

1997-98
FACULTY SENATE
California State University, Sacramento

AGENDA

Thursday, April 30, 1998

REDWOOD ROOM, University Union

INFORMATION

1. Spring Senate meeting dates (tentative):
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. Susan McGowan (Associate Dean, SSIS) – Flexible Scheduling in Liberal Studies
3. Senate Home Page (<http://www.csus.edu/acse/> or CSUS Home Page then Departments then Faculty Senate)

CONSENT CALENDAR

REGULAR AGENDA

- FS 98-11¹⁹ Resolution Prop. 227
- FS 98-33
- FS 98-34

Old Business

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

[Note: This item is under reconsideration]

RESOLVED: The CSUS Faculty Senate requests that the President, ^{in consultation w/ the Senate} 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- 1) identification of provisions which, in the President's judgment, are no longer applicable,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) recommend rescision or amendment through established processes 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to consultation and governance which, ~~in the President's judgment,~~ are no longer applicable,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) recommend development through established processes 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.

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

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.

Postponed to 5/7/98
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.

New Business

Carried FS 98-34/GEP/GRC, Ex. ESTABLISHMENT OF A STANDING GENERAL EDUCATION COURSE REVIEW SUBCOMMITTEE

The Faculty Senate recommends establishment of a standing General Education Course Review Subcommittee of the General Education Policies/Graduation Requirements Committee (GEP/GRC) as follows:

- Membership (voting members shall serve three-year staggered terms):
 - 14 voting members: drawn from the Schools (two from each School):
 - 1 member elected from, or appointed by, School's Curriculum Committee
 - 1 member nominated by School faculty and elected at-large within each School
 - 1 non-voting member appointed by/from the GEP/GRC
 - 1 non-voting member; the General Education administrator
- Structure:
 - 3 working groups:
 - Areas A, Advanced Study, and Race and Ethnicity
 - Areas B and D
 - Areas C and E
 - Subcommittee and working groups initially convened by administrator responsible for GE
 - Subcommittee chair elected annually by and from voting members
 - Working group convener elected annually by and from membership of working group
 - Membership of working groups to be determined by the subcommittee
- Procedures:

- Working groups review and recommend course proposals for inclusion in GE pattern and send recommendations to Subcommittee for approval
- GEP/GRC acts as body of appeal
- Working groups develop definitions and evaluation standards pertaining to area criteria and submit to Subcommittee and GEP/GRC for approval
- Working groups undertake periodic reviews (every 2 years) of area and subarea criteria, definitions, and standards as required by current University policy
- Working groups undertake periodic (every 2 years) reviews of course compliance with area criteria as required by current University policy.

Distributed
4/30/98 FSMtg

To: Faculty and Student Colleagues
From: Linda Palmer, English Department Faculty
Date: April 30, 1998



This week, as a member of the Faculty Senate Executive Committee, I met with our new CSU Chancellor, Charles Reed. President Gerth and Provost Koester also attended. One department chair who called to see when he could meet with Chancellor Reed was told that the Chancellor did not have time to talk to faculty, so this meeting was, I assume, unique in its meeting of faculty and Chancellor. I found the meeting *chilling* and want to share with you the gist of the meeting, both so you will know what, according to Chancellor Reed, is the future of the university and so that you will, if you see fit, respond to it in any committees or other forums you might attend on campus. [This is of course my own reading of the meeting. I have used quotation marks only in those places where I am close to certain the wording is his; otherwise I've left the wording out of quotes to let you know I am paraphrasing. I did write down what he said, and of course tried for accuracy, but the meeting was not taped.]

Members of the Executive Committee asked Chancellor Reed several direct and pointed questions, many of which were based on interviews you have probably seen in various publications including the *Hornet*. His response was a consistent confirmation of all of the comments attributed to him in the interviews regarding the future of the university; as he said, "I am not bashful about this." Following are some of the questions raised by Senate Executive Committee members and his responses to those questions.

- The first question was about the role of distance learning & Internet courses. The senator posed some of her concerns about Internet classes and asked him to comment. His response was that yes, of course, poorly planned distance education could be problematic and that distance learning was not for everyone or every situation but that he thought well planned distance classes and Internet courses would be "a more efficient way of teaching." He noted that he thought Internet courses could draw students and faculty closer rather than put a distance between them, as the senator had suggested. In response to her direct question about increased workload/class size with Internet courses, Chancellor Reed did not give a direct answer but instead repeated his "more efficient" comment, and in response to her question about whether or not he saw a scenario in which faculty would teach on the TV or Internet and much of the work (chat rooms, paper comments) would be done by Teaching Associates, he said "yes," he did see that as possible.
- The next question was about the model he created in Florida to eliminate tenure. Yes, he said, he was in favor of such a model, and he indicated he planned to move ahead with it in the CSU. In this model faculty are offered 5 year contracts rather than tenure, a move he thought would lead to more accountability and top quality faculty. He did connect the 5 year contract to higher pay, noting that he is pledged to close the pay gap for CSU faculty and that faculty on 5-year-contract could get as much as 10% more pay than tenured faculty.
- Chancellor Reed was asked about his comments in interviews that he wanted faculty to "work more." In response, he reiterated that "Yes, I do believe that everyone can do more." He said that in fact he believed CSU now has "a very attractive class size." (The implication was that the class size was attractive to faculty. He noted that what he sees are overall figures of class sizes, whereas we might be thinking specifically of particular classes we have had; again he repeated that looking at overall class size figures suggested that ours were "very attractive.") Putting four or five more students in each of those classrooms, he said, seems like it might be "a good idea." He also said that when he arrived in California and heard that many faculty received "release time for service" his response was "Hey, what's this about?" When one senator challenged him on workload (noting her own 60-75 hour week as a junior faculty member) he did not waver in his belief that we can work more nor did he seem to waver when a senator pointed out to him both the importance of service and the considerable time devoted to it.

- Chancellor Reed was then asked about his statement (in interviews) that he thought the CSU could hire more part time faculty. He responded that he believes we can indeed increase the number of part time faculty to meet department needs, especially here in the capital where so many people have “experiential expertise.”

- Reed was then taken back to this comment in the *Hornet*: “Reed foresees technology driving the university system in 10 years, lessening the need for traditional classrooms. “Teaching is going to shift, and professors are going to become more like coaches, directors of learning,” Reed said. “They are going to be pointing students in directions to get access to digital information, digital libraries.”” He was asked to respond to this comment and the *Hornet* suggestion that he sees technology driving the University, and asked specifically if he defined education as only the acquisition of knowledge or if he didn’t think there were other things happening in the classroom. I was the questioner in this case; I was surprised by both his response and the tone, though it was a tone that I felt at other times directed to other questioners: He responded as follows (I believe I have the exact words, or very close to them, here): “You apparently believe that the professor and only the professor has all the answers and information. In fact there are many answers and much information that the professor should direct the students to.” When I pointed out that nothing I had said suggested such a model or belief but that one must consider (beyond the access of digital information) cognitive development, exchanging ideas, challenging ideas--one’s own and those of others, including the instructor’s, developing a love of learning, developing critical thinking, etc., Reed’s response was that this was just the kind of thing that could be done on an Internet chat room; he then returned to the importance of digital information as an efficient form of education that would require the student to take “more responsibility for his own learning.”

My personal response is clear in the previous exchange: I found the Chancellor testy in his response to some of the questions he received, not given to dialogue, unwavering in his determination to “lead the university into the next century” in the ways described above and as described in interviews. If you favor the direction in which these goals seem to take the university, you are, I assume, happy with what you see here and do not find it at all chilling. If this is not the direction you envision for the university, then perhaps you share my concern. Either way, it seems to me **very important now that we find out to what extent and in what specifics our own administration agrees with this vision and plans to implement it on our campus. Charles Reed will certainly shape the university, and I concluded the changes would come rather quickly. On our own campus there is the possibility that these changes and others that have been noted in interviews will be swiftly, energetically, and enthusiastically embraced and implemented by the administration and faculty, or that it will be partially, cautiously implemented--or resisted. We faculty need to know to what extent and in what particulars the administration at CSUS supports the Chancellor’s goals, and then we faculty and students need to determine our own response.**

QUOTES FROM RECENT INTERVIEWS OF CHANCELLOR CHARLES REED

[Note: these interviews appeared in *The San Jose Mercury News*, 3/3/98 and *The State Hornet*, 3/17/98]

- **On dealing with expectations for an increase in numbers of students:** “We’ll do it by expanding the current capacity of the 23 institutions, to have more productivity and larger class sizes. We’ll have a different way of faculty and staff providing service. The day is going to have to get longer. Everyone is going to have to do more on Friday, Saturday, and Sunday. Technology can play a role. (SJM)
- **On moving students through the system more quickly and efficiently:** “We’re looking at outcome measures. You can study on your own, go out, come back and say, ‘I’m ready to take an exam in calculus,’ or ‘I’ve done service I’m ready to be a nurse, I’ve worked in a hospital.’ Students will be getting credit for service.” (SJM) “[We must provide students] the ability to say ‘I’m ready to take the test. I don’t need the course.’ (SH)
- **On Workload:** “Everybody can do more.” (SJM) “Everyone is going to have to do more on Friday, Saturday, and Sunday.” (SJM) “Students are our customers. When do our customers want to come to school? It’s up to us to meet our customers’ needs.” (SH)
- **On technology:** “Teaching is going to shift, and professors are going to become more like coaches, directors of learning. They’re going to be pointing students in directions to get access to digital information, digital libraries.” (SH)
- **On a Tenure-Free Policy:** There are different reward structures than tenure right now: three and five-year contracts. Those who want to do that, we paid them [in Florida] a little more....If there’s less tenure, and it works, and people get paid more and students learn more faster, that’s what we’re supposed to do....Yes [I would favor trying a similar pilot in California]. (SJM) “Three to five year contracts seem pretty long to me....The reality is that there are no long term jobs unless you’re a federal judge.” (SH)
- **On increased use of part time faculty:** “Sometimes you don’t need to offer courses except every year or two and part-time help to fill that rather than full-time.” (SH)
- **On Merit Pay:** “Those people who are faculty members who are working the hardest and being the most productive need to be rewarded and paid more. And I think if you have a meritorious reward system, you’ll see people working harder.” (SJM)

(Compiled by Linda Palmer, English)

Distributed
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California State University, Sacramento
6000 J Street
Sacramento, California 95819-6036

APR 30 1998

Faculty
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Senate Received

Hi Tom:

Per our telephone conversation this morning, I would appreciate your being able to communicate to the Faculty Senate that I was unable to be at the meeting this Thursday, 30 April, because I have an alumni dinner (for Colorado College, which is almost NEVER in San Francisco!) that I committed to attend several weeks ago. If I stay for the meeting, I will miss my connection with those I'm going with.

I want to convey that the main reason I took on the coordination of the Liberal Studies program when asked by Dean Sheley, was that I was certainly intrigued (if not thrilled!) by the challenge of working with a program completely different from my own department and specifically with this challenge at a time when the need of California for K-6 teachers is so great. Obviously we hope to undertake a number of initiatives with respect to Liberal Studies, to build on the excellent reputation that the faculty advisers have made with it over the years. At the same time we hope to make it more responsive to students to help them meet their requirements in as timely a way as possible. That is one of the main reasons for exploring the offering of courses at alternative times so that people who work full-time might be able to complete the upper division work required to fulfill the major's requirements.

In any case, I am very sorry I can't be at the meeting Thursday myself and I hope you will urge members of the Senate to call me or e-mail me if they have any questions or comments or suggestions. Of course we hope we have the Faculty Senate's support.

Thanks, Tom.

Best regards,
Jean

Jean Torcom, Chair
Department of Government
CSU Sacramento
6000 Jay Street
Sacramento, CA 95819-6089
(916) 278-6202

FACULTY SENATE PRESENTATION
LIBERAL STUDIES EVENING/WEEKEND PROGRAM

Jean Torcom, Liberal Studies Director
and
Susan McGowan, Associate Dean, SSIS

April 30, 1998

THE LIBERAL STUDIES MAJOR IS:

- A MULTIDISCIPLINARY PROGRAM DESIGNED AS A MAJOR FOR STUDENTS WHO WISH TO TEACH ELEMENTARY SCHOOL;
- WITH JUST UNDER A 1,000 MAJORS;
- A MAJOR THAT INCORPORATES GENERAL EDUCATION REQUIREMENTS; AND
- MEETS CALIFORNIA TEACHER CREDENTIALING STANDARDS FOR MULTIPLE SUBJECT MATTER
 - LANGUAGE
 - MATHEMATICS
 - SCIENCE
 - HISTORY AND SOCIAL SCIENCE
 - HUMANITIES
 - VISUAL AND PERFORMING ARTS
 - PHYSICAL EDUCATION
 - HUMAN DEVELOPMENT

LIBERAL STUDIES AT CSUS

- THE MAJOR IS LOCATED IN THE SCHOOL OF SOCIAL SCIENCE AND INTERDISCIPLINARY STUDIES;
- THE MAJORITY OF FTES FOR THE PROGRAM IS SPLIT BETWEEN THE SCHOOL OF ARTS AND LETTERS AND THE SCHOOL OF NATURAL SCIENCE AND MATH
- THERE IS NO CENTRAL FACULTY, RATHER IT HAS FOUR FACULTY ADVISORS AND ONE PROGRAM COORDINATOR
- IT HAS EXCELLENT ADVISING BUT THE PROGRAM LACKS THE SENSE OF DEPARTMENT-BASED MAJOR AND A HOME OR CENTER FOR THE STUDENTS;
- IN AN ATTEMPT TO **MEET STUDENT DEMAND AND INCREASE ACCESS** TO THE PROGRAM, WE ARE ATTEMPTING TO PUT TOGETHER AN EVENING AND WEEKEND SCHEDULE FOR THE LIBERAL STUDIES MAJOR

• The Initial Liberal Studies Evening/Weekend Proposal

Proposed 41-unit 14-Course Package
for a Evening/Weekend Liberal Studies Major at CSUS
with a concentration in Human Development

A&L	NSM	SSIS	HHS	Ed
English 116A,B.	Math 107A,B		PE 172	ChDev 133,137*
Music 101	Phys 100 (lab)			
Art (133 or 137 or 148)	Bio 108 (lab)			
Drama (115, 115A, 117 or 118)	Geog 100			
	Chem 106			
<i>Adv Study Eng</i>	<i>no Chem 106</i>			
15 units (18)	15 units (12)	0 units	3 units	8 units

*The row in italics is an alternative substitute for the row with Chem 106.
The substitute is possible if the student has taken Chem 2A at American
River Community College.*

*Based on discussions with Child Development Faculty, CHDV 137 may be used by some students while others will take an alternative yet to be determined.

• COURSE TIME FRAMES

- The eight-week semester courses will be scheduled during times designed to meet needs of full-time working students.
- For example, a three-unit course requiring 45 contact hours during an eight-week period in a semester may be scheduled for:
 - Two nights a week for three hours each, or
 - One night a week and Saturday morning, or
 - One Saturday for 6 hours.
 - Or any combinations of these times.

SPECIAL FEATURES

- The students will enter the program as a cohort, enhancing the quality of their experience.
- The students will be able to enroll in noncredit workshops to provide review prior to diagnostic testing for course placement in the sciences, math and English.
- The students will take all the course diagnostic tests prior to entry into the program ensuring ability to continuously enroll.

Develop a Set of Liberal Studies Courses
In a Modular Fashion and In Non-traditional Time Schedules

AN EVENING/WEEKEND MODULAR PROGRAM

- INTENDED STUDENT AUDIENCE

- Designed for students who currently are working full time and wish to go back to school with the ultimate goal of receiving a teaching credential.
- Designed for students with prior degrees anticipating a career change to K-12 teaching.
- Designed for students who currently work as paraprofessionals in the K-12 school system and wish to become credentialed teachers.

- YEAR-ROUND SCHEDULING

- The intent of an Evening/Weekend proposal for Liberal Studies is to provide year-round scheduling by using:
 - two 8-week back-to-back courses during each semester, winter intersession, and two six-week courses during summer session;
 - a format that allows students to complete a core of 41 upper division units for the Liberal Studies major during a two year period; and
 - a cohort-based student body to maintain a high quality experience.