

1998-99
FACULTY SENATE
California State University, Sacramento

AGENDA

Thursday, May 20, 1999
Foothill Suite, UU
3:00-5:00 p.m.

OPEN FORUM

CONSENT CALENDAR

FS 99-50/CPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF GOVERNMENT

The Faculty Senate receives the commendations and recommendations of the program review team and panel (Attachment A) for the Department of Government and recommends that the programs in Government be approved for six years or until the next program review.

REGULAR AGENDA

FS 99-49/Flr. MINUTES

Approval of the Minutes of May 13 (#19), 1999.

SECOND READING ITEMS (Action may be taken)

FS 99-39/APC, Ex, Flr. LAST WEEK OF INSTRUCTION/FINAL EXAM WEEK [amends PM 88-05 (see May 13, 1999 Faculty Senate Agenda Attachment A)]

The Faculty Senate recommends adoption of the following to replace the current campus policy statement regarding final examinations and the last week of instruction as set forth in PM 88-05:

Final exams, including major section exams offered in lieu of a final exam, may not be scheduled during the last week of classes. However, quizzes, lab exams, and other academic assignments may be scheduled for the last week of classes, provided they are

Carreed

specified on the course syllabus. No unscheduled (i.e., not included in the course syllabus) or additional requirements may be imposed on students during the last week of classes.

If a final exam or major section exam for the course is not administered during final exam week the class must still meet for instructional purposes during the period designated for the final exam. Any exceptions must be stated on the course syllabus and shall require approval of the dean.

Proposed amendments on the floor when May 13, 1999, meeting was adjourned:

(Bauerly/Buckley)

Delete 2nd paragraph and substitute: "Departments chairs are requested to review faculty syllabii and to consult with instructors who have chosen to omit the final exam."

Proposed substitute (Lascher/Barrena) for preceding amendment:

Carried **Delete first sentence of second paragraph.**

Carried. The FS further recommends...
FIRST READING ITEMS (Discussion only; no action)

FS 99-47/Ex. EXECUTIVE COMMITTEE DEVELOPMENT OF PROCEDURES FOR CONTRACT IMPLEMENTATION, AUTHORIZATION OF

The CSUS Faculty Senate authorizes its Senate Executive Committee to act on its behalf in developing and recommending procedures for implementation of a ratified faculty contract. The Executive Committee will consult with representatives of the Faculty Policies Committee on this matter where possible. Procedures developed and recommended by the Executive Committee will be placed on the "Consent - Information" calendar of the first Faculty Senate agenda of the fall 1999 semester.

FS 99-41/FPC, Ex. COMMENCEMENT, FACULTY ATTENDANCE AT

The Faculty Senate recommends that the campus commencement attendance policy be amended as follows [underline = addition] (Faculty Policies Committee's transmittal, **May 13, 1999, Faculty Senate Agenda Attachment B**):

Carried
Defeated

One quarter of the faculty of each department shall attend each commencement. The individual departments will determine the basis for participation (AS 69-39). Each department shall report to the College Dean the percentage of full-time faculty participating in the Winter and Spring commencements. The wearing of traditional academic regalia is optional at commencements (AS 70-105).

^{FIR}
FS 99-45/FPC, Ex. WANG FAMILY EXCELLENCE AWARDS

Carried

The Faculty Senate recommends adoption of "Procedures for the Wang Family Excellence Award" as recommended by the Faculty Policies Committee (Attachment B).

FS 99-46/Ex. VISITING SCHOLARS PROGRAM (Supersedes AS 89-102)

*5/25/99
Ex Com
approved
"On behalf..."*

[Note: The following proposal, recommended by the Executive Committee, is a modified version of recommendations from the Faculty Policies Committee (see **May 13, 1999, Faculty Senate Agenda Attachment D**) and the Visiting Scholars Committee (see **May 13, 1999, Faculty Senate Agenda Attachment E**).]

The Faculty Senate recommends adoption of the following for purposes of administering any Visiting Scholars Program at CSUS:

CSUS VISITING SCHOLARS PROGRAM

STATEMENT OF PURPOSE

The Visiting Scholars Program (VSP) is a valued program at CSUS. It contributes to the scholarly and creative activities of the University and to the enrichment of the life of both the University and the regional community. Furthermore, the Program, through its lecture series and scholarly presentations, furthers the CSUS vision "to develop a campus that is welcoming, inclusive, vibrant, and intellectually stimulating for students, faculty, staff, alumni, and University visitors", and "to develop a campus community whose diversity enriches the lives of all and whose members develop a strong sense of personal and community identity as well as mutual respect."

GUIDELINES

1. As many scholars will be invited to speak on the campus throughout the academic year as circumstances and funding permits.
2. Those recommended for the Program must have established records of accomplishment in their fields.

3. Presentations by visiting scholars shall be free to the University community and to the regional community.
4. Programs shall be scheduled at times and places so as to maximize attendance, with maximum use of appropriate indoor and outdoor University facilities.
5. Programs will be publicized throughout the campus community and the region.
6. Nominations for visiting scholars or performers will be accepted from
 - a) individual faculty members or department/programs, or
 - b) faculty members from two or more disciplines proposing to bring several scholars to campus to discuss a topic of interdisciplinary interest.

ADMINISTRATION

1. The Visiting Scholars Subcommittee of the Faculty Policies Committee has the following members and charge:
 - a. Membership:
 - 1) The Faculty Senate shall appoint eight full-time faculty representatives, one each from the seven Colleges and the Library, who shall serve staggered three-year terms.
 - 2) One ex officio non-voting representative appointed by the Office of University Affairs.
 - 3) One ex-officio non-voting member, appointed by the Provost and Vice President for Academic Affairs.
 - 4) One student, appointed by the A.S.I. Board.
 - b. Charge:

The Committee:

- 1) Establishes procedures for the solicitation of proposals from the academic community, consistent with the Statement of Purpose and the Guidelines.
- 2) Solicits and accepts proposals from all faculty members.

- 3) Establishes and uses a review process for the selection of the visiting scholars which shall include:
 - a) An emphasis on scholars who have not previously been selected.
 - b) A limitation of one proposal per academic year per faculty member.
 - ~~c) Priority for proposals which are interdisciplinary in nature.~~ *ed. correction*
- 4) Makes recommendations to the Vice President for Academic Affairs for the visiting scholars to appear at CSUS, and reports on its recommendations to the Senate.

c. Funding:

Costs for the visiting scholars are paid by funds allocated to the Visiting Scholars Program.

FS 99-48/Flr. MANDATORY IMPOSITION OF FEES BY CALIFORNIA FACULTY ASSOCIATION (CFA) *Oppos. To SB 645*

Whereas: The principle of collegiality among faculty requires mutual respect for one another's opinions, even when those opinions may be contrary to an established majority; and

Whereas: Academic freedom and individual personal rights include rights of belief and speech and association, and an important part of those rights is the right to refrain from speech, association, or other forms of support for causes with which a person disagrees; and

Whereas: Some individual faculty members would feel seriously aggrieved by being forced to pay mandatory fees to an organization they have chosen not to join; therefore be it

Resolved: That the CSUS Faculty Senate urges the leadership of the California Faculty Association to show respect for the rights of individual faculty members by withdrawing its request to the State Legislature for power to impose involuntary fees upon nonmembers.

FS 99-51A/Ex. WAIVER OF FIRST READING OF FS 99-51

The Faculty Senate waives the first reading of FS 99-51, Certification of Academic Achievement--Community College Faculty Preparation.

*5/25/99
Ex Com
withdrew*

5/25/99
Ex Com
approved
"On behalf of..."

FS 99-51/CPC, Ex. CERTIFICATE OF ACADEMIC ACHIEVEMENT--COMMUNITY COLLEGE FACULTY PREPARATION

The Faculty Senate recommends approval of the Community College Faculty Preparation Certification Program (Attachment C).

FS 99-52A/Ex. WAIVER OF FIRST READING OF FS 99-52

The Faculty Senate waives the first reading of FS 99-52, Amendment of Program Review Procedures.

5/25/99
Ex Com
approved
"On behalf of..."

FS 99-52/CPC, Ex. PROGRAM REVIEW PROCEDURES, AMENDMENT OF

The Faculty Senate recommends approval of the following two amendments for inclusion in the CSUS Program Review Procedures (CPC background and rationale in Attachment D):

1. Panels have authority to 1) accept either a program review team recommendation or a recommendation (or deletion) proposed by the department, or 2) devise an alternative recommendations specifically related to the issue in dispute.
2. The panel shall first submit its report to the program review team so that the team has an opportunity to make any editorial changes and correct any errors of fact suggested by the panel, and accept any substantive changes in recommendations made by the panel.

FS 99-53/FPC, Ex. FACULTY PROFESSIONAL DEVELOPMENT POLICY AND PROGRAMS

The Faculty Senate recommends approval of the statement of "Faculty Professional Development, 1999" (Attachment E) for inclusion in the University Manual.

5/25/99
Ex Com
Used for
first Fall
Senate
agenda

INFORMATION

1. Senate Bill 1241--Higher education labor relations: organizational security (mandatory fair share service fee):
Jeffrey Lustig, President, CSUS CFA Chapter
TIME CERTAIN: 3:45 p.m.
4:20
2. Have a terrific summer!!



April 6, 1999

TO: Jerry Tobey
Curriculum Policies Committee

FROM: Dennis Huff
Curriculum Review Subcommittee

SUBJECT: Government Department Panel

The panel to review the recommendations in the Program Review for the Department of Government makes the following changes in the draft. All have been discussed with the Department and the chair of the Program Review Team.

1. In recommendation #1 to the Department, change the date to September 1, 2000.
2. In recommendation #3 to the Department, insert before the brackets: This review shall address each of the following lettered items. Delete the phrase, "To assist ... recommendations:".
3. In recommendation #4 to the Department, insert before the brackets: This review shall address each of the following lettered items. Delete the phrase, "To assist ... recommendations:".
4. In recommendation #1 to the Dean, replace the comma after "activities" with a period. Delete the rest of the recommendation (including ... funds.)
5. Delete recommendation #2 to the Dean.

The panel notes the concerns the Department has expressed in its response to the review regarding possible misinterpretations of the Government program. The panel urges the Department to carefully address those concerns, clarifying any misconceptions the Review Team might have had, in the curriculum reviews called for in recommendations #3 and #4. Errors of fact in the text should be corrected by the Review Team.

cc Cecilia Gray
Mimi Gregg

Bob Olmstead

Charlotte Cook
Sue McKee

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

COMMENDATIONS TO THE DEPARTMENT OF GOVERNMENT

The review team commends the chair for her outstanding service on behalf of the department.

The review team commends the department for the excellence of the concentration in International Relations.

The review team commends the department for the excellence of its teaching and its commitment to helping its students.

The review team commends the department on its comprehensive curriculum.

The undergraduate and graduate programs have a significant number of strengths that deserve commendation:

1. a broadly based, traditional curriculum of political science courses that maintains a liberal arts approach to education;
2. its strong concentration in International Relations with clear objectives and a cohesive structure;
3. its highly motivated and intelligent students;
4. its connections to the state capital through its strong range of internship programs;
5. the Sacramento Semester program, a system-wide program for which the department is the lead campus, attracting students from the entire CSU system, a program which the consultant calls "the state's most prestigious fellowship program" that has given [CSUS] a high profile and great respect on other CSU campuses;"
6. its on-going support for the Masters of Public Policy and Administration and International Affairs, loaning faculty to teach in these programs every semester;
7. its offering the only joint major in Government-Journalism in the CSU system;
8. its leadership role in developing the California Studies certificate which has become a minor field;
9. its invaluable contributions to the General Education program through its offering of the required courses in American Institutions and California government;
10. its Mentor Program that connects interested students with alumni whose expertise and knowledge may be helpful to the student academically and professionally.

The review team commends the department for the excellent progress that it has made in developing an assessment plan.

The review team commends the faculty for its excellent professional preparation and for its continuing activities that lead to a more vibrant department.

The review team commends the department for its careful attention to the Library and Other Learning Resources area of the self study.

The review team strongly commends the department for the augmentation of Library resources.

The review team commends the department for its efforts to recruit underrepresented students.

The review team commends the department for its special efforts in the area of student services.

The review team commends the department for its extraordinary efforts and success in raising funds from non-state sources.

RECOMMENDATIONS TO THE DEPARTMENT OF GOVERNMENT

1. The Consultant stated "The department should not expect so much from future chairs and should consider ways to distribute these duties [advising, assessment, student services] more widely." The Review Team concurs with this recommendation and further recommends that the department send forward to the Dean of the School of Social Sciences and Interdisciplinary Studies a report on its actions by September 1, 2000. (p. 5)
2. The Consultant recommended that "the department should consider whether it is scheduling for faculty preferences or curriculum and student needs," and he goes on to note that "Current staffing of the department also makes it difficult to offer the full curriculum as often as the department might wish." The review team agrees with this assessment and concurs with the consultant's recommendation that the scheduling problems might be alleviated by developing and publishing a two year schedule of its courses which would "facilitate scheduling discipline as well as student planning." (p. 6)
3. The review team recommends that the department undertake a full curriculum review in order to determine its actual ability to serve all its programs and objectives with available resources, given the current faculty's interests, energy, and willingness to serve. This review shall address each of the following lettered items. [This curriculum review should be completed and forwarded to the Dean of the School of Social Sciences and Interdisciplinary Studies by September 1, 2000.] (p. 8)
 - a. review all course offerings for currency;
 - b. consider deleting or modifying specialized courses such as Government 122: The Law and the Bureaucracy, Government 133: War and Peace in the Nuclear Age, Government 131: International Organizations, Government 139G: Intelligence and Espionage, Government 143: Canadian Politics and Problems, Government 164: Entrepreneurs and Regulators: Private Enterprise and Public Policy, Government 249A: Comparative Politics: Asia, Government 249B: Comparative Politics: Scandinavia;

- c. examine courses in the field of state and local politics and urban politics for possible overlap;
 - d. expand the course Government 145: China: Politics of Rule and Change to a more general course on Asian politics;
 - e. consider converting courses such as Government 139G: Intelligence and Espionage, Government 143: Canadian Politics and Problems, Government 145: China: Politics of Rule and Change, Government 148: Government and Politics in the Middle East and North Africa, Government 169A: Health Care Politics in the United States, and Government 169B: Environmental Politics and Policy to seminars;
 - f. review the course offerings in the field of International Relations and Comparative Politics to move from a focus on area studies to more broadly comparative courses;
 - g. consider requiring a capstone course for all majors;
 - h. consider requiring an upper-division course in research methods in the discipline of political science;
 - i. consider raising the number of required units for the major to 42 units;
 - j. consider ordering the sequencing of courses in the undergraduate major;
 - k. examine the syllabi for all sections of required courses such as Government 130, 150, and 170 to insure that they share common objectives;
 - l. consider a new concentration in United States and California politics to take advantage of the strengths of the faculty and the location of the program in the state capital.
4. The review team recommends that the department should undertake a rigorous and comprehensive review of its graduate program in light of the problems outlined. This review shall address each of the following lettered items. [This review of the graduate program is to be completed by September 1, 2000, and a report of its results forward to the Dean of Social Sciences and Interdisciplinary Studies.] (p. 13)
- a. consider reducing the number of graduate courses to ensure that the required courses are offered frequently enough so that a graduate student can complete the degree in two years. Presently the department only has the resources to offer four graduate courses each semester;
 - b. consider reducing the current number of fields from four to two--California State and Local Government and American Government/Public Law/Public Policy--in order to take advantage of faculty strength in these fields and of the program's location in the state capital;

- c. increase the number of courses that are cross-listed with the Master of Arts in International Affairs;
 - d. reduce its emphasis on International Relations and Comparative Politics and its reliance on undergraduate courses to meet the 30 unit requirement for the Master of Arts.
5. The decline in the number of full-time faculty highlights the review team's recommendation that the department give serious consideration to reviewing its four subfields and evaluating them in light of present and pending retirements and the faculty's commitment to each of them. The review team recommends that the department seriously consider establishing priorities in the program in light of these retirements and the fact that they will not be replaced on a one-to-one basis. (p. 14)
 6. The review team believes that there may be room for improvement in the area of career advising. As a first step, the review team joins the consultant in recommending the creation of an off-campus focus group of legislators, staffers and employers in the capital in order "to get a better picture of how the department is seen there." (p. 17)

RECOMMENDATIONS TO THE DEAN OF SOCIAL SCIENCES AND INTERDISCIPLINARY STUDIES

1. The review team recommends that the Dean of the School of Social Science and Interdisciplinary Studies investigate ways to increase funding for scholarly activities. (p. 15)

RECOMMENDATION TO THE DEAN OF SOCIAL SCIENCES AND INTERDISCIPLINARY STUDIES AND THE VICE-PRESIDENT FOR ACADEMIC AFFAIRS

The review team recommends to the Dean of Social Sciences and Interdisciplinary Studies and the Vice-President for Academic Affairs that funds be made available to provide reimbursed time to administer the Sacramento Semester program. (p. 18)

RECOMMENDATION TO THE FACULTY SENATE

The review team recommends that the programs in Government be approved for six years or until the next program review.

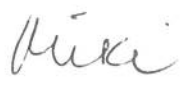
9-15-98

REVISED - MAY 3, 1999

April 21, 1999

MEMORANDUM

TO: Tom Krabacher, Chair
Faculty Senate

FROM: Miki Vohryzek-Bolden, Chair 
Faculty Policies Committee

RE: Procedures for Wang Family Excellence Award

On February 25, 1999 you requested the Faculty Policies Committee to propose procedures for recommending CSUS faculty nominations for the Wang Family Excellence Award. FPC offers the following procedures for your consideration:

Wang Family Excellence Award

History and Purpose

At the November 10-11, 1998 Board of Trustees meeting, Trustee Stanley T. Wang and Chancellor Charles Reed announced the establishment of the Wang Family Excellence Award. The purpose of this award is to recognize and celebrate those CSU faculty who, through extraordinary commitment and dedication, have distinguished themselves by exemplary contributions and achievements in their academic disciplines. Similarly, an administrator will also be recognized for extraordinary accomplishments in appropriate areas of his/her University assignment. Each year, four faculty members will be honored and each honoree will receive \$20,000. The award will be in place for ten years. These procedures apply to the faculty awards.

Administration

1. Funds for the Award Program will be administered through the CSU Foundation.
2. The Wang Family Excellence Award Sub-Committee, a subcommittee of the Faculty Policies Committee, shall have the following membership and charge:
 - a. Membership
 - (1) Nine full-time tenured faculty members, one from each College and the

Library and Counselor Faculty, shall be elected to serve on the sub-committee, for staggered two year terms.

b. Charge

The Committee shall:

- (1) Set up, in consultation with the President's Office at the beginning of each Fall semester, a time line for that year's review cycle.
- (2) Issue a call for nominations for the faculty awards by the first week of October. The call should contain a description of the award and the nomination process. The following information should be included:
 - (a) About the Awards:
 - (1) Awards will be made to those who have made truly remarkable contributions to the advancement of their respective universities and/or the CSU system.
 - (2) Nominees should have a demonstrated record of unusually meritorious achievements documented by evidence of superior accomplishments in an assignment.
 - (3) The activities must advance the mission of the university, bring benefit and credit to the CSU, and contribute to the enhancement of the CSU's excellence in teaching, learning, research, scholarly pursuits, student support and community contributions.
 - (b) About the Nomination Process:
 - (1) Candidates must be full-time faculty members at CSUS. Nominations may be made by any member of the CSUS faculty. Self-nominations are permitted.
 - (2) Nominations shall be made in the form of a letter that indicates the ^{discipline} category in which the candidate is to be nominated (see below) and contains a statement of support for the nomination. Letters of nomination must be accompanied by a copy of the candidate's current resume.

Carried.

(3) Nominations are reviewed by the sub-committee and its recommendations are forwarded to the President.

Carried.

(4) ++

from among those recommended by the committee

3. The CSUS President may nominate up to four faculty members, but no more than one faculty member may be nominated from each of the following academic disciplines: visual and performing arts and letters; natural sciences, mathematical and computer science, and engineering; social and behavioral sciences, and public services; and education, and professional and applied sciences field.

Carried

FORM B

**CALIFORNIA STATE UNIVERSITY, SACRAMENTO
 PROGRAM PROPOSAL**

Academic Unit: Interdisciplinary Studies	Date of Submission to School Dean: April 16, 1999
Requested Effective: Fall <u>X</u> , Spring __, 1999.	
Name of Contact Person, if not Department Chair: Rina DeRose-Swinscoe	
Title of the Program: Community College Faculty Preparation Certificate Program	
Type of Program Proposal: <input checked="" type="checkbox"/> New Programs <input checked="" type="checkbox"/> New Certificate Program	
PLEASE NOTE: Form B is to be used only as a Cover Form. Additional information is requested for each of the above as noted in the corresponding procedure in the Policies and Procedures for Initiation, Modification, Review and Approval of Courses and Academic Programs.	
Briefly describe the program proposal (new or change) and provide a justification. Overall objective: The primary objective of this certificate program is to provide quality and relevant course work and experience specifically designed to prepare master's level students and those with master's degrees to teach at the community college level. The program will provide the following graduate level courses: The Community College as an Institution, The Community College Student, Theory and Practice: Effective Teaching and Classroom Communication Strategies, and Curriculum, Instruction, and Assessment at the Community College. Second, students will receive two levels of pedagogical experience: on the CSUS campus in formal courses; and at the community college in a faculty-mentored teaching placement in a discipline-specific department. The course work and the mentored teaching placement will provide the students with the competencies (e.g., teaching methods and curriculum development skills) necessary to effectively assume a teaching position at a community college. These objectives are consistent with the requirements of certificates of academic achievement on our campus which require that we "prepare the individual to perform specific tasks, or gain particular competence in one area of the broad field of study."	
Approvals:	
Department Chair: <u><i>Rina DeRose-Swinscoe</i></u> acts as ID chair	Date: <u>April 21, 1999</u>
College Dean: <u><i>Rina DeRose-Swinscoe</i></u>	Date: <u>April 21, 1999</u>
University Committee: _____	Date: _____
Associate Vice President For Academic Affairs: <u><i>Beelia Gray</i></u>	Date: <u>5/11/99</u>

To: Tom Krabacher, Chair, Faculty Senate
Fr: Jerry Tobey, Chair, Curriculum Policies Committee

Faculty Senate Received
413

May 4, 1999

At today's meeting CPC considered your letter of April 19 concerning the program review procedures, and two alternatives raised at the April 13 Executive Committee meeting. We transmit (1) the following answers to your queries and (2) the following recommendations:

(1) **Answers**

Does "the panel have the power ...to conduct its own review of aspects of the program and make its own recommendations"?

Under current policy the panel does have the authority to make its own recommendations. The panel's recommendations are then the recommendations of the final review.

Should the review panel serve as a mechanism by which programs can seek redress for items they disagree with in their program review?

Please see recommendation A below.

When the review team and panel send forward conflicting recommendations, who decides among them?

Under current policy, the panel recommendations prevail; they are the final program review recommendations. (Except that the Senate may modify any recommendations made to it and may, for instance, instead adopt the program review team recommendations.)

(2) **Recommendations**

[The Committee reaffirms its support for its recommendation for the abolition of the appeal to the Curriculum Subcommittee provision in the current policy.]

I reported to the Committee that the Executive Committee discussion had raised two additional possible modifications of the panel process.

- **The limitation of panel authority to those recommendations addressed to the Senate.**

The Committee understands that those recommendations would include the vitally important recommendations to extend approval of the reviewed programs, but it also concludes that no panel system is necessary for so restricted a task. The evaluation of any such controversial recommendations can be

done by the Executive Committee, which could, if it sees fit, appoint an ad hoc committee to help it make its decision.

- **The limitation of panel authority to those recommendations which the department specifically disputes.**

Recommendation A

The Committee recommends that

Panels have authority to change recommendations disputed by the reviewed department. The panel may (1) accept either the program review team recommendation or a recommendation (or deletion) proposed by the department; or (2) devise an alternative recommendation specifically related to the issue in dispute.

Although the Committee recognized that the proposed amendment may limit panel discretion in some instances, such circumstances will be very rare.

Recommendation B

An editorial recommendation. Current policy already provides that panels should send their reports first to the program review team so that the team may consider incorporating any suggested changes in review narrative and consider whether to adopt any panel recommendations. Panels have, however, not always followed this procedure. We propose an editorial addition to Blue Book policy in order to emphasize this step in the procedures. Adherence by panels will make reading the final review (the completed team review, the departmental and dean's responses and the panel report) easier.

Academic Affairs has responsibility for maintaining an updated Blue Book text, but we suggest including the recommended change at the end of X D 2:

The panel shall first submit its report to the program review team so that the team has an opportunity to make any editorial changes and correct any errors of fact suggested by the panel, and accept any substantive changes in recommendations made by the panel.

[It will be even more important directly to alert panels to this provision, perhaps in the Program Review Subcommittee's Synopsis of Panel Procedures.]

Next Year

The Committee also discussed the composition of program review teams, especially the problems presented by having "amateurs" evaluate experts and their programs. The Committee voted to recommend that next year's CPC continue the discussion.

Proposed Revised Policy (5/14/99)

California State University, Sacramento
FACULTY PROFESSIONAL DEVELOPMENT
1999

FACULTY PROFESSIONAL DEVELOPMENT POLICY

Faculty professional development is central to the vision of the California State University at Sacramento, expressed in the CSUS Strategic Plan as a “learning community where teaching and learning infuse and motivate all that we do.”

To sustain a vibrant, nurturing learning community, faculty must be provided opportunities to continually hone their skills as teachers and scholars. Faculty professional development enables faculty to maintain the currency and vitality necessary to teach effectively in a rapidly changing society. It creates an active community of teacher/scholars to provide formal and informal mutual support and critique and to encourage faculty to expand their areas of scholarly interest and to share their experiences with colleagues and students.

The CSUS values pluralism and seeks to develop a campus community in which diversity enriches the lives of all. Faculty professional development provides opportunities for faculty to learn more about the varieties of pedagogical strategies, teaching and learning styles, and delivery methods to enhance the learning outcomes of an increasingly diverse post-secondary student population.

Faculty professional development encourages faculty at all stages of their careers to collaborate and learn from each other in support of teaching and scholarship. It addresses the needs of new faculty by establishing a collegial atmosphere in which new faculty can further develop teaching skills and expand teaching repertoires, learn about institutional expectations and resources, and reduce the stress from the multiple demands of teaching, research, and service (Austin and Sorcinelli 1992, pp. 97-98 as cited in Taking Teaching Seriously, p. 111).

Faculty professional development provides for the systematic intellectual enrichment and renewal of faculty to support the CSUS Strategic Plan goals of superior accomplishments in teaching and learning, high quality academic programs, and a community whose excellence in teaching and learning is strengthened by scholarly activities.

GOALS AND OBJECTIVES

The CSUS Professional Development Program assists the faculty’s attaining the following goals and objectives. Note that the programs listed here are examples of current activities that

meet these goals and objectives. Existing programs are subject to modification or extension. New programs will be developed to address the goals and to meet emerging needs.

A. Goal: Develop effective teaching and learning practices that accommodate diverse student learning styles.

Objectives: Augment, improve, and enhance the quality of instruction and effectiveness of student learning.

Programs:

1. Beyond the Canon
2. Center for Teaching and Learning
3. Pedagogy Enhancement Grants
4. Peer Coaching Program
5. Programs and Workshops of the Multicultural Center
6. Sabbatical Leaves and Difference in Pay Leaves
7. Semester Leaves with Pay
8. Writing Across the Disciplines Program

B. Goal: Enhance the competence and effectiveness of faculty addressing a culturally diverse society.

Objective: Increase the multicultural content in the CSUS curriculum.

Programs:

1. Beyond the Canon
2. Programs and Workshops of the Multicultural Center
3. Visiting Scholars Program

C. Goal: Increase student opportunities to learn by experiencing real-life situations.

Objective: Develop service learning courses and enhance existing courses with service learning opportunities.

Programs:

1. Office of Community Collaboration
2. Service Learning Course Development Awards

D. Goal: Develop competence in assessment.

Objective: Use assessment in course and program development.

Programs:

1. CSU Institute for Teaching and Learning Grants/Workshops
2. Center for Teaching and Learning
3. Pedagogy Enhancement Grants

E. Goal: Develop competence in the use of technology to enhance student learning.

Objective: Develop knowledge and skills in the effective use of technology to enhance instruction and learning.

Programs:

1. Center for Teaching and Learning
2. Pedagogy Enhancement Grants
3. Teaching, Learning, and Technology Roundtable
4. UCCS Workshops
5. UMS Instructional Design Workshops

F. Goal: Enhance the competence and effectiveness of faculty as scholars.

Objective: Support faculty research and scholarly and creative projects.

Programs:

1. College-based programs
2. Grant Writing Workshops
3. Research and Creative Activity Award Program
4. Research Travel Grants
5. Sabbatical Leaves and Difference in Pay Leaves
6. Summer Institute Fellowships
7. Travel Grants for CSU Sponsored Programs

G. Goal: Develop competence and expertise in collaboration with the community.

Objective: Provide opportunities for service to the community.

Programs:

1. CSUS Speakers Bureau
2. Office of Community Collaboration
3. Partnerships with Community Businesses and Organizations

H. Goal: Enhance faculty competence in distance learning pedagogy and technology.

Objective: Provide opportunities to develop distance education courses and programs.

Programs:

1. CSU Institute for Teaching and Learning Grants
2. Pedagogy Enhancement Grants
3. Teaching, Learning, and Technology Roundtable (TLTR)

I. Goal: Orient new faculty to the teaching paradigms in higher education.

Objective: Provide a systematic, progressive orientation program for new faculty that includes tenure track faculty, part-time faculty, and lecturers.

Programs:

1. Course Development Programs
2. Grant Writing Workshops
3. New Faculty Program
4. Pedagogy Enhancement Grants
5. Peer Coaching Program
6. Technology, Learning, and Technology Roundtable (TLTR)
7. Working Personnel Action File Development Activities

THE PROFESSIONAL DEVELOPMENT PROGRAM

A. UNIVERSITY FACULTY PROFESSIONAL DEVELOPMENT ACTIVITIES

Two kinds of programs are offered: grant/award and support. The activities are described below. Contact persons and appropriate deadlines are published annually for the current academic year. All faculty, full- and part-time, permanent and temporary, probationary and tenured, and FERP, may be eligible for any of these programs. See program descriptions for eligibility and limitations.

1. GRANT/AWARD PROGRAMS

a. Probationary Faculty Development Grant Program

Each Dean nominates two individuals (one nominee and one alternate) to receive an award of \$500 and three (3) units of release time per semester (maximum of six units per academic year). Nominations, accompanied by the respective nominee's proposal for a project constituting research, creative activity, or pedagogical enhancement, must be presented to the Assistant Vice President for Academic Affairs by September 30 of each year. Nominations are reviewed by the Probationary Faculty Development Grant Committee, with priority given to proposed research that is consistent with the University academic and strategic plan with respect to pluralism (e.g., teaching strategies with different groups, studies of diverse communities) and proposals by ABD's to complete the dissertation. The Probationary Faculty Development Grant Committee makes funding recommendations to the Provost, who notifies the Deans of grant recipients by October 15 of each year.

Funding priorities are:

- 1) Forgivable Loan individuals currently on staff;
- 2) ABDs for work on their dissertations
- 3) Non-tenured assistant professors: and
- 4) Other non-tenured faculty

b. Pedagogy Enhancement Grants Program

The aim of the Pedagogy Enhancement Grant Program is to encourage the development of projects that are intended to provide faculty members with opportunities to increase their effectiveness as teachers and scholars and their professional satisfaction. Individual faculty members are the primary beneficiaries of the Pedagogy Enhancement awards. It is possible that additional benefits may accrue to the faculty member's unit as a by-product of the project.

Eligibility:

Probationary, tenured faculty, and FERP faculty during the period of employment are eligible to apply for Pedagogy Enhancement Grants of assigned time and/or money. Student Services Professionals, Academic-Related are eligible to apply for monetary grants. See annually published guidelines.

Priorities: Creative Pedagogy, Currency, and Career Enhancement

Proposers must justify how all resources requested will advance one's specific pedagogy. Faculty members can request up to three (3) units of assigned time and/or up to \$500 support funds. Although more than one project proposal may be submitted, the total award for an individual may not exceed three (3) units plus \$500. Applications can come from individuals or from groups. Whether a proposal is made by an individual or a group, the funding limit for each proposal is up to \$500 and/or three units of assigned time. If groups submit separate proposals, which indicate that each applicant intends to work on a clearly differentiated aspect of a joint project, the funding limit for each proposal is again up to \$500 and/or three (3) units of assigned time.

Program Objectives:

- 1) To increase the teaching and scholarly effectiveness of individual faculty or groups of faculty by:
 - acquiring currency
OR
 - developing innovative strategies
OR
 - changing, augmenting, or restructuring educational programs to improve student learning and/or the quality of programs of study.

- 2) To respond to the varied needs of our diverse student population.
- 3) To disseminate the results of the project.

The program is designed to support and develop new methods or strategies related to teaching excellence; activities designed to support individuals in the acquisition of new knowledge and capacities and/or greater expertise in discipline-based activities; or, efforts to enhance collaboration among faculty.

As one facet of the commitment that this campus has made to diversity, priority will be given to projects that respond to the varied needs of the CSUS student population due to differences in race, ethnicity, patterns of learning, gender, sexual orientation, disabilities, etc.

This program is currently funded with Lottery funds (as part of the Center for Teaching and Learning appropriation) and administered jointly by the Center for Teaching and Learning and the Pedagogy Enhancement Subcommittee of the Faculty Policies Committee.

c. Research and Creative Activity Awards Program

The Research and Creative Activity Award Program supports activities that address the following objectives:

- Encourage faculty to engage in research or creative activity so as to be active participants in their professional disciplines; and,
- Provide initial support in the way of assigned time and money to enable faculty to compete more effectively for outside funding; and
- Enrich student learning by involving students in both the process and/or product of research or creative activities.

Types of Awards

- 1) Assigned Time Grants: This grant provides for up to 12 units of assigned time for an approved project. The typical assigned time grant is from 3-8 units for the academic year. Traditionally, only the exceptional highly meritorious proposals have been funded for more than 6-8 units.

Faculty culminating a major project may ask for a semester leave. Again, only highly meritorious proposals will be funded. In addition, faculty receiving a semester leave are obligated to serve for two semesters after completion of the semester leave.

Faculty cannot receive more than 12 units of assigned time OR a semester leave in one academic year. Applicants may submit more than one proposal for unrelated projects, subject to meeting these limits.

- 2) Monetary Grant. This grant allows for up to \$2,500 of support for an approved project. This grant may be used for items necessary for conducting the research project. Where appropriate, the use of these funds to involve undergraduate and graduate students in the research project is strongly encouraged.
- 3) Summer Fellowship Grant. This grant provides summer stipends of two months for non-tenured faculty and one month for tenured faculty. See the Request for Proposals for conditions and restrictions.

d. Sabbatical Leaves and Difference-in-Pay Leaves

A faculty member is eligible for a sabbatical or difference-in-pay leave if s/he has served full-time for six (6) years at this campus in the preceding seven year period prior to the leave. A faculty member is eligible for a subsequent sabbatical after s/he has served full-time at least six (6) years after any previous sabbatical leave or difference-in-pay leave. A faculty member is eligible for a subsequent difference-in-pay leave after s/he has served full-time for three years after the last sabbatical leave or difference-in-pay leave.

- 1) Sabbatical leaves are generally for one semester at full salary or two semesters at one-half salary, with full benefits accruing with either type.
- 2) The difference in pay leave salary is for the difference between the faculty employee's salary and the minimum salary of the instructor rank.

2. SUPPORT PROGRAMS

Support programs are those that provide opportunities for enrichment through meetings, workshops, lectures, colloquia, etc. Support programs are typically noncompetitive and provide no monetary grants or assigned time.

a. Beyond the Canon: New Strategies for Pedagogy and Curriculum

Beyond the Canon is a faculty group working to develop and disseminate creative edagogues which address issues of student cultural and linguistic background, as well as diversity of prior preparation and differing learning styles, and to develop curricula and courses which enable CSUS to enact its commitment to a pluralistic curriculum which confronts students with diverse perspectives of race, class, and gender.

b. Department/Division Chairs' Workshop

The program is sponsored by the Office of Faculty and Staff Affairs and is designed to acquaint and update both new and experienced chairs with University policies and procedures. Typically, the program consists of one all day off-campus program, several two-hour on-campus workshops, and an annual two-day orientation for new chairs.

c. Faculty Professional Development Conferences

There are many conferences which offer faculty the opportunity to share and learn about pedagogy and career enhancement. The CSU regularly sponsors a Summer Teacher-Scholar conference, and the Chancellor's Office provides significant financial support for faculty to attend this event.

Other such events include the Lilly Conferences on College and University Teaching (particularly Lilly-West), the Professional and Organizational Development Network conference, and conferences on instructional uses of technology including distance and distributed education, as well as sessions at many discipline based meetings. The Center for Teaching and Learning has assisted one college to provide partial funding for travel to such events as an "incubator program" and would welcome similar proposals from other colleges to encourage them to begin providing similar support.

d. Support for New Faculty

The Office of Faculty and Staff Affairs, the Office of Academic Affairs, and the Center for Teaching and Learning are collaborating to enhance New Faculty Orientation programs. The current program introduces new faculty to the CSUS campus, provides a brief background of the university and its students, and an overview of support available for teaching and scholarly and creative activity. Several of the colleges provide additional orientation and information, and some match new faculty members with volunteer, senior, full-time faculty as mentors.

Special efforts have been made to invite them to participate in all CTL activities. In addition, a series of new faculty coffee hours/teaching discussions is held especially for them.

In conjunction with Faculty and Staff Affairs and Academic Affairs, the Center for Teaching and Learning expects to offer a semester-long seminar for new faculty to introduce them to CSUS and to support their developing a strong foundation for outstanding teaching. Many new faculty come to CSUS with extensive teaching experience, but often within a limited range of courses. Most must rework existing CSUS courses to be their own, while still meeting the needs of their programs and all must adjust their teaching somewhat to provide appropriate levels of challenge and support for CSUS students. This seminar will

assist them in these efforts, introduce (or reintroduce) them to a variety of teaching strategies, and provide them a cohort of peers who can provide feedback and support on these and other issues.

This program seeks to provide new faculty a foundation in innovative teaching strategies and for supporting each others' teaching. It will also support their understanding of experiential learning, student study skills and habits, diversity, and retention.

e. Peer Coaching

Peer Coaching is a project in which faculty reflect on and revise their teaching skills through the help of a non-evaluative cognitive "coach." Participants from all disciplines, with varying levels of experience, are introduced to new approaches to teaching by examining the cognitive processes that underlie the planning and delivery of instruction. The project consists of seminars and structured classroom observations conducted by paired participants. Participants commit to the project for at least one semester.

f. Research Travel Grants

The CSUS Foundation allocates funds to support faculty travel related to research and scholarly activity. The purpose is to assist and enhance the ability of departments and colleges to support faculty traveling to professional meetings to present research papers. Applications for travel grants should be submitted by the faculty member to the Office of Research and Sponsored Projects as soon as possible and in no event less than two weeks prior to the meeting or conference. These funds only provide partial support for faculty travel, and additional restrictions may apply.

g. Travel Grants for System-Sponsored Programs

Funds are allocated to assist faculty travel to CSU system-sponsored in-state conferences, workshops and policy development meetings. Faculty members who are members or officers of a state or system task force, commission or committee or who have been designed to represent the campus or the system in a conference or workshop may apply for reimbursement of in-state travel costs. Applications for reimbursement should be submitted at least two weeks prior to the trip. These funds only provide partial support for faculty travel, and additional restrictions may apply.

h. University Visiting Scholars Program

The University Visiting Scholars Program supports lectures, speakers, public programs, and groups visiting the campus, hosted by individual faculty, student or faculty groups, centers, etc.

i. Writing in the Disciplines Project

The Writing in the Disciplines Project involves faculty members as participants in workshops designed to improve students' writing skills. The project offers assistance to faculty of all disciplines, on integrating writing components into their courses and using writing as a way of developing students' understanding of course content. Faculty work together on developing writing assignments other than term papers and essay exams, developing evaluation and commenting procedures for those assignments, and using collaborative activities to improve writing and learning.

The Writing in the Disciplines Project and the Center for Teaching and Learning offer support for CSUS faculty in their use of writing as an important tool for learning and for the assessment of learning. In partnership with the English Department and the Learning Skills Center, CTL has offered workshops such as: "Responding to Student Writing," "Helping ESL Students Succeed," and "Designing Writing Assignments."

CTL will continue to present workshops on writing and will offer consultation to all departments in developing their writing standards for program reviews or pilot projects.

j. University Teaching Workshops

The Center for Teaching and Learning sponsors venues for the discussion of teaching. Beginning in 1998-1999, the CTL director presented workshops and sponsored discussions in-house and in partnership with both affiliated programs and other campus support units (e.g., Distance and Distributed Education, Community Collaboration, etc.) There has been a wide distribution of participation from all colleges and many departments. The CTL plans to sponsor and present between six and ten such workshops annually.

k. CTL Information Services

CTL publishes the Teaching Newsletter and distributes it to every CSUS instructor. The Newsletter includes both announcements of teaching-related activities and substantive articles on college pedagogy. The CTL updates, maintains, and will continue to expand its Web site, which provides a very cost-effective method of disseminating information to those faculty members who use this technology. However, because not everyone chooses to use the web, the paper newsletter will continue. CTL staff also monitor the vast literature on college pedagogy and make the best short pieces available to CSUS faculty. Additionally, CTL staff answer questions from instructors about college teaching daily, via e-mail, telephone, or drop-in conversations.

I. Teaching and Learning Partnerships

CTL is but one organization on the CSUS campus whose mission includes the support of pedagogic innovation. The director seeks to work closely with other units, co-sponsoring and co-presenting activities, lending pedagogic expertise, and serving as a “front door” to all teaching support services for faculty. Other programs with which the CTL director works include the following:

- Collaborating with Senate committees on issues pertaining to faculty professional development
- Member of the Teaching and Learning Technology Roundtable (TLTR)
- Member of the Learning Technology Showcase Planning Committee
- Consulting in tandem with University Media Services staff to assist faculty members on course development
- Cosponsor with the Office of Community Collaboration of a Faculty Workshop on Implementing Community Service Learning (proposed for June 1999)
- Collaborating on planning for the future of the Learning Communities program
- Co-facilitator and consultant to faculty in the Learning Options Project
- Consulting with various groups on assessment efforts.

In addition, the CTL director makes presentations and facilitates discussion at the request of faculty members, departments and colleges.

B. COLLEGE-BASED PROGRAMS

Funds, assigned time, and other support for research and scholarly/creative activities are available to faculty members from their colleges. The level of funding and access to professional development programs varies among the colleges according to college and departmental objectives, needs and funding ability. Faculty members are encouraged to contact their individual College Dean and/or Department Chair for information about the specific programs available within that unit.

5/20/99

Whereas: Faculty Senates tend to be like continents that drift without the guidance of intelligent leadership; and

Whereas: Faculty Senate leadership needs to be familiar with shifting climatic changes; and

Whereas: A geographer is well suited to overcome the fault lines within a Faculty Senate; and

Whereas: Someone needs to act as the person who stays calm at the center of the storm-- and with luck, while maintaining a sense of humor; and

Whereas: For the past two years the synonym for "someone" has been Tom Krabacher; therefore be it;

Resolved: That the Faculty Senate of California State University, Sacramento acknowledges the efforts and contributions of Thomas S. Krabacher as Chair of the Faculty Senate for the 1997-1998 and 1998-1999 Academic years; and be it further

Resolved: That the Faculty Senate expresses its hope that Professor Krabacher will continue to provide exemplary service to this University, recognizing that there IS life-- although perhaps a less stressful one-- after serving as Senate Chair.