

**NOTE: You'll need to bring attachments to 9/24/98 Agenda!**

1998-99  
FACULTY SENATE  
California State University, Sacramento

AGENDA  
Thursday, October 1, 1998  
Foothill Suite, University Union (3<sup>rd</sup> floor, new wing)  
3:00-5:00 p.m.

## INFORMATION

1. Tentative Fall 1998 Faculty Senate Meeting Schedule:

October 8--No meeting

October 15--John C. Livingston Annual Faculty Lecture: "DuBoisian Insight:

Problematics of the Color Line Then and Now" presented by Professor Otis L. Scott

October 22--

October 29--

November 3--FACULTY CONVOCATION--Chancellor Reed (early afternoon TBA)

November 5--

November 12--

November 19--No meeting

November 26--No meeting--Happy Thanksgiving!

December 3--

December 10--

December 17--

2. Senate Home Page (<http://www.csus.edu/acse/> or CSUS Home Page *then* Administration and Policy *then* Departments *then* Faculty Senate) - Vice Chair Arthur Jensen

3. Report on Academic Affairs

TIME CERTAIN: 3:20 p.m., Jolene Koester, Provost and Vice President for Academic Affairs

4. Report on September 10-11, 1998, CSU Academic Senate meeting -- CSU Academic Senators Cristy Jensen and Louise Timmer

## CONSENT CALENDAR

FS 98-48/ConC COMMITTEE APPOINTMENTS--Senate

Elections Committee:

DENISE CUMMINS, At-large, 1999

Faculty Endowment Fund Committee:

SHIRLEY THORNTON, At-large, 2001

Faculty Policies Committee:

LILA JACOBS, At-large, 2001

FS 98-49/Ex. COMMITTEE APPOINTMENTS--Senate

Academic Policies Committee:

MICHAEL BALLARD-ROSA, At-large, 2000 (repl. N. Ostiguy)

Faculty Endowment Fund Committee:

ELLY WILLERUP, At-large, 1999 (F'98 repl. B. Raingruber)

FS 98-50/Ex. COMMITTEE APPOINTMENTS--University

Academic Council on International Programs:

KENNETH LUK, Faculty At-large, July 1, 1998 through June 30, 2001

Administrative Review, Committee on:

BRUCE BEHRMAN, At-large, 2001

AIDS Advisory Committee:

KERRY PHILLIPS, Faculty Senate Chair/designee, 1999  
GENI COWAN, Faculty At-large, 2000

Alcohol and Drug Steering Committee:

MELINDA SEID, Faculty At-large, 2001  
ELLY WILLERUP, Faculty At-large, 2001

Alumni Board, CSUS:

ROGER LEEZER, Faculty Alumnus, 1999

ASCSUS Children's Center Parents Advisory Board:

CHRISTINE MILLER, At-large, 1999

ASI Appellate Council:

MICHAEL FITZGERALD, At-large, 1999

ASI Board, Faculty Representative to:

ROBYN NELSON, At-large, 1999

ASI Elections Complaint Committee:

TIM HODSON, At-large, 1999

Athletic Advisory Board:

JOAN NEIDE, Faculty Representative, 1999

KEN DeBOW, Faculty Representative, 1999

Campus Cooperative Education Advisory Committee:

CECIL CANTON, At-large, 1999

Campus Educational Equity Committee:

KERRY PHILLIPS, A&amp;L, 2001

CLARE LEWIS, H&amp;HS, 2001

BOB BUCKLEY, Senator, 1999

Council for University Planning:

LINDA BUCKLEY, Chair/designee, Academic Policies Committee, 1999

MIKI VOHRYZEK-BOLDEN, Chair/designee, Faculty Policies Committee, 1999

JERRY TOBEY, Chair/designee, Curriculum Policies Committee, 1999

MARY ANN REIHMAN, Chair/designee, General Education Policies/Graduation Requirements Committee, 1999

ARTHUR JENSEN, Executive Committee Member, 1999

Diversity Awards, Committee for:

OLIVIA CASTELLANO, At-large, 1999 (repl. M. Oshana)

MIKE LEE, At-large, 2000

CIRENIO RODRIGUEZ, Curriculum Policies Committee Member, 1999

Energy Management Committee:

ANDREW BANTA, Faculty At-large, 2000

Honorary Degrees Committee:

TURAN GONEN, Faculty At-large, 2000

Institutional Scholarship Committee:

HAROLDENE WUNDER, At-large, 2000

Instruction-Related Activities Committee:

MICHAEL FITZGERALD, At-large, 1999

ANNE-LOUISE RADIMSKY, At-large, 1999

Lottery Fund Allocation Committee:

MIKE LEE, BA, 2001

CECIL CANTON, H&amp;HS, 2001

Multicultural Center Advisory Board:

JOSE CINTRON, Faculty At-large, 2000

Public Safety Advisory Committee:  
ROLAND DART III, At-large, 2001

Selection Advisory Committee for the Director of University Outreach:  
ROBBIE CHING, Faculty At-large

Student Academic Development Committee:  
RUTH WANG, At-large, 2000

Student Complaint Hearing Panel:  
PATRICIA CLARK ELLIS, At-large, 2001  
ROBERT PLATZNER, At-large, 2001

Student Disciplinary Action Hearing Officer:  
MICHAEL FITZGERALD, At-large, 1999  
PATRICIA CLARK ELLIS, At-large, 1999  
ROLAND DART III, At-large, 1999  
BONNIE RAINGRUBER, At-large, 1999  
PAUL FALZONE, At-large, 1999  
ROBIN REESE, At-large, 1999

University Copyright and Patent Committee:  
EILEEN HEASER, Faculty At-large, 2001

University Trust Foundation Board:  
GREGORY WHEELER, Faculty At-large, 2001

University Union Board of Directors:  
JOSEPH KILPATRICK, Faculty At-large, 1999

FS 98-51/Ex. 1998-99 FACULTY SENATE PARLIAMENTARIAN

William Dillon, Professor of Government, shall serve as Parliamentarian for the 1998-99 Faculty Senate.

FS 98-52/CPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF BIOLOGICAL SCIENCES

The Faculty Senate receives the commendations and recommendations of the Curriculum Policies Committee on the program review of the Department of Biological Sciences (September 24, 1998, Faculty Senate Agenda Attachment B) and recommends that 1) the Bachelor of Arts degree program in Biological Sciences be approved for six years or until the next scheduled program review, 2) the Bachelor of Science degree program in Biological Sciences be approved for six years or until the next scheduled program review, and 3) the Master of Science degree program in Biological Sciences be approved for six years or until the next scheduled program

FS 98-53/CPC, Ex. CURRICULUM REVIEW--GRADUATE PROGRAM IN  
INTERNATIONAL AFFAIRS

The Faculty Senate receives the commendations and recommendations of the Curriculum Policies Committee on the program review of the Graduate Program in International Affairs (September 24, 1998, Faculty Senate Agenda Attachment C) and recommends that the Graduate Program in International Affairs be approved for a period of six years or until the next scheduled program review.

FS 98-54/APC, Ex. ANNUAL SCHEDULE OF CLASSES

The Faculty Senate recommends that the University adopt a schedule of classes for both Fall and Spring semesters for publication in print and on the worldwide WEB in May of each year. The Annual Schedule publication shall include statements that clearly inform students of the tentative nature of the schedule of course offerings, particularly the Spring semester. In addition to the Annual Schedule, the Faculty Senate recommends that an updated schedule of Spring classes be published in print and on the worldwide WEB in mid-November of each year.

## **CONSENT--INFORMATION**

FS 98-45/Ex. GRADE APPEAL PROCEDURES (Amends AS 88-67)

The Executive Committee, on behalf of the Faculty Senate, recommends approval of amendments to the CSUS Grade Appeal Procedures (AS 88-67) as shown in September 24, 1998, Faculty Senate Agenda Attachment D.

## **REGULAR AGENDA**

FS 98-46/Flr. MINUTES

Approval of the Minutes of the meetings of April 16 (#15), April 23 (#16), April 30 (#17), May 7 (#18) and May 14 (#19), 1998.

FS 98-47/Flr. MINUTES

Approval of the Minutes of the meetings of April 23 (#1) and May 7(#2), 1998.

FS 98-55/Flr. MINUTES

Approval of the Minutes of the meeting of September 24 (#3).

FS 98-59

Old Business

FS 98-56/Ex. CALL FOR SUSPENSION OF REGULAR FACULTY SENATE BUSINESS PENDING A RESPONSE FROM THE PRESIDENT ON MATTERS PERTAINING TO UNIVERISTY GOVERNANCE AND THE ROLE OF THE FACULTY SENATE [FS 98-27B/Flr. postponed from 1997-98 session]

RESOLVED: The CSUS Faculty Senate, including all standing and ad hoc committees of the Senate, shall refrain from conducting regular business, including making recommendations on faculty appointments to University committees, formulation and recommendation of policies pertaining to the instructional program and professional matters, and implementation of policy (e.g., review of petitions in Academic Standards Committee and review of mini-grant proposals by the Research Committee), until such time as the President provides a written statement to the CSUS Faculty which complies with the specifications of the previous resolved clause; and be it further

RESOLVED: The CSUS Faculty Senate shall continue to convene as necessary to discuss and act on matters related to the substance of this and on other organizational matters such as the election of Faculty Senate Officers.

FS 98-57/Ex. REFERENDUM, REFERRAL OF FS 98-27A (REQUEST FOR A RESPONSE FROM THE PRESIDENT ON MATTERS PERTAINING TO UNIVERSITY GOVERNANCE AND THE ROLE OF THE FACULTY SENATE) TO FACULTY [FS 98-27C/Flr. postponed from 1997-98 session.]

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

FS 98-58/CC. Ex. COMMUNITY SERVICE-LEARNING [FS 98-33 postponed from 1997-98 session.]

The Faculty Senate recommends approval of the Community Service-Learning definition and guidelines presented in Attachment.

↑ FS 98-59 Flr.

COLLECTIVE BARGAINING

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CONVOCAATION

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CONVOCAATION

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~~CONTRACT~~ LACK OF CONTRACT

## COMMUNITY SERVICE-LEARNING

**Definition:** Community Service-learning courses and /or course components include three essential elements. They

- (1) provide meaningful community service with public benefit organizations and programs
- (2) require structured reflection on the relationship of that service experience to academic course content.
- (3) promote civic and social responsibility.

Community Service-learning courses differ from other forms of experiential education.

### Guidelines:

- (A) Departments or programs may offer Community Service-Learning (CS-L) in two formats:  
1) CS-L may be embedded in course requirements, or 2) a 1-2 unit, credit/no credit CS-L option may be attached to a regular course offering with a maximum of nine units to be applied to the undergraduate degree.
- (B) Community Service-Learning units that are optional add-on<sup>s</sup> to regular courses shall require for each unit of credit, 30 hours or more of community service with a public benefit organization or program, and 15 hours of structured reflection activities. CS-L embedded in course requirements may vary from 10 hours to 60 or more hours, depending on whether a CS-L project is the central focus of the class or only one of several requirements. The number of hours of reflection activity needed to relate the CS-L experience to course content will vary accordingly. *+ see back*

Structured reflection is the vehicle for linking service to academic content and assessing student learning. It shall require students to articulate how the service experience affirms, expands, integrates, or calls into question the academic content of the course. Reflection shall be supervised by a faculty member and include specific student activities, e.g., journal writing, small group discussion, oral presentation, essay writing.

- (C) Academic credit shall be given for learning, not for service: merely putting in the specified number of hours at a service site is not an academic activity and does not earn academic credit. Credit is earned for relating the service experience to academic content through the reflection process.
- (D) No more than 10 percent of a service-learner's service time shall involve tasks that have little or no intellectual challenge, e.g., filing, verifying addresses on a mailing list. Departments offering the courses are ultimately responsible for the placement of students and for ensuring that community partner organizations provide students with service experiences that enhance learning. ~~However, the Office of Community Collaboration is available to provide support in 1) identifying appropriate community partners, 2) developing agreements with these organizations regarding student placement, service responsibilities, learning objectives, liability coverage, etc., 3) designing reflection activities, 4) monitoring and evaluating student performance of the service activities.~~
- (E) Courses with Community Service-Learning components shall follow the normal Department, College, and University course approval and evaluation processes.

In cases where CS-2 is embedded in the course, the course may be letter graded if the CS-2 component is less than <sup>or equal to</sup>  $\frac{1}{3}$  of the basis for grade determination. In cases where <sup>the</sup> CS-2 is greater than  $\frac{1}{3}$  of the basis for grade determination,

the course shall be graded CR/NC.

Carried



## CURRICULUM POLICIES COMMITTEE: RECOMMENDATION SUBMISSION FORM

TO: Executive Committee, Faculty Senate  
RE: A Proposal for Community Service-Learning  
September 13, 1998

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

SEP 14 1998

### I. Origins of Committee Consideration

Early in 1997-98 Professors Charlotte Cook and William Lee-Sammons of the Office of Community Collaboration spoke to the Curriculum Policies Committee in order to suggest development of a Community Service-Learning program as a contribution to the implementation of the CSU and CSUS Strategic Plans. CPC appointed a subcommittee of J. Donath, W. Lee-Sammons and M. Sanchez to examine the question. The subcommittee submitted a proposed policy to the Committee, which approved the proposal. The Executive Committee also approved the proposal and forwarded it to the full Senate. OCC requested that the proposal be withdrawn from the Senate agenda for further editing. The proposal submitted here is that revision. CPC approved the proposal unanimously.

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### II. Alternative Measure Considered

No other proposals competed directly with that submitted by OCC. One might argue that other Community-Based Learning programs, e.g., Co-Curricular Activity, Co-op Ed and internships, are alternatives in the sense of making the proposal redundant. Committee discussion showed that OCC had consulted with these groups and had their agreement that the proposal was for a new and distinctive purpose, implemented by means distinctive from any related program.

### III. Pro and Con Arguments

Once CPC was satisfied that there is campus interest in Community Service-Learning and that the program would complement rather than compete with similar programs, it accepted the proposal in principle. The Committee did, however, critically discuss certain aspects of the proposal text and made one significant amendment: It modified Definition (1) as follows:

They (1) provide meaningful community service with public benefit (~~non-profit~~) organizations and agencies programs.

**Rationale:** The Committee believed that the original text might seem to prohibit any work for organizations which make a profit (e.g., a profit-making polling organization gathering information of great public benefit). The revised text would allow students to work for businesses as well as non-profit institutions and government agencies; the test of acceptability would be the purpose of the specific work being done.

#### IV. **Parties and Documents Consulted**

The Committee last year consulted with Professors Charlotte Cook and William Lee-Sammons of the Office of Community Collaboration, who suggested development of a policy after extensive statewide consultation. CPC's subcommittee also considered the relationship of its proposal to related academic-community programs. The documents immediately consulted for this proposal include the CSUS Strategic Plan; a "Brief Description of Community-Based Learning Terms;" the "Visions and Objectives" section of the CSU "Strategic Plan for Community Service - Learning;" and OCC's "Frequently Asked Questions by Faculty about Community Service-Learning." We have attached these latter three documents.

## I. Vision And Objectives

The mission of the California State University is to serve the people of California. Community service-learning is essential to that mission.

Community service-learning is academic study linked to community service through structured reflection so that each reinforces the other. The academic study may be in any discipline or combination of fields. The community service may be direct service to people in need, community outreach and education, or policy analysis.

Community service-learning enhances academic learning by enabling students to apply knowledge and skills gained through academic study to real-world problem solving and to appreciate the connections between their academic work and real-world activities. Community service also contributes to both civic learning--coming to understand how a community functions, what problems it faces, the richness of its diversity, and the importance of individual commitments of time and energy to enhancing community life--and moral learning--strengthening the elements of character that lead to ethical actions, and helping students think about themselves in relation to others.

Finally, community service-learning enhances career learning by strengthening personal traits such as self-esteem and interpersonal skills such as careful listening, empathy for others, and abilities to lead, to compromise, to change one's mind. Additionally, community service-learning provides a unique opportunity for students to explore potential careers and to gain valuable career related experience prior to graduation. These are all important to personal interaction in any setting and vital to success in most careers.

This plan was drafted by faculty and staff members from every CSU campus with an interest in and commitment to community service-learning. They met in March 1997 for a two-day Colloquium, and are committed to continuing their collaborative efforts.

# Types of Community-Based Learning Terms

POSITIONS	DEFINITIONS	CREDIT/UNITS	RELATED TO COURSE WORK	STRUCTURED REFLECTION
Volunteer	student participates for the common good	0	variable	rarely
Field Work or Thesis Student	student conducts an independent study; research	graded; pass/fail; variable	variable	rarely
Practicum/ Student Intern	student gains on-the-job experience related to major field of study; often credential-based	graded; pass/fail; variable	variable	rarely
Service-Learner	student combines meaningful community service and in-class learning through a process of structured regular reflections	graded; pass/fail; variable	yes - embedded, or an extra option	yes; individually, and in small groups, students abstract meaning from the community experience and combine it with in-class concepts
Student enrolled in co-curricular activity	student participates in a short term activity; often as a class	0	variable	rarely
Student enrolled in Cooperative Education	student participates in a paid, off-campus work experience in private industry or government agency	graded; pass/fail; variable	variable	no
Student completing a community-based assignment for a course	student conducts interviews, shadows a professional for a day, drafts a brochure, develops a marketing plan and/or consults on technology	graded as part of class requirements	yes - embedded	variable; usually there is discussion in-class and/or student writes about the experience

*Carried*

FACULTY COMPENSATION

**PROPOSED SENATE RESOLUTION ON COLLECTIVE BARGAINING**

WHEREAS: the quality of education in the CSU rests primarily on its ability to attract and retain highly qualified faculty and maintain the high morale of that faculty; and

WHEREAS: the CSU Chancellor, CPEC and CFA agree that a faculty salary gap exists in the CSU, and significant salary increases are necessary to close that gap; and

WHEREAS: the existence of that 11% gap discourages the hiring and retention of highly qualified faculty, lowers morale and degrades the educational experience; and

WHEREAS: the CSU received a 15.1% increase in its total budget for 1998-99, including an 8% increase in its base budget; and,

WHEREAS: the CSU management, having once considered a 6% increase in total faculty compensation funded from these increases, has now reduced its offer to 5%, 40% of which it wishes to commit to special merit awards; and,

WHEREAS: 40% of total compensation monies allocated to merit awards would sharply limit funds available for a reasonable across-the-board increase (GSI) and a full-step SSI for junior faculty; and finally,

WHEREAS: bargaining on the new CSU-CFA contract has ceased since the CSU left the bargaining table and unilaterally called for Impasse proceedings, subsequently granted by PERB; therefore be it

RESOLVED that the Faculty Senate of California State University Sacramento calls on CSU management to

- (1) return to the bargaining table and resume productive negotiations with the CFA;
- (2) return this year's compensation package to 6%;
- (3) greatly reduce the amount of compensation dollars it seeks to allocate to merit pay;
- (4) reach agreement quickly with CFA on a new, fair merit pay plan linked to RTP/peer review processes; and
- (5) provide at least one full step (2.4%) for an SSI for all eligible faculty; and be it further

RESOLVED that the **Faculty Senate of California State University Sacramento** endorses CFA's effort to settle the contract on terms advantageous to the faculty, including a guarantee of the maximum increase in total faculty compensation and progress on other key contract issues; and be it further

RESOLVED that this resolution be communicated directly to the Chancellor, the CSU Trustees, and the CFA.

*RESOLVED: 10/1/98 (1) of the CSU (CFA) ...*

**Report of Executive Committee's  
Educational Technology Working Group  
from Meetings of September 11 and 18, 1998**

Participants: Jean-Pierre Bayard, Electrical and Electronic Engineering  
Linda Palmer, English  
Henry Chambers, History  
Ann Haffer, Nursing  
Lorraine Heidecker, Anthropology  
Ray Koegel, Communication Studies  
Don Hall, Chemistry  
Craig Stanley, Organizational Behavior and Environment  
Marlene von Friederichs-Fitzwater, Communication Studies  
Mark Stoner, Communication Studies  
Rose Leigh Vines, Director, Distance and Distributed Education  
Tom Krabacher, Senate Chair

1. Workload issues:
  - A. Recognition that time requirements for the development, delivery, and maintenance of distance learning courses are different from those of courses offered in more traditional formats;
  - B. The time necessary for faculty training must be recognized;
  - C. Need for uniform policies among colleges on workload compensation;
  - D. Given the rapidly changing nature of the technology, policies on workload need to be revisited on a regular basis.
  
2. Technical Support:
  - A. Recognition of a general need for increased overall technical support; current levels are often inadequate;
  - B. Assistance must be available for individual faculty for planning and course development;
  - C. Assistance in the form of training must be available to students, where necessary.
  
3. Curricular and Enrollment Issues:
  - A. Need for policies regulating decisions on class size (to avoid pressures to increase enrollments);
  - B. Guidelines must be developed to govern the curriculum and mode of dissemination of course offerings; such guidelines must include consideration the suitability of courses or various modes of delivery.
  - C. It should be the responsibility of the department/program to establish the guidelines described in point B, above.
  - D. Should faculty have control over student enrollment in web-based courses?  
(Such courses may not be suitable for all students.)

- E. Need to guarantee equal access for students to web-based courses (in terms of equipment/disabilities/ESL);
  - F. Should guarantees be made that courses are not offered only on the web? (Or alternatively, that there should always be non-web routes by which students can fulfill program requirements?)
4. Plagiarism: How to monitor student work in distance learning to determine that it is their own?
  5. Need for criteria governing the transferability of web-based courses from other institutions.
  6. Need for University-wide standards for evaluation of distance learning programs.
  7. Questions over ownership rights to faculty-developed courseware need to be resolved.
  8. Institutions should not be permitted to use faculty-developed courseware without the developer's consent.
  9. Mechanisms need to be developed to provide regular faculty oversight (such as through a standing faculty committee) over the role of Computing Services and UMS in the development and delivery of courses offered through distance learning technologies.
  10. Equipment and training expectations-Can faculty place them on students?
  11. Evaluation of courses--different standards/approaches for distance-taught courses?
  12. Should there be a Faculty Senate statement recognizing the value of different pedagogies?
  13. Should there be a Faculty Senate endorsement of the concept of distance/distributed education?