

**NOTE ROOM CHANGE!!!**  
**BRING February 4 Agenda Attachments**

1998-99  
FACULTY SENATE  
California State University, Sacramento

AGENDA  
Thursday, February 25, 1999  
Orchard Suite, University Union (2<sup>nd</sup> Floor)  
3:00-5:00 p.m.

**OPEN FORUM**

**CONSENT CALENDAR**

FS 99-15/CPC, Ex. PROGRAM CHANGE PROPOSAL

The Faculty Senate recommends approval of following program change proposal:

Bachelor of Science in Business Administration--Finance Concentration:

1. Remove current track system and require a common core for all students in the Concentration.
2. Add MGMT 105 (Business Forecasting) as a Concentration elective.

FS 99-16/CPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF THEATRE ARTS

The Faculty Senate receives the commendations of the program review team and the recommendations of the program review panel (Attachment), and recommends approval of Bachelor of Arts in Drama program, the minor program, the certificate program, and the single subject matter credential in English/Drama program for a period of three years in Fall, 1999.

Upon consideration of the report from the Dean of Arts and Letters specified in Recommendation IV (December 9, 1998, memorandum from the Panel for the Program Review of Theatre Arts), the Provost should recommend to the Curriculum Policies Committee approval for the remainder of the six year review cycle or such shorter period as circumstances dictate.

**REGULAR AGENDA**

FS 99-14/Flr. Minutes

Approval of the Minutes of February 18 (#12), 1999.

**SECOND READING ITEMS (Action may be taken)****FS 99-08/APC, Ex. ACADEMIC ADVISING POLICY**

The Faculty Senate recommends adoption of the recommendations contained in the Academic Policies Committee's "Analysis of Department Compliance with CSUS Advising Policies" (February 4, 1999, Faculty Senate Agenda Attachment E). The Senate further recommends that Academic Affairs distribute copies of the analysis report to all department and program chairs.

**FS 99-09/CPC, Ex. WRITING AND READING IN THE UNDERGRADUATE PROGRAM**

The Faculty Senate recommends adoption of the following policy on Writing and Reading in the Undergraduate Major [refer to February 4, 1999, Faculty Senate Agenda Attachment F for synopsis by Curriculum Policies Committee]:

**WRITING AND READING IN THE UNDERGRADUATE MAJOR****I. Purpose**

CSUS is committed to the development of sound writing and reading skills

- A. appropriate to the requirements of majors and their related careers, and
- B. recognizing the needs of ESL students.

Beyond General Education requirements, major programs are responsible for writing and reading standards and development at the upper-division level.

**II. Goals**

- A. Writing skills shall include an ability to communicate in a clear and organized form by both general expository writing and at an appropriate level, writing specific to the discipline.
- B. Reading skills shall include an ability to understand general expository writings and at an appropriate level, writings specific to the discipline.
- C. In order to assist programs in developing standards of general expository writing and reading comprehension, Academic Affairs will distribute copies of Senate-approved standards for those skills. In addition, it will distribute copies of Senate-approved standards relevant to ESL students. **The standards distributed shall be advisory:** Programs may adopt or modify them as the needs of their majors require.
- D. Subject to the approval of Academic Affairs, programs will decide which additional writing and reading standards, goals and assessment methods are appropriate for their disciplines.

**III. Program Reviews**

The University shall assist writing and reading development in the majors by a modification of program review requirements.

A. Major programs' program review self studies shall include 1) descriptions of current writing and reading requirements; 2) standards for general expository and discipline-specific writing and reading; 3) any plans for the development of writing and reading skills; and 4) plans for the assessment of current requirements and of measures to develop writing and reading skills.

*encourage*

B. Program reviews shall include an evaluation of programs assessment of writing and reading skills, current requirements and plans for the development of writing and reading skills.

**IV. Pilot Projects**

*Amended*

A. The University shall begin the phased-in implementation of the program-designed writing and reading requirements by offering programs University-supported pilot projects. **Program participation in pilot projects shall be voluntary.**

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B. Programs not involved in preparation for program reviews may also request participation in a pilot project.

**V. A Faculty Senate Committee**

Academic Affairs shall consult with a representative Faculty Senate committee on the implementation of this policy and on the development of pilot projects for interested programs. Programs may in any case consult directly with the committee.

FS 99-17A/Ex. WAIVER OF FIRST READING OF FS 99-17

The Faculty Senate waives the first reading of FS 99- 17, Revision of Program Review Procedures.

FS 99-17/CPC, Ex. PROGRAM REVIEW PROCEDURES, REVISION OF

The Faculty Senate recommends the following change in Program Review procedures, (Section X of the Blue Book, "Policies and Procedures for Initiation, Modification, Review and Approval of Courses and Academic Programs"):

The Chair of the Program Review Subcommittee may, with the agreement of the program review team and the program reviewed that they have no substantive disagreements, declare a review complete and sent it to the Provost, the President and the Senate without panel evaluation of the draft review.

Under this provision programs retain the right to request that program review teams make changes in the draft text and the right to attach a formal response to the final review.

### **FIRST READING ITEMS (Discussion only; no action)**

Time Certain: 4:15 p.m.

#### **FS 99-10/CPC, Ex. WRITING AND READING SUBCOMMITTEE, ESTABLISH**

The Faculty Senate establishes a Writing and Reading Subcommittee of the Curriculum Policies Committee, with the following membership and charge:

##### **A. Membership**

The Writing and Reading Subcommittee of the Curriculum Policies Committee shall comprise three regular faculty members serving three-year, overlapping terms and such ad hoc members as are necessary to provide the expertise needed to discharge the subcommittee's duties.

##### **B. Charge**

The Subcommittee shall:

Advise departments and programs on means of meeting the Writing and Reading in the Majors policy;

Advise departments and programs on the development of possible pilot projects;

Advise Academic Affairs and the Center for Teaching and Learning on any matter related to the implementation of the policy;

Advise the Curriculum Policies Committee on any proposed modification of the policy; and

Evaluate self-study descriptions of current writing and reading requirements and assessment measures, and any changes planned to implement the Writing and Reading policy.

#### **FS 99-11/CPC, Ex. GRADUATE CONCENTRATIONS**

*[Note: For background, refer to CPC report, February 4, 1999, Faculty Senate Agenda Attachment G.]*

The Faculty Senate recommends adoption of the following policies regarding graduate concentrations:

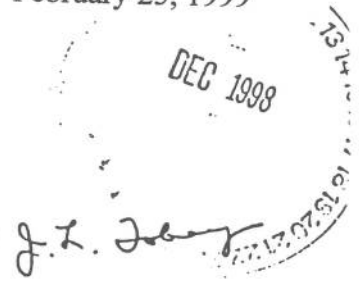
1. Students currently enrolled in a master's degree program may, with the consent of the program, fulfill the requirements for one or more concentrations within that one degree program. The degree program shall require a minimum of 9 units of 200-level seminar courses, exclusive of the culminating experience for each concentration, original, concurrent or subsequent. Concentrations may be completed concurrently or sequentially, but all concentration course work must be completed before the awarding of a master's degree. All concentrations will be noted on the diploma and the transcript.
2. CSUS students who have earned a master's degree in a program offering concentrations may, within seven years of starting the degree and with the consent of the degree program, return to CSUS in order to add one or more concentrations in that program. Each additional concentration shall require a minimum of 9 units of 200-level seminar courses exclusive of the culminating experience. Students must meet the admissions and catalog requirements in effect at the time of enrollment. The additional concentration(s) will be noted on the transcript and no new diploma will be issued.

## INFORMATION

1. Report on January 21-22 and February 12, 1999, CSU Academic Senate Meetings -- CSUS Statewide Senator(s)
2. Tentative Spring 1999 Faculty Senate Meeting Schedule:
  - March 4 (Faculty Merit Increases), 11, 18, 25
  - April 1 (Spring Recess), 8, 15, 22 (3:00-3:30 p.m., 1999-2000 Senate Nominations; 3:30-5:00 p.m., 1998-99 Senate), 29
  - May 6 (3:00-3:30 p.m., 1999-2000 Senate Elections; 3:30-5:00 p.m., 1998-99 Senate), 13 (3:00-4:00 p.m.; 4:00-5:30 p.m., Outstanding Teacher Award Reception), 20, 27 (Finals Week)
3. Senate Home Page (<http://www.csus.edu/acse/> or CSUS Home Page then Administration and Policy then Faculty Senate) - Vice Chair Arthur Jensen

To: Cecilia Gray, Associate Vice President for Undergraduate Studies  
Dennis Huff, Chair, Program Review Subcommittee

Fr: Jerry Tobey, Convener, Panel for the Program Review of Theatre Arts



December 9, 1998

The Panel has completed its evaluation and, with the concurrence of both the Program Review Team and the Department of Theatre Arts, submits the following recommendations as replacements for those contained in the draft Review.

### **The Panel Approach**

Because the Department has in its response made so many appeals, appeals which often request changes in review narrative beyond the Panel's authority, we have chosen an unusual method of attempting to reconcile the review and the response. We have made several umbrella recommendations — sometimes replicating, sometimes modifying review recommendations and response appeals. We have modified the time limits on departmental and Senate action in order to give the new chair of Theatre Arts sufficient time for consideration and action. Because of the importance of a decision regarding the Dance program, we have made a separate recommendation regarding it. We have also added a brief comment on the damage done by a lack of resources to the Department's programs.

### **The Fundamental Problem**

A lack of resources is basic to the problems of the Department of Theatre Arts. That lack of resources has directly damaged the Department and its programs and has exacerbated the impact of problems not directly linked to resources. As a consequence the Department cannot, without additional resources, provide the type of undergraduate and graduate major programs CSUS has always expected of it.

The decline in the Department's full-time faculty to eight, with further retirements imminent, and the consequent inability of the Department to offer some courses regularly are examples of the direct impact of inadequate resources. The putative inability of the Department to have enough faculty committees is an example of the indirect impact of that lack of resources. We do not say — and the Department does not claim — that all of its problems stem from a lack of resources, but inadequate resources are the ever-present basic problem. We do not intend this observation as a criticism of the administration of Arts and Letters or of the University. We quite understand the difficulties they have in meeting the many demands of academic programs, but we also believe that evaluations of a program should identify the most important cause of its weaknesses. (We are pleased to learn that the Department hired a full-time faculty member last year and has authority to hire a full-time faculty member as chair beginning next year.)

## RECOMMENDATIONS

### To the Department of Theatre Arts

#### Recommendation I (Curriculum)

After the completion of the 1999-2000 academic year the new chair and other Department representatives should meet with the Dean of Arts and Letters for a series of discussions about the Department's future. The discussions, which might also utilize an outside consultant, should concern:

(A) the programmatic character and development of a Drama curriculum professionally acceptable to the Theatre Arts faculty and both professionally and fiscally acceptable to the Dean;

(B) a new five year plan for the Department and its program.

The Department and the Dean should continue the discussions until they agree on the new five- year plan, including an agreement on the number of full-time faculty necessary for the Department's successful implementation of the plan. The discussions should include specific consideration of the measures recommended by the Program Review, and the comments of Consultant Mason and the NAST report.

*Additional Suggestion:* The Panel *suggests* that the Department consider giving those 199 and 299 courses which resemble required projects a separate number. Such a change would clear up the confusion about the current uses of Special Problems courses and might otherwise be helpful to students: In other disciplines graduate schools and employers like to see specific projects completed by applicants.

#### Recommendation II (Governance and Advising)

During 1999-2000 the new chair should begin formal discussions within the Department concerning possible improvements in the governance and operation of the Department and its programs, and possible improvements in Departmental advising . The discussions should include specific evaluation of relevant Program Review recommendations and comments.

The Department should, per the Review recommendation (p. 14-15), prepare a Student Handbook.

### To The Provost

#### Recommendation III (The Dance Program)

The Panel endorses the Program Review recommendation that the Provost work with the

Deans of Health and Human Services and of Arts and Letters to move the Dance program from Physical Education to Theatre Arts.

**To the Dean of Arts and Letters**

**Recommendation IV**

By Spring semester 2001-2002, the Dean of Arts and Letter should report to the Provost concerning the progress of efforts to agree on a new five-year plan for Theatre Arts. If the Provost does not find the reported efforts or plan adequate, the Provost shall direct further efforts to devise an adequate plan.

**To the Faculty Senate and the Provost**

**Recommendation V**

The Faculty Senate should recommend approval of the Bachelor of Arts in Drama program, the minor program, the certificate program and the single subject matter credential in English/Drama for a period of three years beginning in Fall, 1999.

Upon consideration of the report from the Dean of Arts and Letters specified in Recommendation II, the Provost should recommend to the Curriculum Policies Committee approval for the remainder of the six year review cycle or such shorter period as circumstances dictate.



## APPENDIX

### Recommendations to the Department

1. A. Actively seek out external consultation services and contribute toward the arrangement for the provision of these resources.  
B. Work with the consultant to re-assess the strengths and weaknesses of the program and develop a five-year strategic plan for the future growth of the department.  
C. Submit a progress report to the Dean's office at the end of one year and consult with the Dean about the future development of the program.
2. Aggressively pursue merger efforts with Dance Program.
3. A. Communicate and consult more frequently and regularly with each other in the Department on matters that affect the governance and future development of the program.  
B. Set aside historical misunderstandings and improve communication with the College and Central University administrations.  
C. Improve faculty accessibility to students and foster stronger mentoring relationships with them.
4. A. Hold regular, issue-focused department meetings.  
B. Actively support chairperson and work with him or her to develop a strong governance structure for the department.  
C. Reorganize the structure of department committees to facilitate active participation and direct involvement of faculty and students in department affairs. Create an Executive Committee to oversee matters relating to budget, curriculum, course scheduling, and fund-raising; and a Student Affairs Committee to improve student relations and address various student-related issues.
5. A. Improve student relations by strengthening advising measures.  
B. Review the academic standards of the department and the assessment methods and grading scale where appropriate.

- C. Foreground the interests of the students when campus production choices are made. Sometimes casting decisions are made to ensure the commercial success of certain productions, but maintaining a critical balance between professional considerations and a university's obligation to student preparation is vital to fulfill the educational mission of an academic institution.
  - D. Appoint a committee of Department faculty and students to write a student handbook for the Theatre Arts Department.
- 6.
- A. Encourage Department faculty members to actively participate in the national organizations of the discipline in order to keep the department informed about professional issues concerning the future trends and developments of the field.
  - B. Initiate a complete and thorough review of the program curriculum and address issues about scheduling and frequency of offerings.
  - C. Seriously explore the option of utilizing cross-listed courses offered in departments such as English, Communication Studies, Music, and other appropriate departments.
  - D. Explore new technologies that have recently become available for the enhancement of classroom teaching. Seek technological resources to enable Theatre Arts faculty to deliver courses electronically. Revisit distance-learning possibilities with Academic Affairs and University Media Services.
  - E. Solidify established contacts with Theatre Arts programs at other CSU campuses for the purpose of developing new opportunities to collaborate on joint instructional projects.
  - F. Spell out specific guidelines for special problems courses, 199's and 299's, and publish those guidelines in a student handbook.
7. Enhance existing and develop new collaborative opportunities with local area theatres and community groups to address student needs.
8. Formalize the existing agreement to relocate the M. A. in Theatre Arts to the Graduate in Liberal Arts with concentration in Theatre Arts degree program.
9. Add a section entitled "Theatre Arts" to the Schedule of Classes and the University Course Catalogue and use the space to refer students to the "Drama" section.

### Recommendations to the Dean

1. A. Support the proposal to provide outside consultation services to the Theatre Arts Department. Some ways to provide this support include helping identify candidates who could offer such services; providing assigned time for a CSUS faculty/staff member to offer the consultation services if a suitable non-Theatre Arts faculty person can be found; making arrangements to provide funding to hire a consultant; and assisting in fund-raising efforts, possibly with input from the campus development office.  
  
B. Evaluate the progress made by the department at the end of one year and provide further guidance and suggestions for more changes as necessary.
2. Vigorously support at every academic and administrative level and provide necessary assistance to the Theatre Arts Department and the Dance Program to bring about the successful merger of the two units.
3. Increase communication with the Theatre Arts faculty with more direct involvement in department governance issues and periodic attendance at department meetings and functions.
4. Support the hiring of an outside chairperson for the department and provide the necessary funding to do so.
5. Provide support and guidance in helping the Theatre Arts Department restructure the core curriculum of the program, encouraging the faculty to accept cross-listed courses from other departments and to experiment with new technologies for the classroom. Support departmental requests for technological infrastructure.

Recommendations to the Provost and the Associate Vice President for  
Academic Affairs

1. A. Support the proposal to provide outside consultation services to the Theatre Arts Department.  
  
B. Evaluate the progress made by the department at the end of one year and provide further guidance and suggestions for additional changes, if needed.
2. Vigorously support and provide necessary assistance to the Theatre Arts Department and the Dance Program to bring about the successful merger of the two units.
3. Increase communication with the Theatre Arts faculty.
4. Support the hiring of an outside chairperson for the department and provide the necessary funding to do so.
5. Provide the technical infrastructure necessary to support departmental efforts to seek technological resources.

Recommendation to the Faculty Senate

The program review team recommends approval of the Bachelor of Arts in Drama program, the minor program, the certificate program, and the single subject matter credential in English/Drama program for a period of three years beginning at the time of approval of the Program Review Report by the Faculty Senate.

## COMMENDATIONS

The Program Review Team commends the Theatre Arts Department for

1. its high quality stage productions which bring together students, faculty, and community members in collaborative efforts that enhance the cultural richness of the university and its surrounding community;
2. its contributions to the diversity efforts of the university, especially its investments in valuable programs in Black Theatre and Chicano Theatre;
3. its successful outreach programs, especially the Lenaea Festival, which in the last year drew 800 students from 47 area high schools;
4. its impressive fund-raising efforts, \$40,000 for equipment and \$210,000 for scholarships;
5. the faculty's dedication to and professional involvement in campus productions as well as local area theatres;
6. the technical staff's contribution of professional expertise to the drama productions staged on campus and their willingness to provide mentoring and instructional support to the students; and
7. the professional cooperation of the entire department with the program review team. The program review team wishes to thank in particular Professor Dean Busick, Chair of Theatre Arts, for his help throughout the review process.

Distributed  
w/ 3/11/99  
Fac. Sen agenda

March 4, 1999

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

MEMORANDUM

MAR 4 - 1999

Faculty  
413

Senate Received

TO: Tom Krabacher, Chair  
Faculty Senate

FROM: Miki Vohryzek-Bolden, Chair *Miki*  
Faculty Policies Committee

RE: Discussion of Proposed Faculty Merit Increase Procedures

In preparation for the Faculty Senate review of the Faculty Policies Committee's proposed Faculty Merit Increase (FMI) procedures, we recommend the Faculty Senate focus its discussion on a number of specific issues, which are described below. A majority of the procedures described in our draft come directly from the tentative agreement. We want to delay discussion of those sections of the procedures which are established by MOU. We also must wait for a decision regarding the criteria and standards for FMI's and the actual Faculty Activity Report (FAR). The criteria and standards may be established system wide.

The draft document is highlighted in those areas that FPC identified as requiring local procedures and ones that are not mandated by the tentative agreement:

1. *Review periods for the first FAR, which ends December 31, 1998.* Do we establish a one year review period or allow faculty to include information from their last successful merit review application, or the last three years, whichever is more recent to July 1, 1998?
2. *Composition of Departmental Level Review Committee (DLRC):* department elections, tenured or non-tenured, at least three with alternatives<sup>s</sup> and up to five members with an alternate.
3. *Voting at DLRC:* abstentions shall not be interpreted as either a 'yes' or 'no,' or included in the voting base when determining a simple majority of the votes cast (taken from past PSSI procedures); and tie votes (shall be interpreted as a 'no recommendation,' which is also taken from past PSSI procedures).

4. *Composition and voting at the Merit Pay Appeals Committee Level:* committee elected university-wide with no more than one faculty member from any one college; tie vote results are forwarded to the President.
5. *Definition of Meritorious and Outstanding:* Meritorious shall be defined as effective performance in carrying out one's responsibilities as a faculty member; Outstanding shall be defined as exceptional performance above what is expected of a faculty member.

Please do not hesitate to contact me if I can provide you with any additional information. I will attend the Faculty Senate meeting on Thursday, March 11th, in order to respond to any questions or concerns the Senate may have regarding our recommendations.