

1997-98
FACULTY SENATE
California State University, Sacramento

AGENDA

Thursday, May 7, 1998

3:30-5:00 p.m. (following 1998-99 Senate's organizational meeting)

MENDOCINO HALL 1005

INFORMATION

1. Spring Senate meeting dates (tentative):
May 14 [Senate 3:00-4:00; Outstanding Teacher Reception, 4:00-5:00], 21
2. Cornerstones Task Force Update (see Attachment; also refer to Senate Home Page for the working draft of Cornerstones Task Force recommendations [to access go to Issues-CORNERSTONES-Principles-Current Status
3. Senate Home Page (<http://www.csus.edu/acse/> or CSUS Home Page then Departments then Faculty Senate)

CONSENT CALENDAR

FS 98-37/Ex. PERFORMANCE SALARY STEP INCREASE (PSSI), POSTPONE ELECTION OF MEMBERS TO UNIVERSITY AND DEPARTMENT LEVEL REVIEW COMMITTEES

Moved to regular agenda
The Faculty Senate recommends postponement of the election of members to the PSSI University Level Review Committee and Department Level Review Committees pending approval of the new Memorandum of Understanding.

REGULAR AGENDA

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 with 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- 1) identification of provisions which are no longer applicable,
- 2) recommend rescission or amendment through established processes of provisions of the "Constitution of the Faculty" and other policies pertaining to consultation and governance which are no longer applicable,
- 3) recommend development through established processes and issuance of new policies pertaining to consultation and governance which are now necessary,
- 4) revision of the University Manual, as necessary, to reflect agreed upon changes to the "Constitution of the Faculty" and other policies pertaining to consultation and governance; and be it further

JB: 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.

JB: Postpone to Fall semester.
FS 98-27C/Flr. REFERENDUM, REFERRAL OF FS 98-27A (REQUEST FOR A RESPONSE FROM THE PRESIDENT ON MATTERS PERTAINING TO UNIVERSITY GOVERNANCE AND THE ROLE OF THE FACULTY SENATE) TO FACULTY

The Faculty Senate refers the resolution contained in FS 98-27A, Request for a Response From the President on Matters Pertaining to University Governance and the Role of the Faculty Senate, to faculty referendum.

**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**

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 98-33/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.

FS 98-36/Flr. RECONSIDERATION OF FS 98-22, GRADUATE PROGRAM--MULTIPLE CONCENTRATIONS

[FS 98-22/CPC, Ex., Flr. GRADUATE PROGRAM--MULTIPLE CONCENTRATIONS

The Faculty Senate recommends approval of the following policies and procedures for multiple concentrations:

General Authority for Dual Concentrations in One Degree Program--Concurrent and/or Sequential:

Students currently enrolled in a masters degree program may, with the consent of the program, fulfill the requirements of two (or more) concentrations within that one degree program. This may be done concurrently or sequentially, but both concentrations must be completed before the awarding of a masters degree. The degree program may establish the required core, concentration requirements and culminating experience, except that programs shall require a minimum of nine (9) units for the additional option beyond the minimum number of units-required for the masters degree.

***Students Seeking Additional Concentrations after Graduating from CSUS (Post degree)-
-Within Seven Years of Graduation:***

Students who have earned a masters degree in a program offering concentrations may, with the consent of the degree program, return to CSUS in order to add a concentration in that program. Each additional concentration shall require a minimum of nine (9) units. Students must meet the admissions and catalog requirements (common core, concentration requirements) in effect at the time of enrollment. If the degree program has changed any common core requirements, students must take the courses or demonstrate currency or competency in any new required area. The additional concentration(s) will be noted on the transcript, students receive no new diploma except when they have met the requirements for an additional masters degree.

Information Items: Certificate of Academic Achievement

Under current policy students who have earned a masters degree more than seven years past in a program offering concentrations may return to CSUS in order to seek a Certificate of Academic Achievement from the degree program in which they completed the masters degree (if available). Students will receive a formal certificate and have the courses and certificate completion noted on their transcripts.

Students who have earned a masters degree at another university may apply to CSUS to work towards a Certificate of Academic Achievement. Each degree program shall determine admission qualifications including any prerequisites. Non-CSU graduates may, subject to department approval, use courses previously used to complete another post-baccalaureate degree to satisfy prerequisites. Students completing the program will receive a formal certificate and have the courses and certificate completion noted on the transcript.

Carried. April 2, 1998]

Summary of Discussions
Task Force on the Implementation of Cornerstones

General Comments on Priorities for CSUS Implementation:

- Task Force members consider one of the most compelling principles in Cornerstones to be the shift of focus from the teacher and what is taught to the learner and what is learned. Any recommendations that contribute to the achievement of the latter are viewed as a high priority.
- CSUS has already begun to implement many of the recommendations in the Cornerstones Planning document. Campus efforts to implement Cornerstones must build on actions and commitments already underway.
- Principles 1, 2, and 3, along with recommendations, are complementary to one another as they focus on the teaching and learning process. They are about the undergraduate learning process: 1 states the whats (i.e., goals); 2 states the hows (i.e., means); 3 is about the students' active role in the learning process. The only recommendation in this group with less than top priority is 3d.
- For Principle 4, we begin with a commitment to a systematic, campus based commitment to faculty development, along with a reinvestment plan. We see Recommendation 8c as integral to this effort. We see the formulation of an intelligent plan to hire new faculty as one of our highest priorities. Major considerations will be assuring high quality academic programs and the reinvestment of resources into campus based faculty development efforts.
- Principle 5 is also a high priority, particularly 5a, 5b, and 5d (any efforts to facilitate student degree completion). Task Force members see parts of Recommendation 8e to be essential to Principle 5.
- The Task Force sees as a high priority that CSUS will provide increased access to graduate and continuing education (Principle 6). The Task Force sees a continued high commitment by CSUS to access for those interested in teacher preparation. In addition, the Task Force sees CSUS making commitments to strengthening graduate preparation in some areas, while recognizing that this will require reductions in other areas. Implementation of other recommendations related to Principle 6 will be driven by decisions related to program strengthening and reductions.
- Principle 7 is important and requires system level action, as well as continuation of campus based efforts to improve private funds development and sustained increases in grants and contracts, which provide benefit to the campus.

- Actions taken to implement Principle 9 need to be taken at both the system and campus level. Additional efforts to report on campus effectiveness to CSUS constituencies should be undertaken as an outgrowth of efforts to support Principles 1, 2, and 3. Members would also like to emphasize the importance of developing reward and evaluation systems on campus that are directed at units (teams, collectives) rather than just individuals.
- For Principle 10, at the campus level, the most pressing actions should be in support of the strengthening of the identity of CSUS. The challenge at the system level for this Principle is to allow maximum campus flexibility but also maintain system capacity to document and be accountable. While the Task Force sees work done to implement Principle 10 as the responsibility of the system, we also recognize campus responsibility for eliminating barriers and providing incentives.

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Frequently Asked Questions by Faculty About Community Service-Learning

- Q1. What exactly is necessary to integrate service-learning into my course?
- A. *You must first understand that service-learning is an innovative teaching strategy that connects community- with class-based experiences to enhance academic, cultural, moral and social learning through a process of structured reflection. Therefore, you will need to modify your course syllabus to allow scheduled time for interpretation, synthesis and assimilation of the two types of learning. In the beginning, trained OCC student assistants can help you with conducting the reflection sessions, but, ultimately, reflection works best when facilitated by the faculty member.*
- Q2. What if the student cannot find a placement?
- A. *Although we already have many co-educational partners, it could be that a student/placement match is impossible. We suggest that you make options available for the students in these special cases, e.g., major paper or research project equivalent to the 45-hour commitment.*
- Q3. Are there any service-learning placements available for my students?
- A. *Yes. OCC does have many different agencies, organizations and neighborhood groups that have started a newly created co-educational partnership with us. As a reminder, however, developing these new service-learning placements requires extensive nurturing of the partnerships. Therefore, we have learned that we must be patient in building these partnerships if we are to maintain rigorous academic integrity. We also coordinate two service-learning programs, either of which, can act as a 1-unit service-learning attachment to virtually any courses. If you are not ready to plunge into a full course modification you might just want to encourage students to participate in one of these already up and running programs.*

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Q4. Do I have to advertise placements to my students and help them get into placements?

A. *In the best case scenario, the service requirement is built into the course syllabus. However, in those cases in which marketing of the opportunity is necessary we have found that our OCC student assistants are quite successful in promoting and recruiting student participants by giving short in-class presentations. OCC staff and student assistants will help with the initial placement application and orientation process.*

Q5. How will I place all of my students?

A. *You might not be able to place all your students if it is not required in the syllabus, otherwise, sparing special circumstances, all of your students can be placed in one way or another, e.g., in teams, as a research project or by giving them credit for service that they are already providing at a not-for-profit organization.*

Q6. How do I grade the service-learners?

A. *Remember, the credit is granted for learning not service. Therefore, you should treat student community-based learning performance just as you do in-class (readings and lectures) performance. To do this, some faculty develop listprocs so they, or an assistant, can easily read and grade the reflection journals. Others combine this electronic communication with community partner(s) input added to the performance equation. Either way, the main goal is to determine how well the students are able to integrate the concepts, principles and theories which were presented in class with their community-based experiences. Essays, class presentations, a final paper, and/or a regular series of open-ended question quizzes are all suitable assessment techniques.*

Q7. What if a student works full time and goes to school and doesn't have any extra time for community service-learning activities?

A. *Welcome to the 21st century. Although we know that family and work responsibilities come before school for many of our students, we must remember that higher education is still a luxury. Thus, if you can integrate the required service component in the syllabus of a 3-unit course (best scenario), then the "extra time" claim really only pertains to transportation to and from the placement site, i.e., there are still the same number of hours required to meet course objectives: 2 hours of "outside work" per week for each one hour of in-class attendance in a 3-unit class. In special cases, we suggest that you use the "option-based" approach for those students who are convincingly-unable to meet the service-based requirement.*

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- Q8. What kind of support services are available from the OCC to help me integrate service-learning into my course?
- A. *We know that many of you will need some help getting started. Therefore, dependent upon your planned level of integration, we are prepared to assist you with the service-learning transition. For full-level integration, i.e., all your students are required to participate in 45 hours of participation (30 hours of service and 15 hours of reflection), we can help you facilitate the structured reflection process and arrange placement orientations. On the other end of the continuum, if you require participation in a "one-shot" or less than 10-hour commitment, we can help link you with an appropriate agency/organization looking for this form of partnership.*
- Q9. Do I have to hold the reflection sessions during normal class time?
- A. *When the reflection sessions are conducted by the faculty member the opportunity for class participation is maximized. Thus far, except in those few cases in which the faculty member has taken full responsibility for the service-learning arrangement, we have helped to facilitate the reflection sessions by using OCC student assistants to monitor and provide feedback to student responses to structured reflection questions. If you do not want to take the time to conduct reflection in-class, then we need your help identifying the major concepts, principles and theories of the course so our student assistants can help your students integrate the two forms of learning.*
- Q10. If service-learning is not in the course catalog under my class, how am I able to demand that the students participate in all of the service-learning activities?
- A. *We are working on developing University policy for service-learning, until this is established you can either include the s-l requirement in the syllabus or offer it as a 1-unit option (ID 198). We supervised the reflection sessions for 127 interdisciplinary students who elected to take the option last semester. You can still conduct various forms of reflection in-class as an adjunct to what we do, we have found that non-participating students are quite intrigued by these discussions.*
- Q11. How do I know that the students really participated in service-learning activities?
- A. *Remember, s-l is a form of experiential education that involves meaningful service, a connection to course material and structured reflection. If you elect to establish a relation with one of the newly formed co-educational partners, there is a system of management that will require some orientation. Put simply, we ask the partners to use*

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our monitoring system to evaluate student performance for the service aspect. The other two components will require some of your involvement, the extent to which is dependent upon your level of integration.

Q12. Am I personally liable for any accidents or injuries to students who are participating in service-learning activities?

A. *We are having the University's risk-management team review the contracts, forms and applications that we have students complete before participation. In general, when the students are on-campus they are covered by the University and when they are on-site, they are covered by the agency policy. The gray area is who covers them when they are traveling to and from a required activity. We have adopted "waiver of rights" and "assumption of liability" volunteer contracts that are used at other universities. By the Fall, 1997 semester the risk-management team should have completed their review so we can standardize our contracts.*

Barrera

Amendments to the first resolve clause of FS 98-27B

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; **(except for policy implementation that is required by the Memorandum of Understanding---e.g., evaluation of applications for professional leaves--or that immediately and directly impact on students---e.g., grade appeal procedural reviews and actions on student petitions by Academic Standards Committee); until such time as the President provides a response to FS 98-27A in which he indicates that he agrees to the requests made in resolution FS 98-27A; and be it further**