

**BRING YOUR
APRIL 2 AGENDA ATTACHMENT B**

1997-98

FACULTY SENATE
California State University, Sacramento

AGENDA

Thursday, April 23, 1998

Forest Suite, University Union

3:30-5:00 p.m. immediately following 1998-99 Senate

INFORMATION

1. Spring Senate meeting dates (tentative):
April 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

MOMENT OF SILENCE

JAMES BELL

Prof. of Gov Emeritus

CSUS 1957-73

REGULAR AGENDA

Old Business

[Note: The proposed amendment language to FS 98-27A and FS 98-27B will be distributed at the meeting.]

~~FS 98-27A/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- 1) identification of provisions which, in the President's judgment, are no longer applicable,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*
recommended through established processes
- 2) (re) revision 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of the Faculty" and other policies pertaining to consultation and governance which, in the President's judgment, are no longer applicable,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) *recommended through est. process* 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 decisions 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:

- Delete MSC*
- 1) agrees to respond to the requests made in this resolution and provide 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 its 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.

FS 98-27B/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

Amended
 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 resolved 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.

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.]

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 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 not 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.

23 April 1998

Distributed at mtg

Senate Colleagues:

As important to all of us as were the items debated and discussed at the 16 April meeting of the Senate, I would like to suggest that they appear insignificant when compared to the issues that were the subject of a CFA-sponsored talk given that same afternoon by Professor David Noble of York University. The scenario he described is frightening. It frightens me, and I believe it should frighten every student and faculty member associated with post-secondary education. Indeed, it should frighten every citizen of our society, of human society, who believes that our societal institutions should perform in the interests of citizens collectively, not some selected subset of citizens.

The central focus of his presentation was the commodification of post-secondary education and the transformation of the nature of education and the nature of the faculty workplace that will likely occur with that commodification. Though not in widespread use nor found in many dictionaries, the word "commodify" means, in brief, to bring an item into the economic marketplace and subject it to the forces of supply and demand. The educational process in which we all engage and its results are being taken into the world of private enterprise and along the way will likely be transformed in ways that are not in our interests, the interests of our students, nor, finally, in the interests of our society.

I might declare that the prospect of that commodification and its implications should be of the greatest concern to us all, but this would not be quite accurate. "Prospect," in this usage, denotes the future; commodification is already proceeding. Beginning in 1994 contracts have been drawn between major universities and private corporations that have started the process. The details of the contracts (some of which were quoted verbatim by Noble) and some of their side effects should be chilling to all of us. The initial CETI contract in our own system is part of the process, and most of us have seen its details and its implications and have found them chilling.

I ask, in most urgent terms, that we all become informed on this matter and that we all be willing to be involved in subsequent efforts to respond to the threats posed by the commodification process before its momentum becomes too great to resist. Contact any person who attended the meeting with Professor Noble, read his writings on the subject, talk with Mike Fitzgerald (who, I believe, can give you the web address for Noble's most recent piece). Who spilled ink on the new rug in the family room doesn't matter so much when the entire house is about to be invaded by a horde of termites.



Peter B. Lund
Economics Department Senator

1/7/98 Memo re: PSS1

PSS1 step dist - on WWW

In Senate mtg 4/30

98-19 Writing & Reading (3:45-4:15)

Referred back to CPC.

98-27A

MSC to accept revised 1st FF
(1-4) (per Tom's proposal.)

MSC to delete last resolved clause

~~23/yes~~
~~13/no~~

MSC to amend title of 98-27A
to "request ..."

MSC 2+3 (PS)
through established processes

MSC add to 2, #3 ~~24~~ of 1st resolved
add "recommend" at beginning
of each

98-27A as amended.

MSC