

4

Reminder: You'll need Attachment C from 3/9/00 Agenda!

1999-2000
FACULTY SENATE
California State University, Sacramento

AGENDA

Thursday, March 23, 2000
Foothill Suite, University Union
3:00-5:00 p.m.

OPEN FORUM

REGULAR AGENDA

Approved
FS 00-15/Flr. MINUTES

Approval of Minutes of March 9 (#10), 2000.

SECOND READING ITEMS

[Action may be taken]

Carried
FS 00-13/APC, Ex.^{Flr} GRADE APPEAL PROCEDURES (supercedes AS 88-67 and FS 98-45)

The Faculty Senate recommends approval of the revised grade appeal procedures (*March 9, 2000, Faculty Senate Agenda Attachment C*).

Carried
FS 00-14/Ex.^{Flr} CSU CENTRAL ADMINISTRATION, RESOLUTION IN SUPPORT OF REFORMING GOVERNANCE OF

The Faculty Senate adopts the following:

Whereas, A report, prepared for the San Jose State University Academic Senate, titled "Out of Crisis-Reforming Governance of the California State University" argues convincingly for the need to improve Central Administration governance of the California State University; and

whereas.

Whereas, This report suggests a set of "solutions" which would lead to improved governance and provide accountability information to Academic/Faculty Senates; therefore, be it

- Resolved: That we, the Faculty Senate of California State University, Sacramento, endorse the San Jose State Report; and, be it further
- Resolved: That we request that CSU Central Administration develop a plan for assessing its effectiveness in providing management and leadership to the CSU system; and, be it further
- Resolved: We join San Jose State in requesting that CSU Central Administration establish a task force; and, be it further
- Resolved: *Approved* We request that the task force 1) implement this assessment plan by reviewing the efficacy of CSU Central Administration operation and budget, and 2) recommend changes in institutional approaches, policies and procedures, which would benefit the CSU system; and, be it further *leadership & mgmt processes*
- Resolved: We request that CSU Central Administration communicate both the findings and recommendations of the Task Force to CSU Academic/Faculty Senates; and, be it further
- Resolved: The CSU Central Administration communicate to CSU Academic/Faculty Senates the process to be used to respond to the Task Force recommendations; and, be it further
- Resolved: That CSU Central Administration establish a plan and schedule to institutionalize this "continual improvement" process.

FIRST READING

[Discussion only—10 minute limit, unless extended by majority vote; no action.]

FS 00-16/Flr. BACCALAUREATE LEARNING GOALS, CSUS [Art Jensen, Jackie Donath]

Note: A resolution regarding Attachment D will be introduced from the floor by Senator Jensen.

INFORMATION

1. Tentative Spring 2000 Faculty Senate meeting schedule *[Note: Additional meetings may be scheduled]:*
 - April 13 (3:00-3:30, Nomination of 2000-2001 Officers), 27
 - May 4 (3:00-3:30, Election of 2000-2001 Officers), 11, 18
2. April 7, 2000, Conference: "Biological and Chemical Terroism: A Community Response" (Attachment A)
3. Campus Safety (Attachment B)

4. 2/9/00 memo from President Gerth rescinding Lottery Fund Allocation Committee (Attachment C)
5. Report on March 16-17, 2000, CSU Conference on Assessing General Education Learning Outcomes – Bob Buckley
6. Senate Home Page: <http://www.csus.edu/acse/> or CSUS Home Page *then* Administration and Policy *then* Administration *then* Faculty Senate



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

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

SCHOOL OF HEALTH AND HUMAN SERVICES
DIVISION OF NURSING

February 24, 2000

MAR 10 2000

Faculty
413

Senate Received

To Whom It May Concern:

The year 2000 promises to be an exciting year for the Sacramento area. Because of the Olympic Trials that will be taking place here, Sacramento will receive national media attention. This attention may be a temptation to those who would use this spotlight for their own purposes. In fact, Sacramento is listed among the top 20 cities in the United State at risk for a terrorist event. Recent events in Sacramento provide further evidence for concern.

Faculty in the Divisions of Nursing and Criminal Justice of the College of Health and Human Services at California State University, Sacramento (CSUS) have organized a conference on biological and chemical terrorism. It is our belief that a well-informed public is the best protection against terrorism. We have put together an exciting program that features nationally recognized and well-known local speakers. The agencies responsible for protecting the public will discuss their roles in preventing or responding to a terrorist threat.

This conference is of interest to all those at risk for a terrorist event, including local business and government agencies. The conference entitled "Biological and Chemical Terrorism: A Community Response" will be held on the CSUS campus on April 7, 2000. A poster and brochures are enclosed. It is important for all of us to be alert to potential terrorism and to know how to act responsibly if an event occurs. Join us at this very important conference on April 7 and find out how! You may copy the registration form as needed or visit our web site at www.hhs.csus.edu/biowarsymposium and print the registration form.

If you have questions, please call 916-278-7256.

Sincerely

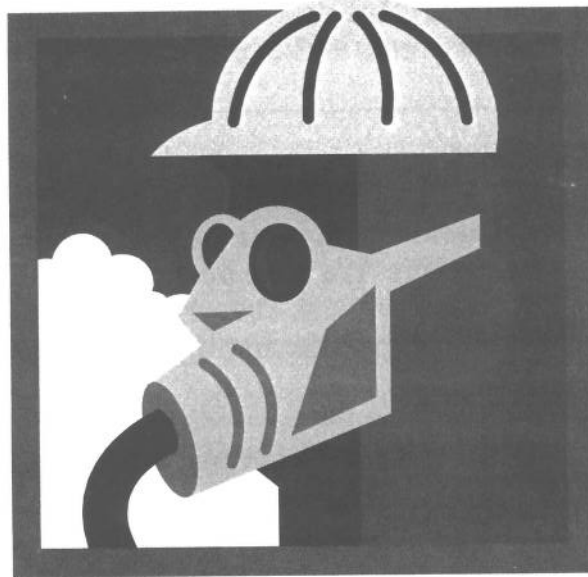
Kathleen Jarvis, Professor of Nursing
Susan Ullrich, Professor of Nursing
James Poland, Professor of Criminal Justice

Enclosures: Poster
Brochures

California State University, Sacramento
CSUS Campus Student Union Ballroom

April 7, 2000
Time: 8:30 AM-4:30 PM

Biological and Chemical Terrorism: A Community Response



**Cyanide Gas,
Eboli, Small
Pox, Anthrax...**

**How much do
you know?**

This symposium provides participants with an understanding of the biological and chemical sources that may be used in a terrorist event. Participants will gain an understanding of the risks associated with bio-chemical terrorism and the corresponding roles of agencies and individuals participating in public service.

POST Certified!

Nurses! Approved for 8 CEUs BRN provider #00117

Register on Line!

Visit: <http://www.hhs.csus.edu/biowarsymposium>

Featured Speakers:

- ◆ **Jason Pate**, Monterey Institute of International Studies, Biological Weapons Project
- ◆ **Dr. Robert S. Therratt**, UCDMC, Medical Director Sacramento County Emergency Services
- ◆ **Dr. James Poland**, Terrorism expert, Professor of Criminal Justice, CSUS

\$80.00 registration

\$20.00 for students with CSUS ID with lunch

\$10.00 for students with CSUS ID-no lunch

**Presented by:
College of Health and Human Services**


Phone: 916-278-7256
Fax: 916-278-7421





CALIFORNIA STATE UNIVERSITY, SACRAMENTO
FACULTY SENATE

Memo

Date: March 10, 2000
To: Donald R. Gerth, President
From: Bob Buckley 
Faculty Senate Chair
278-6593; FAX 278-5358
Subject: Campus Safety

While the recent campus assault on a faculty member raises concern about campus safety, such concerns are not new. At various times during the academic year, faculty come before the Senate to express concern over their personal safety, especially in the late afternoon and evening when many courses are offered. In addition, there is some student survey data concerning perceptions of safety on campus; namely that students perceive the campus to be relatively unsafe in the evening.

The Executive Committee, on behalf of the Faculty Senate, would like to see a thorough assessment and, therefore, is requesting that the Public Safety Advisory Committee prepare an annual report on campus safety. The report would provide for an annual assessment of campus safety. Such a report could include annual crime statistics and the analysis of survey responses from faculty, staff and students concerning their perceptions of safety on campus. The report might also include a description of both current and newly proposed initiatives directed at improving campus safety. We would also like to request that this report be presented to the faculty at a Senate meeting during the spring semester.

During the discussion of this request at our March 9 Senate meeting, faculty expressed concern over the apparent inactivity of the Public Safety Advisory Committee. The Senate wishes to stress the need for this committee to play an active and on-going role in making the campus a safer place for our entire community. Faculty, staff and students need to be assured that there is a "place" to go where their specific concerns can be addressed. In addition, the work required to develop an annual report on campus safety will facilitate a renewed engagement.

If the Committee should have any questions about our request, I would be available to meet with them.

BB:j
cc: Executive Committee Members

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



CALIFORNIA STATE UNIVERSITY, SACRAMENTO

OFFICE OF THE PRESIDENT

February 9, 2000

MEMORANDUM

TO: Deans of the Colleges

Mr. Robert Buckley ✓
Chair, Faculty Senate

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

FEB 11 2000

Faculty 413 Senate Received

FROM: Donald R. Gerth

I am rescinding the University policy (UML 10250) that established the Lottery Fund Allocation Committee and defined its role in recommending the allocation of an annual Lottery Fund budget. Responsibility for recommending the allocation of Lottery funds is assigned instead to the Council for University Planning (CUP) which is already charged to recommend an annual University budget. The change is being made in order to maximize the effectiveness of, and accountability for, the University's resources.

The unification of the General Fund and Lottery Fund allocation processes has the following advantages:

Priorities. The University has an excellent process for establishing University priorities and allocating resources to accomplish them. By incorporating Lottery funds into this process, we ensure their use for the highest instructional priorities.

Accountability. The CUP process is far more advanced in addressing accountability for the use of resources than the LFAC process was. Under the new process, units receiving Lottery funds will have to justify their use to meet University priorities.

Representation. The CUP process includes representation from the very same constituencies that the Lottery Fund Allocation Committee (LFAC) process involved (Faculty Senate, Associated Students, Council of Deans) and has more faculty representatives and more student members than were on LFAC. Therefore, there will be no diminution of consultation or representation under the CUP process.

Clarity. The LFAC process was always a source of confusion because its separateness encouraged the debate about what constituted “enhancements” to the instructional program and what were “baseline” obligations. Under the new process, both General Funds and Lottery Funds will be allocated through the same consultative process and based on the same review and analysis of University priorities.

Benefit to Instructional Program. Under the new process, Lottery funds will continue to be used exclusively to support the instructional program. In budget representations to CUP and the University community, the allocation of Lottery funds will be delineated clearly to dispel any concern that Lottery funds are being diverted to other institutional purposes.

I believe this change to be in the best interest of students and of the quality of all programs within the University. We shall observe its impact in the months ahead.

DRG/ko

CSUS Baccalaureate Learning Goals
Prepared by the Faculty Senate Working Group on University Learning Goals
(Fall 1999/Spring 2000)

Background/Rationale:

Several forces, both internal and external, have led to the development of these learning goals for recipients of a CSUS baccalaureate degree.

Groups and individuals we loosely define as "external stakeholders" have been the most vocal advocates of changes in the ways we conceive and evaluate our degree and the programs that support it. Our most recent WASC accreditation involved the development of broadly conceptualized student outcomes and preliminary efforts to document our institutional effectiveness through assessment. CSU system initiatives first proposed as part of the "Cornerstones" plan for reformation of the baccalaureate have metamorphosed into a system-wide proposal for key performance indicators of "continuous improvement." The language of "accountability" has entered the vocabularies of the governor, the state's legislators and the publics we serve most directly—students, parents and employers.

However, the impetus for the development of campus-based student learning goals and meaningful program assessment and evaluation has not been merely a reactive response to "outsiders" demands. The 1994 CSUS Strategic Plan noted that in order to meet the campus's goals for high quality academic programs, the campus community needed to "revise the academic program review and evaluation process to focus on teaching, learning and improving desired student outcomes." As a result of this recommendation, the academic program review process was revised, and the Faculty Senate approved a University assessment policy. In the fall of 1998 and the spring of 1999, CSUS faculty collaborated with colleagues from a number of disciplines at CSU Chico and San Francisco State University, in a project that developed common learning outcomes for two General Education requirements—written communication and quantitative reasoning. The results of their efforts were presented to the Chancellor and the statewide Academic Senate. In fall 1999, the Senate was asked to reconsider and revise the Academic Programs theme of the Strategic Plan and the assessment policy that underpins it. These two activities have propitiously coincided with two additional campus initiatives that are firmly rooted in the values of our campus community. One, the first program review of General Education, since 1988, has begun the collection of data about the effectiveness of this common, central university curriculum. The second, our participation in a nation-wide project to create an on-line institutional portfolio, funded by the Pew Charitable Trust, led to a faculty and outside stakeholders' survey of fundamental learning goals for the baccalaureate degree. The results of that survey are the basis of the proposal that follows.

Our campus is poised to undertake a major step in formalizing and making explicit the values, knowledge, skills, and expectations which are at the heart of our efforts as educators. These expectations of undergraduate learning place our common values at the center of our efforts to evaluate and improve the quality of student learning at CSUS. The implementation of these expectations across the curriculum will allow us to work together in consistent and coherent ways to embody our goal of offering "academic programs characterized by high quality, . . . a commitment to life-long learning, the preparation of an educated citizenry, and a responsiveness to regional needs."

EXPECTATIONS OF UNDERGRADUATE LEARNING
(revised 3/2000)

"Analysis and Problem-Solving"

DEFINITION: The ability of students to identify and diagnose problems; organize and critically evaluate relevant information of a qualitative or quantitative nature; develop reasonable arguments and effective solutions.

SPECIFIC EXPECTATIONS: This set of expectations is demonstrated by a student's ability, as an individual and in collaboration with others, to

- a) analyze complex issues and make informed decisions
- b) recognize and synthesize valid and relevant information from various sources in order to arrive at reasoned conclusions
- c) diagnose and solve problems, including those which are quantitative in nature
- d) evaluate the effectiveness of proposed solutions

"Communication"

DEFINITION: The ability to read, write, speak and listen effectively.

SPECIFIC EXPECTATIONS: This set of expectations is demonstrated by a student's ability to

- a) express ideas and facts in a variety of written formats and to a variety of audiences in discipline-specific, work-place, and civic contexts
- b) comprehend, interpret, and analyze written and oral presentations
- c) communicate orally in one-on-one and group settings

"Information Competence and Technological Literacy"

DEFINITION: The ability to make effective and ethical use of information resources and technology for personal and professional needs.

SPECIFIC EXPECTATIONS: This set of expectations is demonstrated by a student's ability to

- a) locate needed information using a variety of resources, including journals, books, and other media
- b) use basic computer applications such as word processing software, e-mail, the internet, and electronic databases
- c) assess the logic, relevance and validity of information and data

"Values and Pluralism"

DEFINITION: The ability to apply ethical standards in order to make moral judgements with respect to individual conduct and citizenship, while also recognizing the diversity of human experiences and cultures, both within the United States and internationally.

SPECIFIC EXPECTATIONS: This set of expectations is demonstrated by a student's

- a) recognition of the moral dimensions of decisions and actions
- b) understanding of and respect for those who are different from oneself
- c) ability to work with those who come from diverse cultural backgrounds
- d) valuation of service as a component of active citizenship

"Competence in the disciplines"

DEFINITION: The ability to demonstrate the competencies and values listed above in at least one major field of study. Additionally, this learning goal requires students to demonstrate "informed acquaintance" with other fields, drawing on the knowledge and skills of disciplines outside the major.

SPECIFIC EXPECTATIONS: This expectation is demonstrated by a student's ability to

- a) examine, organize, and reveal significant understanding of at least one disciplinary way of knowing
- b) apply at least one discipline's knowledge and methods to specific problems and issues
- c) examine, organize and integrate a variety of disciplinary perspectives and ways of knowing to reveal a broad understanding of the relationships between disciplines and the ways they strengthen and enliven each other.

Proposed amendments to CSUS Grade Appeals Process:

*Send
Kando*

Carried

1) Delete II D. II D is redundant. A student can submit a class syllabus as evidence that a faculty member has acted arbitrarily (II A), capriciously (II B), or with prejudice (II C) in assigning the grade. D might limit the flexibility enjoyed by the whole class to make some changes in the original course plan as specified in the syllabus. It may also create a situation where students challenge a grade arguing that the syllabus did not include every detail in the class.

2) Add clarifying language after the first sentence of V to explain what happens if a faculty member or the Department Chair fails to meet deadlines.

failed

"Evidence provided by the required deadlines shall be deemed sufficient to proceed. If a faculty member fails to comment on a grade appeal by the prescribed deadlines the student position shall be upheld."

*(a) Kratochvil
Teacher*

process moves forward

(b) carried

3/23/06
Re
JASCO #4

WHEREAS, the San Jose report identifies a wide range of problems in the administration of the CSU that negatively affect system-wide efficiency and morale, including:

- organizational isolation that contributes to a lack of mutual understanding and respect between the system administration and faculty, as exemplified by past public statements by administrators perceived as disparaging CSU faculty;
- X the exclusion of the CSU Central Administration from assessment initiatives directed at individual campuses and faculty;
- the increasing centralization of decision-making in the CSU, which, in recent years, has often led to top-down initiatives resulting in increased workloads for faculty and individual campuses while producing few benefits;
- the implementation by the ~~central~~ CSU Central Administration of corporate-based administrative initiatives (such as the current faculty merit pay system) despite evidence of their lack of success in the private sector;

To: Thomas Krabacher <krabacherts@csus.edu >
Subject: Re: A Draft
Date sent: Thu, 23 Mar 2000 15:06:09

the whereas and first item on organizational isolation look fine

the second whereas seems weak.

the third whereas also seems weak.

How about something like:

◇ 1 Tom

◇ 2

*the increasing centralization of decision-making in the CSU that has led to top-down initiatives imposed against expressed faculty protests -- initiatives that have created meaningless and overlapping work that diverts the time and talent of faculty and prevents them from delivering a high quality of education

◇ 3

* the huge and hidden costs to state taxpayers and the diversion of funds from the system's educational mission caused by the ever-increasing budget needed to support Central Administration together with the excessive increase in staff workload as it falls to them to implement ill-thought out central administration mandates

◇ 4

the CSU Central Administration has excluded itself from the imposition of assessment initiatives imposed on faculty and staff

*the increasing division between the way the administration and the way faculty perceive their respective roles as shown by the imposition by the central CSU Central Administration of corporate-based administrative initiatives such as the current merit pay system, despite evidence of their failure in the private sector