

YOU'LL NEED MARCH 25 Attachment B and APRIL 15 Attachments B and C!!

1998-99

FACULTY SENATE
California State University, Sacramento

AGENDA

Thursday, April 22, 1999

NOTE **Mendocino Hall 1003**

3:30-5:00 p.m.

OPEN FORUM

CONSENT CALENDAR

FS 99-32/ConC COMMITTEE APPOINTMENTS--Senate

Election Committee:

TOM PYNE, At-large, 2000

FS 99-33/CPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF GEOGRAPHY

The Faculty Senate receives the commendations and recommendations of the program review team (Attachment A) for the Department of Geography and recommends approval of:

1. the Bachelor of Arts degree program in Geography for six years or until the next program review; and
2. the Geography Department's proposal to increase its major from 42 to 45 units, as it will provide a more balanced education for its students.

REGULAR AGENDA

FS 99-31/Flr. MINUTES

Approval of the Minutes of April 15 (#16), 1999.

SECOND READING ITEMS (Action may be taken)**FS 99-25A/CPC, Ex., Flr. WRITING AND READING IN THE UNDERGRADUATE MAJORS--ADVISORY STANDARDS (per FS 99-09)**

The Faculty Senate endorses the Writing Standards (presented on the first page of the **March 25, 1999, Faculty Senate Agenda Attachment B**) as advisory standards for distribution by the Office of Academic Affairs as set forth in the policy on Writing and Reading in the Undergraduate Major (FS 99-09, II.C).

FS 99-29/APC, Ex. ACADEMIC CALENDARS 2000-2001 AND 2001-2002

The Faculty Senate recommends adoption of the proposed 2000-2001 and 2002-2002 academic calendars (**April 15, 1999, Faculty Senate Agenda Attachments B-1 and B-2**).

FS 99-30/Ex. BY-LAWS OF THE FACULTY SENATE CSUS, REVISED

The Faculty Senate adopts the revised "Bylaws of the Faculty Senate, California State University, Sacramento" as presented in **April 15, 1999, Faculty Senate Agenda Attachment C-1** (see **April 15, 1999, Faculty Senate Agenda Attachment C-2** for background).

INFORMATION

1. Results of Constitutional Referendum--Request for Administrative Approval (Attachment B)
TIME CERTAIN: 3:50 p.m., President Gerth
2. Tentative Spring 1999 Faculty Senate Meeting Schedule:
 - April 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

COMMENDATIONS AND RECOMMENDATIONS OF THE REVIEW TEAM FOR THE
DEPARTMENT OF GEOGRAPHY

COMMENDATIONS FOR THE DEPARTMENT OF GEOGRAPHY

The Review Team commends the Department of Geography for

1. the energy of its faculty and of its Chair Jack Mrowka, and their dedication to the cause of geography at CSUS;
2. its admirable commitment to the larger goals of CSUS through its active involvement in university governance and committee work;
3. its leadership role in national and regional professional organizations such as APCG (Association of Pacific Coast Geographers), whose president, treasurer-editor and councilor-at-large all come from the CSUS geography department;
4. its student-friendly faculty and program, dedicated to providing their students with a quality education and doing its utmost best to graduate most of their majors in timely fashion;
5. its strong set of technical geography courses, including geographic information systems, remote sensing, computer cartography and spatial analysis;
6. the strong field work component of its curriculum;
7. responding to the downsizing of the department by working very hard at retooling and remaining current in all the necessary areas;
8. its interest in looking toward the future and in growth and innovation;
9. having in place courses -- Geography 102 and 190 -- which can readily be developed into the department's major tools for baseline and outcome assessment;
10. an impressive self-study report that is not only decorative, but also conveys a sense of what geography is about;
11. the warm, informative, constructive and hospitable reception granted the review team and the consultant by the students and the faculty;
12. the high degree of collegiality and mutual respect of a faculty that seems to get along and work together extremely well;

13. the very good library holdings and support services in geography.

RECOMMENDATIONS TO THE DEPARTMENT OF GEOGRAPHY

The Review Team recommends that

1. the faculty embark on a frank discussion of the course inventory and ask the following questions: Is the number of courses appropriate for the size of the department? Is graduation delayed because students wait for courses that are seldom taught? Does the number of individual preparations and contact hours per semester have an adverse impact on faculty currency? (Lloyd: 1);
2. the department identify the most expendable courses, i.e. those which are programmatically least essential, and those which are hardly ever taught, due to lack of staff;
3. when considering the relative importance of regional studies courses, CSUS' location be a factor: Being in an Asian rim as well as an increasingly Hispanic state, Latin America and Asia should remain high-priority regions at our institution. At the same time, not every region of the world needs to be covered. After all, academic departments often specialize in one area or another. Also, collapsing certain regions may be worth considering, e.g. identifying a "Eurasian" area study;
4. the department embark on a thorough analysis of its major, with the aim of clarifying and sharpening the program's focus and identity. This should help students make more informed choices about which courses to take;
5. the department consider moving from "categories" of courses to definite concentrations in the major. Student outcomes could be used as the basis for defining concentrations. This "would guide and restrict student choices within the various categories that make up the major...It would have the added advantage of helping potential majors understand exactly how a geography degree can contribute to their educational (and career) goals. That in turn should help boost the number of majors" (Lloyd: 3);
6. the department identify its strengths -- for example physical geography and techniques such as GIS -- and develop these into one or two concentrations. Future hiring should be guided by this. Concentrations which come to mind include urban planning and environmental analysis;
7. the structure of the curriculum be based less on "the discipline as we know it," and more on the identification of

- the specific population of students to be served, their needs, and their career goals.
8. the department make a concerted effort to identify the students and the needs it is most likely to serve. For example, many of the program's students seem to be returning adults; many are interested in careers in (urban and regional) planning; others are prospective elementary school teachers, or secondary school teachers in social studies. Some go on to graduate studies;
 - 9 in line with the university strategic plan, the department capitalize on its location and establish stronger contacts with the state agencies which deal with air, water, forest and other resource management, as well as urban, regional and environmental planning and analysis;
 10. The department strengthen its internship program --both as an integral part of its curriculum, and as a bridge to prospective employers in the public and private sectors;
 11. the department through alumni surveys and otherwise, track its students' careers so as to make its curriculum and its major more career-relevant;
 12. the department track its students' graduate academic careers: How many pursue terminal M.A.s, how many go on to doctorates?
 13. clarify, in the CSUS catalog and in advising materials, the great relevance of a geography major for careers in popular areas such as the environmental field and urban planning. Explain how geography meets such career goals quite well, especially in light of the fact that it bridges the physical and the human sciences. In sum, do a better P.R. job at selling the program to prospective majors;
 14. the department consider additional G. E. offerings. For example, Geog. 131 (California) might fit in area D2; Geog. 2 (Cultural Geography) and Geog. 145 (Population) might fit the Race and Ethnicity requirement;
 15. the department think of additional ways to capture a larger number of students already attending CSUS. For example, collaboration with Environmental Studies might prove fruitful. Geography might play a larger role in training those students who have an environmental interest, but whose interest is more in the human and social aspects and less in the physical scientific ones. The consultant shared that at Cal State Fullerton, the introductory geography survey course enrolls 500 students annually;

16. the department chair, faculty and administrators discuss openly the ways in which the department can apply its scarce resources most appropriately, i.e. the relative importance of enrollments in the major and in the service areas;
17. some of the faculty's vitae be more specific. They should specify scholarly and creative activities, and their dates, in more detail;
18. now that the geography department participates so very strongly in the governance of the University and the profession, it redirect some of its energies in the direction of scholarly and creative activities;
19. in its career advising, the department steer students toward applied, professional jobs that require such geographical skills as GIS;
20. when the department initiates its next nationwide search for a tenure-track position, it demonstrate a good faith effort to attract and to consider the applications of as many diversity candidates as possible;
21. the department increase its efforts in scholarly research and refereed publications, as well as in grant writing, tapping both external and intramural funding sources;
22. when the department initiates its next nationwide search for a tenure-track appointment, the job description should specify that both teaching and research will be expected;
23. several members of the faculty improve the manner in which their resumes are packaged. Not only should these be more specific, but they should also present major contributions with greater emphasis, while deleting less relevant activities;
24. geography 102 become the department's tool for baseline assessment of students entering the major;
25. geography 190 become the department's capstone course and the major assessment tool for student outcomes. According to the self-study, the department has plans to do this (See SS: 59 and 352);
26. the department consider the development of student portfolios. This would be of value to graduates seeking employment;
27. the department make a greater effort to track its alumni's careers, in order to establish the effectiveness of its curriculum as a preparation for specific careers.

28. the lack of Internet access from the GIS lab be addressed immediately. Amador Hall should be provided with the necessary (student) line for this;
29. the department secure sustained long-term funding for more and better computers in its lab, tapping both internal campus sources and external funds. It should also go after donated equipment from outside agencies and companies, as have Engineering, Business and the Library, among others;
30. hiring a half-time lab assistant be recognized as the department's current single greatest need. This could be a senior student doing this for internship/fieldwork (195) or independent study units, or for pay, or for a combination of the two; or it could be a paid (e.g. work study) recent graduate. But the long term best solution is a technician. Only a technician would have the commitment to master the various chores that the department should assign such a person;
31. the department at times leave the lab open to students even without technician supervision: A combination lock that can be programmed with various access codes and read to see who has entered the room would be a major improvement. This system is used in many rooms in Placer and Sequoia Halls. The result is extension of the time students can work in the lab while maintaining some security;
32. the department work together with the University Career Center to develop an improved career planning and job placement program;
33. the department make its class schedule as "student-friendly" as possible. That is, required courses should be offered as often as possible, and at times that are convenient to students;
34. the department be more proactive in seeking financial support from the College, from intra-mural minigrants, and from external funding sources;
35. beyond the first new tenure-track position requested by the department, it rethink the remainder of its hiring plan as part of the discussion of program identity previously recommended;
36. the department restate its case for new faculty, without overloading each position and thus inhibiting the chance to get them accepted by the College. The first hire -- in environmental geography and GIS -- should not be overloaded with regional emphasis. A case can be made for a second hire

with emphasis on urban and/or economic geography, with a California regional focus. A third hire is unrealistic.

RECOMMENDATIONS TO THE DEAN OF NATURAL SCIENCES AND MATHEMATICS

The Review Team recommends that

1. the department chair, faculty and administrators discuss openly the ways in which the department can apply its scarce resources most appropriately, i.e. the relative importance of enrollments in the major and in the service areas;
2. the lack of Internet access from the GIS lab be addressed immediately. Amador Hall should be provided with the necessary (student) line for this;
3. the College and the University recognize the department's unmet computer needs, and assist in remedying these;
4. there be institutional support for the department's lab assistance. This should be a high College priority;
5. geography's request for priority scheduling of the library classroom be supported by all interested parties, and granted;
6. geography receive an additional prime-time allocation in a large classroom;
7. the College provide some support for professional travel. It would be reasonable to provide financial assistance to faculty who present papers at conferences, but not to those merely attending;
8. the need for a new position in environmental geography and GIS, which is well supported, be granted. At the same time, the part-time allocation should be maintained at its current level, not reduced as a result of the new hire. If sufficient FTE and need exists after one new hire, it might be realistic to increase the full-time allocation by an additional position.

RECOMMENDATIONS TO SPACE MANAGEMENT

The Review Team recommends that

1. geography's request for priority scheduling of the library classroom be supported by all interested parties, and granted;
2. geography receive an additional prime-time allocation in a large classroom.

RECOMMENDATIONS TO THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Review Team recommends that

1. the department chair, faculty and administrators discuss openly the ways in which the department can apply its scarce resources most appropriately, i.e. the relative importance of enrollments in the major and in the service areas;
2. the lack of Internet access from the GIS lab be addressed immediately. Amador Hall should be provided with the necessary (student) line for this;
3. the College and the University recognize the department's unmet computer needs, and assist in remedying these;
4. the need for a new position in environmental geography and GIS, which is well supported, be granted. At the same time, the part-time allocation should be maintained at its current level, not reduced as a result of the new hire. If sufficient FTE and need exists after one new hire, it might be realistic to increase the full-time allocation by an additional position.

RECOMMENDATIONS TO THE FACULTY SENATE

The Review Team recommends that

1. the Bachelor of Arts degree program in Geography be approved for six years or until the next program review;
2. the Geography Department's proposal to increase its major from 42 to 45 units be approved, as it will provide a more balanced education for its students.



CLARK
5000
Sacramento
Attachment B
Faculty Senate Agenda
April 22, 1999
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CALIFORNIA STATE UNIVERSITY, SACRAMENTO

OFFICE OF THE PRESIDENT

Faculty
413

Senate Received

March 1, 1999

MEMORANDUM

TO: Thomas Krabacher, Chair
Faculty Senate

FROM: Donald R. Gerth

SUBJECT: Results of Constitutional Referendum—Request for Administration Approval

I am approving the proposed changes to the Constitution of the Faculty of California State University, Sacramento to Article II, Section 3, B, concerning the election by the Senate of the chairs of standing committees and both changes to Article II, Section 5, concerning Faculty Senate membership. I also am approving the changes that include Counseling faculty (II, Article 1, Section 2; II, Article II, Section 5, B, 1).

I look forward to our discussion on the proposed changes to III, Article II, Section 4, on responsibilities of the Faculty Senate.

leo

c. Provost Jolene Koester




CALIFORNIA STATE UNIVERSITY, SACRAMENTO

FACULTY SENATE

Memo

Date: January 5, 1999

To: Donald R. Gerth, President

From: Thomas Krabacher, Chair 
Faculty Senate

Subject: Results of Constitutional Referendum--Request for Administrative Approval

The following changes to the Constitution of the Faculty of California State University were approved by the faculty of CSUS in the recent December 1998 election held for this purpose. As provided for in the Constitution, these proposed changes are now sent to you for your approval.

- I. The Constitution of the Faculty of California State University, Sacramento shall be amended to specify that the chairs of certain Senate standing committees (as specified in the committee charge) shall be elected by the Faculty Senate, and that these chairs will serve as at-large members of the Senate for the period of their service as committee chairs, unless they are already serving on the Senate as representatives of an electing unit.

Specific language proposed:

Article II, FACULTY SENATE

Section 3. DUTIES.

A. ...

B. The Faculty Senate shall create such committees as it deems necessary to the performance of its duties, shall establish rules and procedures for its committees, and shall establish methods of selecting the membership of all required or requested committees. These committees shall not be construed to be sub-units of the faculty, and may not assume duties constitutionally assigned to other sub-units of the faculty. Each of these committees shall include among its members no fewer than two (2) voting members of the Faculty Senate. In addition the Faculty Senate shall elect the chairs of certain standing committees (as specified in the committee's charge).

C. ...

Article II, FACULTY SENATE
Section 5. MEMBERSHIP.

A. The membership of the Faculty Senate shall be composed of (1) the representatives of the electing units; (2) four representatives to be elected at -large by the temporary faculty from those temporary faculty who are teaching six or more units during the semester in which the election is conducted; (3) chairs of certain standing committees of the Faculty Senate (as specified in the committee's charge), as ex-officio, non-voting at-large voting members, unless such chairs are already serving on the Senate as representatives of the electing units;...

- II. The Constitution of the Faculty of California State University, Sacramento shall be amended to include counseling faculty as one of the identified groups making up the Faculty of California State University, Sacramento.

Specific language proposed:

Article I, ORGANIZATION
Section 2. MEMBERSHIP.

The Faculty of California State University, Sacramento is composed of the temporary, probationary and tenured instructional faculty; temporary faculty; temporary, probationary, and tenured Library faculty; Counseling faculty; faculty on the Faculty Early Retirement Program; Student Service Professionals (SSP-AR, SSPI, SSPII, SSPIII, SSPIV, and Evaluators); administrators holding appointments in academic departments or the Library; and the President.

Article II, FACULTY SENATE
Section 5. MEMBERSHIP.

A. ...

B. ...

1. Single electing units shall normally be academic departments or divisions having ten (10) or more probationary, tenured, and full-time temporary faculty appointments (including faculty participating in the Faculty Early Retirement Program, and faculty on paid leave or reduced load, but excluding faculty holding administrative appointments). ~~In addition, the Library shall be a single electing unit, and a~~ A single electing unit, named the Student Services electing unit, comprised composed of all Student Service Professionals and Academically Related Counseling Faculty included in the membership of the faculty (Article 1, Section 2) shall be established for the purpose of electing their representative(s). ...

- III. The Constitution of the Faculty of California State University, Sacramento shall be amended so that statements that currently specify "policy" shall be expanded to to read "policy and procedures" in those sections identifying the responsibilities of the Faculty Senate.

Specific language proposed:

Article II, FACULTY SENATE
Section 4. RESPONSIBILITIES.

The following statement sets forth the academic matters explicitly reserved to the faculty or its Faculty Senate. (~~Adapted from the Statement on Responsibilities of Academic Senates in a Collective Bargaining Context, adopted by the CSU Academic Senate, AS 1217-81).~~

It is the responsibility of the Faculty Senate to formulate, review, revised, adopt and make ~~policy~~ recommendations about policy and procedures concerning any academic matters delegated to the President by law, and by the Trustees and Chancellor of the CSU, including but not limited to academic, personnel, and fiscal policies and to forward them to the President of the University.

- A. Responsibility shall be vested in the ~~faculty or its~~ Faculty Senate for:
1. approval of degree candidates
 2. development of policies governing the awarding of grades.
- B. ~~Through the Faculty Senate, r~~Responsibility shall be vested in the ~~faculty or its~~ elected Faculty Senate ~~representatives~~ for developing and recommending policies and procedures making recommendations to the President on the following matters: ...
1. ...
 2. ...
 3. ...
 4. ...
 5. ...
- C. The Faculty Senate shall be the primary source of ~~policy~~ recommendations on policy and procedures to the President on decisions related to the following matters: ...

- IV. The Constitution of the Faculty of California State University, Sacramento shall be amended to redefine representation of the Emeritus Association to allow either the Association President or a designee to be an ex-officio, non-voting member of the Faculty Senate.

Specific language proposed:

Article II, FACULTY SENATE
Section 5. MEMBERSHIP.

- A. The membership of the faculty Senate shall be composed of ...; (4) the President or designee of the Emeritus Association of CSU, Sacramento, as an ex officio, non-voting member;...

TK:ijlm

cc: J. Koester, Provost and Vice President for Academic Affairs



Distributed at
4-22-99 Faculty
Senate meeting

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

OFFICE OF THE PRESIDENT

April 22, 1999

MEMORANDUM

TO: Professor Thomas Krabacher
Chair, Faculty Senate

FROM: Donald R. Gerth

In a separate document, I have already approved most of the changes to the Senate Constitution ratified by the faculty in the December referendum.

The remaining proposed change concerns the addition of the term "procedures" each time the term "policy" appears in Article II, Section 4 (Faculty Senate Responsibilities). After careful analysis of the potential consequences of these additions, I have concluded that it would not be wise to approve the proposed changes to this section.

Recognizing the concerns my decision may precipitate, I have had extensive conversations with you and other members of the Senate Executive Committee to understand the intent of the Ad Hoc Committee for proposing this change and the Senate in recommending it. As I understand the rationale of the Ad Hoc Committee on Governance, I believe that we can address the need expressed without making the constitutional change.

This letter then has two additional purposes. First, I will explain why I cannot approve this set of amendments to the Constitution. Second, I offer assurances to the Senate that will allow the intent of the amendments to be achieved without the deleterious consequences of the amendments themselves.

Let me begin with the reasons for not approving these changes. As you know, the changes would have the Senate address procedures at every point where

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the Senate is given the responsibility or opportunity to recommend policy to the President. If the Administration took literally the imperative of such a change to the Faculty Senate constitution, and sent every administrative procedure to the Senate related to "any academic matter...including, but not limited to academic, personnel, and fiscal policies," the Senate would simply be unable to handle the volume of work. Furthermore, some administrative procedures have to change routinely and quickly because of changes in the capabilities of information technology, personnel, or regulations. Giving to the Senate the responsibility to recommend this broad array of procedures would result in an administration unable to respond flexibly, in a timely fashion, and efficiently. In other words, the University's business would, in certain areas, grind to a halt. If, on the other hand, the administration were not to send all procedures related to these content areas to the Senate for consideration, then any administrative procedure could be subject to contention by the Senate. Such a circumstance is ripe for exacerbating tensions between faculty and administration, a circumstance we are all working to minimize.

In my conversations with you, Vice Chair Jensen, and the Executive Committee, we discussed the rationale of the Ad Hoc Committee on Governance in recommending the proposed change to the full Senate. Two specific reasons were articulated: 1) the inclusion of procedures was seen as a way for the Senate to inform the Administration about the intentions embedded within a proposed policy; and 2) since the Senate now often provides recommendations about procedures there was a desire to legitimate current Senate practices.

My conversations with you and the Executive Committee have indicated your support for a formal statement of support by me for the Senate to recommend procedures to me when the Senate deems it important to do so. Consequently, this letter serves as a formal indication that I particularly welcome the Senate's advice on procedures related to academic matters on this campus. Similarly, I am pleased to receive the Senate's recommendations on procedures related to other aspects of the university's administrative functioning. This permits the Senate to recommend procedures when it determines it important to do so. It does not require, however, that the Senate recommend procedures for every policy recommended.

DRG/ko

