

NOTE: Bring your October 29 Faculty Senate Agenda Attachment B-1 and the draft "Cornerstones Implementation Plan"

1998-99
FACULTY SENATE
California State University, Sacramento

AGENDA
Thursday, November 5, 1998
Foothill Suite, University Union (3rd floor, new wing)
3:00-5:00 p.m.

INFORMATION

1. Tentative Fall 1998 Faculty Senate Meeting Schedule:
November 12--MEETING
November 19--MEETING
November 26--No meeting—Happy Thanksgiving!
December 3--
December 10--
December 17--
2. Cornerstones Implementation Plan Forum #1 (refer to copy of draft "Cornerstones Implementation Plan" sent under separate cover on 10/28/98)
Time Certain: 3:00-4:00 p.m., Marjorie Gelus, Tom Kando, John Doolittle, members, University Cornerstones Task Force

All faculty members are invited to attend this forum and/or Cornerstones Implementation Plan Forum #2, on Monday, November 16, 1:30-2:30, Orchard Suite I and II (2nd floor, UU)
(Note: The draft "Cornerstones Implementation Plan" is also available at <http://www.csus.edu/acse/corner/spense.htm>)

4. 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

CONSENT CALENDAR

FS 98-74/Ex. COMMITTEE APPOINTMENTS--University

Multicultural Center Advisory Board:
SEAN SHIMADA, At-large, 1999 (repl. D. Ferris)

REGULAR AGENDA**FS 98-73/Flr. MINUTES**

Approval of the Minutes of the meeting of October 29 (#6), 1998.

Old Business**FS 98-72/Ex. CONSTITUTION OF THE FACULTY--Amendments**

The Faculty Senate approves the attached amendments to the Constitution of the Faculty (October 29, 1998, Faculty Senate Agenda Attachment B-1) for submission to the voting membership of the faculty in a referendum.

First Reading**FS 98-66/Flr. DISTANCE LEARNING, PROPOSED POLICY STATEMENT ON**

The Faculty Senate recommends approval of the following statement: California State University, Sacramento recognizes the value of different teaching strategies and pedagogies in higher education, including those used in distance (or distributive) education. It is ultimately the responsibility of the faculty to determine the appropriate format in which a course should be offered.




CALIFORNIA STATE UNIVERSITY, SACRAMENTO

FACULTY SENATE

Memo

Date: October 27, 1998

To: CSUS Faculty Senators

From: Tom Krabacher 
Faculty Senate Chair
(278-6593; FAX 278-5358)

Subject: Cornerstones Implementation Plan

Cornerstones is with us again.

As many of you know, last year the CSU adopted the Cornerstones Report, a document that set forth a series of principles to serve as the basis for future system-wide planning. During Spring 1998, a set of Cornerstones initiatives based on the report were identified by the CSU. The next step is to determine the manner in which these initiatives will be implemented.

Individual CSU campuses have recently received copies of a proposed Cornerstones Implementation Plan circulated by Executive Vice Chancellor David Spence. The plan is in the draft stage at this point and each campus has been asked to discuss and comment on it. The campus responses then will be used to revise the plan before submitting it in final form to the Board of Trustees in January. A copy of the draft version is attached here.

At its meeting on 10/20/98, the Executive Committee approved a strategy for preparing the CSUS response. This involves seeking input from the Faculty Senate, the Senate policy committees, and the faculty as a whole. The information thus gained will then be used by the CSUS Cornerstones Task Force to prepare the campus response. The proposed schedule for accomplishing this is as follows:

6000 J Street, Sacramento, California 95819-6036 • (916) 278-6593 • (916) 278-5358 FAX

1. *At the Senate Level:* Time has been scheduled for the discussion of this item on the agenda for the November 5th Senate meeting; faculty members of the Cornerstones Task Force will attend.
2. *At the Committee Level:* Policy committee chairs have already been requested to place this item for discussion on their November agendas and submit their comments by December 1st.
3. *At the Faculty Level:* In addition to the November 5 Senate meeting which all faculty may attend, an open faculty forum is scheduled for the afternoon of Monday, November 16th, 1:30-2:30 p.m., in Orchard Suites I and II (2nd Flr, UU); faculty members of the Cornerstones Task Force will be present.

The campus Cornerstones Task Force has been asked to complete its work by December 18, 1998.

Please take time to read through the attached Implementation Plan carefully and discuss it with the faculty in your program or department before coming to the Senate meeting on November 5th. It is important that we have as much *broad-based* input as possible while the campus response is being prepared.

Senators who do not have a copy of the original Cornerstones Report may obtain one from the Senate Office (x6593) or find a link to it on the Senate web page (<http://www.csus.edu/acse/>).

Thank you!

TK;jlm

Attachment

cc: President Gerth

Provost Koester

Professor John Doolittle, Member, University Cornerstones Task Force
Professor Marjorie Gelus, Member, University Cornerstones Task Force
Professor Tom Kando, Member, University Cornerstones Task Force
Professor Cristy Jensen, Member, University Cornerstones Task Force



THE CALIFORNIA STATE UNIVERSITY

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DAVID S. SPENCE
EXECUTIVE VICE CHANCELLOR

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

OCT 19 1998

October 16, 1998

Faculty
413

Senate Received

To: CSU Presidents
From: David S. Spence *David S.*
Subject: Cornerstones Implementation Plan

Attached to this memorandum is an initial outline of points that might be included in a plan to implement Cornerstones. This draft is intended as a starting point for campus discussion. We recognize that many other perspectives must be involved as we move toward a consensus and focused set of initiatives for adoption by the Board of Trustees and action by the system and its universities.

The purpose of this outline is to spark systemwide discussion. The only certainty is that the final plan will differ from the attached. Some believe there are too many priorities; others, too few or the wrong ones. Perhaps this means that the right balance has been struck for beginning discussion.

It is critical that the development of this implementation plan and the contributing discussions receive the highest priority on campuses and across the system. We trust that you will take the needed steps to ensure such thorough and open discussions. We would appreciate comments and recommendations by January 11, 1999.

The responses can be most useful if they describe specifically those actions whose implementation would be of the highest priority. It would also be helpful to know what draft ideas should be eliminated or reduced in priority and what different ones might be added. The development of the plan will be assisted as well by your recommended refinements in the description of actions to be implemented and the roles to be assumed at the university and system levels in carrying out these initiatives.

October 16, 1998

Page 2

As a means to further these comprehensive discussions on a systemwide level, we will post a web page devoted to Cornerstones implementation. We will provide details on this development by next week.

Thank you so much for your cooperation. Please let me know if you need further information.

DSS/mjh

c: Charles W. Lindahl
Charles B. Reed
Chair, CSU Academic Senate
Chairs, Campus Academic Senates

DRAFT

Cornerstones Implementation Plan

It is the intent of Cornerstones that the California State University create a truly student-centered university, in which every member of the University community – faculty, staff, and administration – has a responsibility for contributing to student success. Actually, CSU is already known for its highly effective orientation to teaching and scholarship. It is the intent and spirit of Cornerstones to build upon this solid base and establish an agenda for even greater effectiveness. Some new faculty tasks, responsibilities, and directions are anticipated under this implementation plan in addition to the demanding, varied and successful roles faculty already assume. Successful implementation will hinge on faculty being properly supported in their efforts to achieve the Cornerstones objectives.

The full implementation of Cornerstones will require several years. This plan addresses the key issues of systemwide concern – program quality, student access, student preparation, and faculty support. The initiatives listed by letter below are derived from Cornerstones principles, and followed by several proposed implementation steps.

- A. **Each university will strengthen baccalaureate education through student learning outcomes and assessment.**
 - 1. Each university will identify student learning outcomes for both General Education and degree program majors, focusing on the outcomes of overall programs rather than individual courses.
 - 2. Each university's General Education outcomes will include, as a core, those competencies required in Title 5 and other relevant system policy; other outcomes may be added by each university.
 - 3. Each university will develop its own assessments for both General Education program outcomes and degree major program outcomes.
 - 4. Each university will establish a process for measuring the extent to which students are achieving the defined student learning outcomes of both General Education and degree program majors.
 - 5. Each university will establish a formal process for using the assessment results to review and improve programs. Each university will describe this process and subsequent program improvements.

- B. **Each university will assure the quality of the baccalaureate experience and process.**
 - 1. Each university will direct special attention to the teaching and learning process, and develop new ways to strengthen student-faculty interaction, active/involved student learning, and student-to-student learning relationships.

2. Each university will establish a process for encouraging actions and assessing results related to strengthening teaching and learning effectiveness.
 3. Faculty will determine when student learning can be effectively served by the classroom context, the use of distributed learning technology, community service learning, and other learning methodologies.
 4. Each university will provide an appropriate range of student services including admissions, registration, financial aid, academic advisement, library and information services, and instructional support for all students regardless of type of enrollment or form of instruction.
- C. **Each university will examine its programs to ensure that current programs are needed, effective, and have appropriate and understandable requirements. This examination will be guided by the following principles.**
1. In accord with Board of Trustee program review policy, each university shall make special efforts to ensure that programs and courses are strengthened, added, retained, and eliminated according to explicit criteria and procedures. These campus criteria and procedures will be designed to ensure that programs are continually responsive to, among others, state and student needs, changes in the discipline, and campus priorities.
 2. Each university shall ensure that full-time students are able to complete baccalaureate degree program requirements within a reasonable length of time. Across the country, this typically is accomplished in eight semesters (twelve quarters) of full-time study, which normally equates to 120 semester (180 quarter) units. For most degree programs, General Education and degree program major student learning outcomes can be acquired and demonstrated during this equivalent period.
 3. Trustee policy will be revised to minimize references to units required including specific areas of General Education. The intent of this revision is to enable universities to shift attention to student learning outcomes and away from course and unit-based curricula.
 4. Articulation practices among system universities and community colleges and policies for General Education will continue to be reviewed and strengthened at both campus and system levels. Over time these practices will accommodate the shift to student learning outcomes and place less emphasis on course-based units.
 5. New and concerted attention will be devoted to the articulation of required lower division major courses and/or competencies, both within the CSU and between the CSU and community colleges. To this end, faculty from across all CSU campuses will convene in disciplinary groups, with appropriate consultation with community college faculty, to seek agreement on a common core of required lower division courses for each major.
 6. Each university and the CSU system will continue to work with the leadership and faculty of the community colleges to remove barriers to transfer so that community

college transfer students can proceed toward their baccalaureate objective at the same pace as students entering the CSU as first-time freshmen.

- D. **Universities will make their services more accessible in time and place, by removing, to the extent possible, constraints on teaching and learning caused by time or location.**
1. Each university will identify how the opportunity to acquire expected student learning outcomes and related services can be made more accessible to students who experience difficulty accessing traditionally-scheduled, on-campus programming. Each university will document actions taken to accommodate the time and place needs of students and the effects of such actions.
 2. Appropriate system policy should be formulated to govern the development of off-campus centers to accommodate place-bound students.
 3. Each university will ensure that instruction and support accommodate the personal situations of students, especially working adults with families, through services such as flexible scheduling, course patterns, certification of learning, job-site teaching/learning, and use of technology mediated instruction.
 4. CSU and its campuses will direct special attention to maximizing its resources through the effective use of fuller daily, weekly and yearly schedules.
- E. **The CSU will support system and university-wide efforts to increase the number and proportions of high school students who are prepared for college-level study upon entry, and in the process, reduce the percentages of students needing remedial education.**
1. CSU will revisit the competencies needed to begin college-level work and how best to assess them. This review will be linked to the re-examination of General Education through a learning outcomes-based approach. The use of ELM, EPT, and SAT for placement purposes will be reconsidered within the context of the Intersegmental Committee of the Academic Senates' statements of competencies expected of entering freshmen.
 2. The CSU will intensify its support for early diagnostic testing of ninth, tenth, and eleventh grade high school students in English and math to determine progress being made in meeting CSU expectations. These efforts will focus on the Math Diagnostic Placement Test (MDPT) and the CSU-UC on-line writing assessment project.
 3. CSU placement tests will be made available to K-12 students as soon as they complete their junior level courses. Students who pass would be granted appropriate CSU placement subject to completion of senior-year math.
 4. Alliances with the public schools will be strengthened. These alliances should focus on developing a clear understanding of what the CSU math and English placement standards are and how best to achieve them. Special funding should support these efforts.

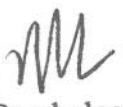
5. The CSU will insure that teacher preparation programs produce graduates able to assist students to meet State Board of Education standards.
 6. The CSU and its universities will expand the number of well-trained CSU students helping K-12 students achieve stronger English and math skills.
 7. The CSU will also seek more effective methods and structures by which remedial education will be provided, including extended learning and expansion of partnerships with community colleges, public schools, and other institutions.
- F. The CSU will increase access to education beyond the baccalaureate, including degree and certificate programs as well as other forms of continuing and professional education.**
1. Each university will respond to new economic and social needs for post-graduate education, research, and service.
 2. CSU's role as the major provider of the Master's degree and post-baccalaureate certification programs will be expanded. These programs are becoming more critical to meeting the increasing educational needs of people in an expanding number of occupations and professions. California's economy will depend on access to these new levels of knowledge.
 3. The CSU and its universities will increase investment in their graduate and post-graduate educational programs while maintaining the CSU's commitment to undergraduate education. Consideration will be given to the following possibilities for increased support.
 - a. Seek State recognition of the higher cost of graduate (relative to undergraduate) education and the alignment of funding accordingly (without reducing support of undergraduate education).
 - b. Establishment of differential fees for undergraduate and graduate students to reflect the higher costs associated with graduate education, in parallel with increased financial aid for graduate students.
 - c. Allowing campuses and programs to charge differential fees in accordance with costs, competition in the marketplace, and demand, subject to adequate financial aid to assure access.
 - d. Special funding for joint doctoral programs.
 4. The CSU will develop new patterns of support for post-graduate and other programs which blend extended learning programs and self-support resources with those supported through the General Fund. The chancellor's office will study the public and system policy issues related to such new funding patterns. It is important that we utilize the energy and entrepreneurship that is characteristic of self-support units and programs.

5. The CSU's role in doctoral and professional education will be increased through relationships with the University of California and other public and private higher education institutions.
- G. **The CSU and each university will make systematic progress toward achieving the conditions that will allow faculty to play their integral role in implementing the plan.**
1. The CSU and each university will provide faculty with a fair and reasonable reward system, including closing the faculty salary gap. In order to recognize the expansion of faculty roles, faculty scholarship should be more broadly defined as appropriate to each campus.
 2. The CSU will develop a more coordinated and substantive faculty development effort related to the implementation of Cornerstones principles.
 3. The CSU and each university will seek ways to provide faculty with appropriate opportunities and conditions to implement Cornerstones initiatives. These will include both seeking new resources and specific targeting of faculty time and support to recognize the importance of the following:
 - assigned time for the development of student learning outcomes and assessment methods,
 - assigned time for the conversion of courses and program to new modes of instruction,
 - increased travel for participation in professional conferences,
 - expanded training programs for the use of technology mediated instruction, and
 - expanded summer stipends to support the development of Cornerstones initiatives.
 4. The CSU and each university will expand resources available for direct instructional support including:
 - increased investment in faculty computing, smart classrooms, and other educational technology,
 - expanded instructional development and support operations, and
 - increased clerical staff, and office and communication technology.

Distributed at
11-5-98
Faculty Senate
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MEMO

TO: Bruce Behrman ✓
Paul Verdone

FROM: Miriam LeGare 
Department of Psychology

DATE: November 4, 1998

SUBJECT: Cornerstones

Thank you for distributing the draft of the Cornerstones Implementation Plan. I hope that my comments will be conveyed to the Faculty Senate because Cornerstones is remarkable in two ways: what it includes, and what it omits. Some of these inclusions and omissions are described here.

Inclusions. Cornerstones focuses on the student, the student's access, convenience, support, interactions, learning outcomes, and preparation for entering CSU (e.g., Document sections B.1 and 4, C.2, D.1-4, E.1-7). The implementation of this focus is to be accomplished by the faculty as prominently noted in the first paragraph. "Some new faculty tasks, responsibilities, and directions are anticipated under this implementation plan in addition to the demanding, varied and successful roles faculty already assume." The tasks are to include special attention to the identification of student learning outcomes, developing assessments for outcomes and measuring progress, directing special attention to the teaching and learning process, strengthening student-faculty interaction and teaching and learning effectiveness, strengthening articulation processes. In addition, implementation will include expanding faculty roles by providing faculty with appropriate opportunities and conditions to implement the initiatives by targeting of faculty time and support (e.g., A.1-5, B.1-3, C.4-5, G.1-4).

Omissions. The first omission in this document is that of knowledge. Teaching what? Assessing what? There is no recognition of education as a process. In the place of process, education is to become a product. Second, there is no statement about the responsibility of the student in Cornerstones. Third, there is no plan to compensate faculty for the time that will be invested in Cornerstones, except that there will be assigned time for the development of student learning outcomes, etc. Fourth, the articulation process makes no statement directed to the quality of the coursework for students at the community colleges; rather, it focuses on common core courses and student learning outcomes. Fifth, while the need for advanced levels of knowledge is noted in Section F.2, the section is really focused on financing these programs without any attention given to what the advanced levels of knowledge involve in terms of student and faculty scholarship. Sixth, the appropriate range of student services is not defined.

Conclusions. The mission of The University, any University, is to share and advance knowledge. I found nothing in this document which refers to this mission. I found nothing in this document which provides for or even encourages faculty to remain current and forward-looking in their disciplines. I found nothing in this document which emphasizes the role of university education as a major stage in the lifelong pursuit of knowledge by the individual.

There is an odd, gratuitous statement in the first paragraph. "Actually, CSU is already known for its highly effective orientation to teaching and scholarship." The rest of the plan removes any future devotion to scholarship and focuses solely on the mechanics of teaching and assessment. Finally, one of the most offensive statements demotes the library from the repository of knowledge and information for all people in this region to that of a student service, along with admissions, registration, financial aid, academic advisement, and instructional support (B.4).


This document did not raise my consciousness but it did raise my ire. This is not a worthy plan for a university. It is a plan for a sheltered workshop, a customer service center, a convenience store and a school of technical education. At a time when we are hiring new faculty whose graduate educations are among the best in history, please consider what we would be asking them to do: to make students the reason for coming here, to make students the center of their work, to woo students. Are students really the reason we are here? Are students really at the center of the university? Please don't tell me that if we didn't have any students, we wouldn't have any jobs. I have a different version of this false dichotomy: if there were no faculty, there would be no university. If there were no faculty devoted to the sharing and advancing of knowledge, why would anyone want to come here? If there were no faculty dedicated to asking and answering questions about our world, why would students enroll here? Maybe it's time we, the faculty, define our role in the life of the university rather than allowing The Cornerstones Implementation Plan to define our role, which it has, in effect, done. Maybe it's time the faculty informed the students that by coming here, they have become engaged in one of the most magnificent endeavors devised by humans, The University Education.

We have been told that Cornerstones is a "done deal," that it is in place and that there is nothing we can do about it. Well, there is something we can do. We can reject this plan. I will not participate in this plan even if it becomes the Law of the Land.



CALIFORNIA STATE UNIVERSITY, SACRAMENTO
FACULTY SENATE

Memo

Date: November 2, 1998
To: President Donald Gerth
From: Tom Krabacher 
Chair, Faculty Senate
(278-6593; FAX 278-5358)
Subject: Format for Senate Dialog with Chancellor Reed

In light of discussions in the full Senate on this past Thursday, the Senate Executive Committee proposes the following format for the Senate's meeting with Chancellor Reed on Tuesday, November 3. The goal is to allow all of us to make the most effective use of the time available.

After brief introductions, we will proceed immediately to an open discussion with the Chancellor. This will adopt a question and answer format. We would like the discussion to focus on the four following topics:

1. The future of tenure and part-time faculty in the CSU;
2. The drive to adopt distance learning, service work experience, and other non-traditional pedagogies in the CSU;
3. Faculty compensation;
4. The changing roles and expectations of the faculty in the CSU.

Each topic will be introduced by a speaker with a prepared question to start things off, after which questions will be entertained from the floor. Discussion of each topic will be limited to fifteen minutes.

The Executive Committee believes that this structure will ensure that the Chancellor has time to touch on some of the major areas that have been of particular concern to the Senate in recent months.

TK:jlm

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