiring and assigning faculty to high student demand programs while doing what they can to maintain program quality with an increasing student load. (p. 20)
13. improve the quality of assessment of teaching effectiveness of its faculty. (p. 21)
14. articulate what kinds of scholarly work is valued in each of its programs and then establish priorities to support this work of the faculty. This is especially important for faculty involved in the M.A. programs in the Department. (p. 21)
15. evaluate their practice of assigning part-time faculty administrative responsibilities and not giving them the power base to carry out the responsibilities, including "supervising" the work of full-time faculty and disciplining students. (p. 22)
16. maintain a strong connection to the BMED Department in servicing its credentialing programs as it builds its own base of underrepresented faculty and students. (p. 24)
17. request more faculty office space. (p. 26)
18. guarantee access to a modern computer and software for all faculty. The need is especially great for part-time faculty. (p. 27)
19. reallocate internal funds to get more staff help in the Department office and the ESSC office. (p. 27)

RECOMMENDATIONS TO THE SCHOOL OF EDUCATION:

1. As in the previous Program Review (1988) it is again recommended that the School of Education undertake a study of the strengths and weaknesses of the current organization and possible alternative organizations of the School. This study should specifically consider the effect that size (note that many of its programs are growing) and program complexity in the Department of Teacher Education have on governance and program quality. (p. 12)
2. The School should give priority for additional funding to the Department of Teacher Education. (p. 27)

3-25-98

To: Cecilia Gray, Associate Vice President for Undergraduate Studies

Fr: Jerry Tobey, Chair, Program Review Subcommittee 

March 24, 1998 . .

The Panel for the evaluation of the Foreign Language program review has completed its work and endorses the review recommendations with the changes detailed on the attached.

The Department of Foreign Languages finds the changes acceptable.

March 4, 1998

Jerry--

The panel to review the Foreign Languages Program Review from Spring '97 has met. We concur with the recommendations put forth in the program review report. The panel was somewhat disappointed at the Department's responses to some of the recommendations and are making some of them tougher or indicating their intent more clearly. We have contacted Tom Kando, Chair of the Review Team and he has indicated no opposition to our recommended modifications. Our additions are underlined.

Recommendation 2 to the Department--there be more meetings of the Department as a whole, and there should be more discussion by the entire department of issues pertaining to individual language groups. The need to deal with 5-year plans, 2-year schedules, and hiring issues seems to necessitate the participation of the whole department. If there are concerns that divisiveness will hinder the progress of the meetings, the department might consider obtaining the services of a facilitator to aid discussion.

Recommendation 4 to the Department--the Department (combined with support from the Dean's Office) grant internal assigned time to its French, German and Spanish coordinators, and consider giving assigned time for coordinating the summer's Master's program and for the continued supervision of those students. Otherwise, faculty will burn out and the programs themselves will suffer. If support for all coordinators is not feasible, it is especially imperative that assigned time for the Spanish coordinator be received.

Recommendation 7 to the Department--the Department consider, as it plans to replace retiring faculty, joint appointments for such combinations as German/Humanities or History, French/Italian, and Spanish/Portuguese, might be considered. The intent of such appointments would be to build up weak areas in Foreign Languages or fulfill curricular needs in two different departments. The hire would teach both areas for example, Spanish one semester, Portuguese the next.

Recommendation 4 (to the senate)--We are suggesting breaking this recommendation into several parts. This is, in part, based on the recommendations in the GLA program review which the panel learned, has been approved by Curriculum Policies and sent to the Senate for its approval.

4. the Faculty Senate approve the suspension of the MA programs in French and German and that no new students be accepted into the programs, phasing out the programs over the next six years.

5. the Faculty Senate approve the integration of graduate

level French and German courses into the Graduate Program in Liberal Arts (GLA). This recommendation is contingent upon GLA receiving the support that has been recommended in the Spring 1997 GLA program review document. (Approval by the Faculty Senate of the GLA program review recommendations is pending at this writing).

6. the Faculty Senate require that the GLA program submit a progress report regarding the integration of French and German Graduate courses into the GLA program. This progress report should be submitted to the Faculty Senate three years after the approval of these recommendations by the Faculty Senate.

The panel suggests adding the following recommendation to the Dean of Arts and Letters:

4. the Dean require that the Graduate Program in Liberal Arts submit a progress report regarding the integration of French and German graduate courses into the GLA program. This progress report should be submitted three years after the approval of these recommendations by the Faculty Senate.

Charlotte Cook
Ken DeBow
Dennis Huff

Spring 1997

COMMENDATIONS AND RECOMMENDATIONS OF THE REVIEW TEAM FOR THE
DEPARTMENT OF FOREIGN LANGUAGES

COMMENDATIONS TO THE DEPARTMENT OF FOREIGN LANGUAGES

The Review Team commends the Department of Foreign Languages for

1. a dedicated, dynamic and productive faculty, which -- despite its shrinking size in such areas as French -- delivers some of the best and deepest programs (notably in German) in California;
2. its ability to work together and to accommodate the various language-interest groups. "This Department resembles a mini-UN, (which is) admirable, considering that some Foreign Language Departments elsewhere have had to be split up" (Gendron. 3);
3. its high quality program, especially in the major languages French, German and Spanish;
4. its exciting summer overseas program in Spanish, and exchange programs in Spanish, French and German;
5. its enthusiastic and exceptionally high caliber students, as illustrated by the two students who just received (Spring 1997), in the face of stiff national competition, Fulbright fellowships to study in Germany;
6. the rapid and effective way in which it has implemented the University-wide foreign language proficiency graduation requirement;
7. its groundbreaking introduction of courses which deal with the French-speaking world, now a major emphasis in the study of French language, culture and literature;
8. its thorough assessment mechanisms, especially the Spanish G-exam, which is a precondition to receiving the B.A.;
9. the various mechanisms to encourage students and to foster interaction between faculty and students, including the German Club and the Student Newsletter;

10. its faculty's dedication to their advising responsibilities;
11. its willingness to merge the French and German M.A. programs into a new MLA program with concentrations in French and German -- an innovative compromise necessitated by declining French and German graduate enrollments.
12. the fact that it does its own supervising of student teachers pursuing a foreign language teaching credential. This allows the faculty to maintain close contact with secondary school language teachers, as well as maintain quality experiences for their student teachers. Also, several faculty members have cultivated a strong presence in the local Foreign Language Association, and this facilitates their ability to serve their student teachers in the region.

RECOMMENDATIONS TO THE DEPARTMENT OF FOREIGN LANGUAGES

The Review Team recommends that

1. the Department articulate a vision of where it should be and what it should do in five years, and a plan to implement that vision. "The Department needs to look closely at its staffing needs for the next five years in view of a number of faculty retirements. This will require coordinated planning between various language groups. The Department may wish to look at hiring faculty with expertise in one major language but with the ability to teach in a secondary language..." (Gendron, 3);
2. there be more meetings of the Department as a whole, and there should be more discussion by the entire department of issues pertaining to individual language groups;
3. the Department develop a two-year schedule of course offerings which will be publicized to students, and a five-year hiring plan;
4. the Department (combined with support from the Dean's Office) grant internal assigned time to its French, German and Spanish coordinators, and consider giving assigned time for coordinating the summer's Master's program and for the continued supervision of those students. Otherwise, faculty will burn out and the programs themselves will suffer;
5. the Department decide, as a group, how to best use the new flexible approach to budgeting to protect small but necessary classes, and discuss its implementation with the Dean's Office. Small classes should not be canceled hastily. The Department must confront this problem without expecting additional resources from the Dean's Office or from RCE;

6. the Department advertise its accomplishments more, for example through the University Media Office, the Campus News Bulletin, the State Hornet, Alumni publications, the Sacramento Bee and through campus flyers;
7. the Department consider, as it plans to replace retiring faculty, **joint** appointments for such combinations as French/Italian, Spanish/Portuguese and German/Humanities or History;
8. the Department make available to students a list of courses to be offered during a two-year period, so that adequate planning can occur and course cancellations can be avoided. This would be helpful in all three major languages, but especially in German, which suffers from the lowest enrollments. The German major should be restructured so as to contain fewer required upper division courses and more electives. Electives could then be rotated over two or even three years, and the rotation of courses would be announced in advance;
9. the Department respond to the University Academic Plan, which recommends discontinuation of the Latin and Portuguese minors. If the Department wishes to fight for maintenance of these minors, it should justify them. Most importantly, the Department should do a comprehensive re-examination and prioritization of all its programs, so as to determine the fate and status of all its programs, including the minors in Italian, Russian, Latin and Portuguese, as well as its occasional offerings in Greek and Hebrew;
10. once the decision has been made to incorporate the French and German M.A. programs into the MLA, the Department ensure that a large enough number of courses in French and German be taught. Make sure that this new M.A. program require, out of 30 units, a minimum of 12 units in the foreign language. Additionally, potential interested students should be identified and "outreached" and the program should be vocationally relevant;
11. the Department continue to offer G.E. courses which include not merely culture and civilization courses, generally taught in English, but also language acquisition courses ("skills" courses) taught in a foreign language;
12. the catalog descriptions of the three foreign language majors be corrected so as not to underestimate the total number of units required (see consultant's remarks and recommendations in section IIC);
13. the faculty organize its considerable competencies in grant writing and fund raising so that funds accrue to the Department. In addition to grants, there should be an effort to create scholarships and endowments by tapping sympathetic alumni, professors emeriti, community groups, businesses and organizations.

RECOMMENDATIONS TO THE DEAN OF ARTS AND LETTERS

The Review Team recommends that

1. the Dean work with and support the Department in using the new flexible approach to budgeting to (1) allocate internal assigned time to French, German and Spanish coordinators and to (2) protect small but necessary classes;
2. the Dean seek reclassification of the Spanish language program in the University Academic Plan from Category I.B. to I.A. as the basis for needed growth of the program;
3. immediate action be initiated to replace retiring faculty, especially in French. When planning to replace retirements, consideration should be given to joint appointments for such combinations as French/Italian, Spanish/Portuguese and German/Humanities or History.

RECOMMENDATIONS TO ADMISSIONS AND RECORDS

The Review Team recommends that

1. admissions and records make it possible, in its accounting system, for the Department of Foreign Languages to receive proper credit for double majors whose majors include a foreign language.

RECOMMENDATIONS TO THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Review Team recommends that

1. the special allocation provided for extra lower division Spanish language sections be regularized, so as to meet the continuing high demand for Spanish;
2. the Spanish language program be reclassified in the University Academic Plan from Category I.B. to I.A. and targeted for needed growth;
3. immediate action be initiated to replace retiring faculty, especially in French;
4. the Foreign Language Graduation Requirement be retained;

5. the University attend to the physical well-being of its employees and provide safe working conditions. Regular cleaning and/or replacement of chalk boards (with white boards) must be done (Gendron, 9).

RECOMMENDATIONS TO THE FACULTY SENATE

The Review Team recommends that

1. the Faculty Senate leave language acquisition courses in the General Education Program under area C2, and that the Senate retain the Foreign Language Graduation Requirement;
2. the Bachelor of Arts degree program in French, German and Spanish be approved for six years or until the next program review;
3. the Master of Arts degree program in Spanish be approved for six years or until the next program review;
4. the suspension of the Master of Arts degree programs in French and German, and their integration into the MLA program, be approved for six years or until the next program review.