

1997-98 FACULTY SENATE
OF
CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Minutes
October 30, 1997

Issue #4

ROLL CALL

Present: Alexander, Barakatt, Barrena, Cameron Wedding, Canton, Chambers, Cleveland, Cooley, DeBow, de Haas, Dillon (Parliamentarian), Dworkin, Fitzgerald, Gardner, Hornback, Huff, A. Jensen, Jew, Kando, Kapoor, Kostyrko, Krabacher, Lan, Lascher, Lund, McKee, Moylan, Newsome, Palmer, Parrott, Reardon, Ritchey, Seid, Smith, Stabinsky, Tice, Timmer, Valtierra, Verdone, G. Wheeler, V. Wheeler, Wilcox, Williams

Absent: Ahmadi, Allen, Amata, Banks, Cleek, Dundon, Gelus, Lee-Sammons, Leezer, Mackey, Miller, Nystrom, Olson, Partovi, Phillips, Pickett, Pittman, Raingruber, Scanlan, Scott, Serrano, Turrill

INFORMATION

1. A Moment of Silence was observed in memory of:
CHRISTIAN L. LARSEN
Professor of Government Emeritus
CSUS 1951-1974
2. Tentative Fall 1997 Faculty Senate Meeting Schedule:
November 6--Special meeting--Systemwide Internal Partnership (SIP)/California Education Technology Initiative (CETI); Cornerstones
November 13--
November 20--Regular meeting
November 27—No meeting—Happy Thanksgiving!
December 4--
December 11--Regular meeting
December 18--
3. Statewide Senator Louise Timmer gave a report on the May 8-9 and September 11-12, 1997, CSU Academic Senate Meetings.
4. Cornerstones Calendar--August 1997 Draft can be accessed on the Internet (see "**Current Issues**" link from Senate Home Page [item 5.]). Also, background materials regarding

Cornerstones are on two-hour reserve for faculty in the Library's Reserve Book Room (listed under Cornerstones 1).

5. Senate Home Page (<http://www.csus.edu/acse/> or CSUS Home Page then Departments then Faculty Senate)

ACTION ITEMS

FS 97-15/Flr. MINUTES

The Minutes of the meeting of September 11 (#3), 1997, are approved as published.

Carried.

*FS 97-16/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

Alcohol and Drug Steering Committee:

DEBORAH METZGER, Faculty, Professional Services, 2000

Alumni Board, CSUS:

ROBERT WASTE, Faculty, CSUS Alumnus, 1998

ASCSUS Children's Center Parents Advisory Board:

LYDIA CRUZ, At-large, 1998

Athletics Advisory Board:

KEN DeBOW, Faculty Representative, 1998

Campus Educational Equity Committee:

ANGUS WRIGHT, SS&IS, 2000

Council for University Planning:

LINDA BUCKLEY, Academic Policies Committee Member, 1998

RHONDA RIOS KRAVITZ, Faculty Policies Committee Member, 1998

Grade Appeals Procedural Appeals Board:

KEN DeBOW, At-large, 1998

Instruction-Related Activities Committee:

MEULIU LU, At-large, 1998

Lottery Fund Allocation Committee:

KEN DeBOW, SS&IS, 2000

RITA MARINOBLE, Educ, 1999

MARY VALTIERRA, Student Affairs, 1999 (repl. L. Wycosky)

Multicultural Center Advisory Board:

DON TAYLOR, At-large, 1999

Student Economic Support Committee:

AL GUTOWSKY, SS&IS, 2000

CHIANG WANG, SBA, 2000

SUE HOLL, E&CS, 1999 (repl. M. Holland)

Carried unanimously.

FS 97-17/Ex. COMMITTEE APPOINTMENTS--SENATEFaculty Policies Committee:

MARINA OSHANA, At-large, 2000

VICTORIA JEW, Senator, 1999

General Education Policies/Graduation Requirements Committee:

TOM PHELPS, At-large, 2000

Carried unanimously.

*FS 97-18/FPC, Ex. CENTER FOR TEACHING AND LEARNING--MISSION STATEMENT AND ADVISORY BOARD

The Faculty Senate recommends adoption of the following mission statement for the Center for Teaching and Learning:

**Center for Teaching and Learning
MISSION STATEMENT**

MISSION

The mission of the Center for Teaching and Learning at CSU Sacramento is to provide support to faculty in achieving their greatest potential in their professional lives. Specifically, the Center provides programs and services that help individuals identify and achieve their desired level of competence in their teaching.

AIMS

The Center's activities have these aims: to enhance student learning by helping faculty expand their repertoire of teaching approaches and practices, and by promoting a climate of collegiality which inspires, nurtures and rewards self directed efforts of professional development.

PRESUPPOSITIONS

The mission and methods of the Center for Teaching and Learning are inspired by certain beliefs and presuppositions, including the following:

1. Skilled teaching practices promote effective student learning.
2. Teaching is a complex activity which calls for multiple pathways to the outcome of high quality instruction.
3. There is no one right way to teach, but each individual can know when he or she has achieved teaching excellence.
4. Teaching effectiveness is enhanced when learning is planned around objectives that reflect desired student behavior that is ultimately observable and measurable.
5. Teachers are adult learners who bring insight, motivation, experience and high expectations for relevance, practicality and intellectual stimulation to the act of learning.
6. Professionals are more likely to modify their professional practice when they can anticipate with some certainty a positive consequence from doing so.
7. Professionals appreciate the ability to choose from an array of options to promote their professional development.
8. Professional growth is more likely when an individual feels part of a community of others with similar goals.
9. Helping faculty achieve self-directed professional growth directly assists them in their pursuit of retention, tenure, and promotion.
10. Connectedness between the Center's programs and all other initiatives on the campus to serve faculty in their curriculum innovations (such as the Learning Communities, and the Office of Community Collaboration) or in their use of alternate systems of delivery of instruction, such as Distance Education, operate to the benefit of these programs and initiatives and the faculty who are involved with them.
11. There are many ways to measure the outcome of professional development activities, both from the perspective of the individual and from the perspective of the provider of those activities.
12. The effectiveness of the Center is dependent on the impression that it makes on the perceptions of the faculty and the administration. Desirable perceptions include:
 - ownership of this function by faculty,
 - availability of programs and services to all faculty,
 - timely and focused responsiveness to needs articulated by faculty,

- relevance of programs to current and future needs of students, and
- readiness of the Center and its programs to be assessed.

In addition, the Faculty Senate recommends that:

1. The Center for Teaching and Learning (CTL) remain a program under the general oversight of the Faculty Policies Committee (FPC).
2. A Faculty Advisory Board be established consisting of nine members serving staggered three-year terms to be appointed by the FPC on the basis of the primary qualification that they be demonstrably interested in and willing to work toward faculty professional development. Assuming this qualification is satisfied, FPC shall make every attempt to make such appointments with due consideration of representativeness in such categories as gender, ethnicity, discipline, or school. Ex-officio member of the Board will include the Director of the CTL and the Director of Research and Graduate Studies (the administrator in Academic Affairs to whom the CTL director will report directly.) The FPC will nominate members of the Advisory Board to the Senate Executive Committee.
3. The Advisory Board meet as regularly as it deems necessary to fulfill its broader responsibilities (see statement of Board Responsibilities-- October 30, 1997, Faculty Senate Agenda Attachment A), which will be further refined by the board itself once it is in operation.

Carried unanimously.

***FS 97-19/GE, Ex. COMPUTER LITERACY/INFORMATION COMPETENCE GENERAL POLICY PROPOSAL**

The Faculty Senate recommends adoption of the following general policy statement (below) and requirements (see October 30, 1997, Faculty Senate Agenda Attachment B: table indicating where, when, and how requirements should be met) regarding computer literacy/information competence:

Computer Literacy/Information Competence Statement and Requirements

CSUS is committed to the informed and ethical use of electronic technologies. Given the cultural and individual significance of computers, and the potential and perceived effects of new technologies on the process of intellectual inquiry, it is crucial that CSUS graduates be prepared for life in a knowledge-driven, technology-based society. The CSUS curriculum, in both General Education and the majors, provides students with opportunities to explore the uses of computers as tools for learning.

Before graduation, CSUS students will be expected to demonstrate their abilities to:

I. Acquire, process, communicate, and critically evaluate information using current electronic technologies.

A fundamental understanding of computer operations, experience with contemporary user interfaces and basic word processing skills are expected at entrance. Students will acquire and demonstrate competence in the use of computers and networks to access databases and retrieve information. Students will also develop competence in the use of computer systems for effective communication.

II. Use advanced computer skills appropriate to the requirements of a major and related careers.

III. Adapt to changing technologies and to assess the social issues and ethical choices resulting from those changes.

Carried unanimously.

*FS 97-20/APC, Ex., Flr. U GRADE (responds to AS 97-52)

The Faculty Senate recommends that the U grade definition (page 77, 1996-1998 CSUS Catalog) be amended as follows [strikeover = deletion]:

U *Unauthorized* withdrawal indicates that a student did not officially withdraw from a course, ~~and attended the course after the second week of the semester,~~ but failed to complete it. It is charged as a failing grade in GPA calculation. (0 grade points per unit.)

In addition, the Faculty Senate recommends that the Grade Deletion Policy regarding U Grade Deletion (page 79, 1996-98 CSUS Catalog) be amended as follows [strikeover = deletion; underscore = addition]:

CSUS requires that students process an official drop by telephone or by petition in order to drop a course. Failure to withdraw properly from a course may result in assignment of a U grade in the course. ~~Since some institutions automatically drop students for non-attendance, and since new students at CSUS may not be familiar with the CSUS drop policy, students who receive a U grade in a course in their first semester at CSUS may petition to have the grade deleted.~~ Since some students may not be familiar with the drop policy until after they receive their first U grade, the first semester in which a student receives one or more U grade(s) at CSUS he/she may petition to have the grade(s) deleted. To petition, the student must obtain a Grade Deletion form from the Admissions and Records Office or the Academic Advising Center and meet with their academic advisor. The petition process must be completed within six months following the end of the semester in which the U grade was assigned. ~~This policy applies to students only during their first semester.~~

~~Thereafter, students are expected to have learned the CSUS drop policy~~ **for the one semester only in which the student receives the first U grade.**

With adoption of the above policy, the Faculty Senate recommends that:

All continuing students will be notified of the change and informed that they may petition for removal of U grade(s), even if the six-month period has lapsed, but that they MUST petition within six months of the date of a notification letter.

Carried.

*FS 97-21/APC, Ex. I GRADE

The Faculty Senate recommends that when an I grade is given the student and department will complete a form (similar to, but not necessarily the same as, the one shown in October 30, 1997, Faculty Senate Agenda Attachment D) that spells out what work needs to be completed for removal of the I grade. The form will be signed by the student, the instructor, and the department chair/designee. The form will contain an explanation of the I grade.

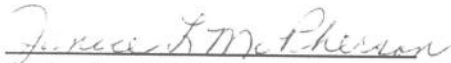
Carried.

FS 97-22A/Flr. POSTPONE ACTION

The Faculty Senate postpones action on FS 97-22, Course Repeat/Grade Replacement Policy until its next meeting.

Carried.

The meeting was adjourned at 4:45 p.m.


Janice L. McPherson, Secretary

*Presidential approval requested.