1999-00 FACULTY SENATE

OF

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Minutes	Issue #13
April 13, 2000	

ROLL CALL [+ indicates alternate]

Present: Amata, Anderson, Antonyappan, Baldini, Barakatt, Bauerly, Bayard, Behrman, Bossert, B. Buckley, L. Buckley, Cakouros, Carper, Chambers, Ching, DeBow, Dillon (Parliamentarian), Ewing, Gagerman, Gelus, Hall, Hill, +Hodge, +Kalish, Kando, Krabacher, Lascher, Lee, Llamas-Green, Lund, Lundmark, Maningo, McCormick, McCrystle, Moore, Mulira, +Peek, Reardon, Reihman, Robinson, +Roland, Rosegard, Scanlan, Timmer, Valadez, Wheeler, Williams, Wong, Zack, Zucker

Absent: Cameron Wedding, Gunston-Parks, Haffer, Jaoudi, A. Jensen, Kim, Klyse, Lan, Leezer, LeFebvre, Lewis, Maxwell, Nowell, Reveles, Russell, Smith, Tice, Turrill

ACTION ITEMS

*FS 00-26/Ex. COMMITTEE APPOINTMENTS

Health and Human Services Interim Dean, Advisory Selection Committee for:
GEETHA RAMACHANDRAN, At-large

Carried unanimously.

*FS 00-27/Ex. VIOLENCE IN THE WORKPLACE—CSUS CRISIS CONSULTATION TEAM (Amend PM/FSA 96-04)

The Faculty Senate recommends amending PM/FSA 96-04, "Violence in the Workplace," (April 13, 2000, Faculty Senate Agenda Attachment A) to include the Vice Chair of the Faculty Senate as a member of the Crisis Consultation Team.

Carried unanimously.

*FS 00-29/FPC, Ex. SCIENTIFIC MISCONDUCT IN RESEARCH, CSUS POLICY ON

The Faculty Senate recommends adoption of the "Policy on Scientific Misconduct in Research" (April 13, 2000, Faculty Senate Agenda Attachment C).

Carried unanimously.

FS 00-17/Flr. MINUTES

The Minutes of March 23 (#11), 2000, are approved with the following correction: Senator McCormick is shown as both present and absent. He was present.

Carried.

FS 00-25/Flr. MINUTES

The Minutes of April 6 (#12), 2000, are approved as published.

Carried.

*FS 00-22/CPC, Ex. WRITING AND READING IN THE DISCIPLINES, UNIVERSITY COORDINATOR FOR

WHEREAS, In the spring of 1999, the Senate recommended and the President approved a policy making each academic program responsible for 1) writing and reading standards in their discipline and 2) assessing and supporting student achievement of writing and reading skills at the upper division level (FS 99-09); and

WHEREAS, Greater and more effective support is needed by both departments and students to successfully implement the policy; therefore, be it

RESOLVED: That the Faculty Senate recommends the creation of the position of Writing and Reading in the Disciplines Coordinator; and be it further

RESOLVED: That the Faculty Senate recommends the expansion of the Writing Center to provide tutorial assistance for student writing in the disciplines.

Carried.

*FS 00-23/CPC, Ex. PROGRAM REVIEW SELF-STUDY GUIDELINES (Supercedes AS 97-46)

The Faculty Senate recommends revision of the "Program Review Self Study Guidelines" as shown in the attachment.

In addition, the Faculty Senate adopts the following:

WHEREAS, The consultant's report is a crucial part of program reviews at CSUS; and

WHEREAS, If approved, the revised program review guidelines recommended by the Faculty Senate would result in more detailed, specific expectations of consultants;

WHEREAS, Concerns have been expressed about the uneven quality of consultant reports; and

WHEREAS, The honorarium for consultants has not been raised in several years; and

WHEREAS, A significant increase in consultant pay would signal the high priority the CSUS community places on the program review process generally and the role of the outside consultant specifically; therefore be it

RESOLVED, That the CSUS Faculty Senate urges the campus administration to raise the honorarium for a program review consultant from $600 to $1000.

Carried.

The following items were given a first reading and will be presented for second reading at the April 27 Senate meeting:
FS 00-30/FPC, Ex. FACULTY MERIT INCREASE PROGRAM--CALL FOR A MORATORIUM
FS 00-31/FPC, Ex. FACULTY MERIT INCREASE PROGRAM—DATA COLLECTION
FS 00-28/FPC, Flr. PEDAGOGY ENHANCEMENT AWARDS PROGRAM

INFORMATION

1. A Moment of Silence was observed in memory of:
   CHRIS KIM
   Son of Faculty Senator Jong Kim, Accountancy

2. Tentative Spring 2000 Faculty Senate meeting schedule *[Note: Additional meetings may be scheduled]*:
   April 27
   May 4 (3:00-3:30, Election of 2000-2001 Officers), 11, 18

3. Senate Home Page: http:/www.csus.edu/acse/ or CSUS Home Page *then* Administration and Policy *then* Administration *then* Faculty Senate

The meeting was adjourned at 4:50 p.m.

Janice McPherson, Secretary

*Presidential approval requested.

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PROGRAM REVIEW SELF STUDY GUIDELINES

I. Program Introduction/History
A. Describe your program's mission and goals (undergraduate, graduate, general education). In what way do program goals respond to community and regional needs?
B. Assess the effectiveness of any changes (Department, College and University) made in response to recommendations from the last program review. (Include the list of recommendations in an appendix of the report).
C. What major state and national trends (new developments in theory, research, and pedagogy)are occurring in your discipline? How does your curriculum structure and course offerings compare to those of similar programs in your discipline? What responses to changes in the discipline is your department planning and/or implementing?

II. Academic Programs
A. Describe learning expectations for your academic programs (undergraduate and graduate, Centers and Institutes)
  1. Specify expectations for:
    a. the discipline
    b. writing and reading in the major;
    c. computer/information competence.
  2. Indicate on what these expectations are based (judgment of faculty, standards/trends in discipline, expectations of programs at other schools, surveys of students/alumni, etc.)
  3. Indicate how expectations are communicated to students
B. How is your curriculum structured (including core requirements, prerequisites, and electives) to achieve your learning expectations? Include a matrix that displays learning expectations and how courses contribute to achieving the expectations.
C. What teaching strategies has your faculty found to be particularly effective in helping students achieve your learning expectations, e.g. service learning, field work, application assignments, etc.? (Include in an appendix copies of course syllabi)
D. Describe your department's involvement (if any) in and evaluation of distance and distributed education courses.
E. Describe your program's assessment plan. Include both assessment of student learning outcomes and surveys of graduating seniors, and graduate students and alumni.
F. Using assessment data, analyze the effectiveness of your program, including the ability of students to meet the department's learning expectations. Comment specifically on:
  1. University learning goals
  2. Writing and reading in the major
  3. Computer/information competence
G. Discuss changes needed to enhance or improve the effectiveness of your academic program outcomes.
H. If your department and its programs offer General Education and/or Service courses:
  1. Provide evidence that courses are meeting the General Education area criteria.
  2. From the perspective of the department/programs being served, to what extent do your service courses meet their needs?

III. Students
A. Student Profile: Data for the last six years are available on the WEB for the items below (contact Academic Affairs for location of information on the WEB). Analyze these data, including a comparison of your majors to majors in your College and the University. If data indicate a need for a response by your department, describe your plan of action.
  1. Enrollment patterns in the majors, minors, concentrations, credentials

2. Gender and ethnic composition
3. Retention and graduation rates
4. Part and full-time enrollments
5. "Native" and transfer students

B. Student Academic Performance : Data available on the WEB. Compare the data for your program with that of other programs in your College and the University. If the data reveal issues that merit your attention, describe the issues and plans for action.
  1. Grading distribution
  2. GPA's
  3. Students on probation
  4. WPE pass rates
  5. Preparation for upper division/graduate coursework (no comparison data available under this heading)

C. Student Academic Support
  1. Describe how the department provides academic and career advising. Are faculty and students satisfied that the advising needs of students are met? (Data from SNAPS and Program Assessment Questionnaire) If data indicate a need for response describe your action plans.
  2. What support does your department provide for students in need of extra assistance? To what extent are your faculty and students satisfied with the support available at the department level: At the University level? If your analysis reveals a need for changes, describe plans.

D. Student Professional Development
  1. What opportunities does your department provide to socialize students into the discipline or provide them with professional opportunities?

IV. Faculty

A. Faculty Profile
Data on faculty are available on the WEB (contact Academic Affairs for location of information on the WEB). Analyze these data, including a comparison of your faculty profile to the faculty profiles in your College and the University. If the data indicate a need for a response by your department, describe your plan of action. Include analysis regarding:
  1. Full and part-time faculty
  2. Gender and ethnic composition
  3. Student-faculty ratio, class size

B. Assess faculty profile for the ability to offer the curriculum and to support program goals. Describe plans for addressing any identified issues.

C. Faculty as teachers:
  1. Analyze data available from the College Outcomes Survey (COS) and Program Assessment Questionnaire (PAQ) to identify any issues that need action. Describe plans for addressing issues.
  2. Describe how the faculty are involved in professional development activities to improve and enhance their teaching effectiveness.
  3. To what extent are faculty using "best practices" in their roles as teachers? How are faculty offering students a variety of learning experiences to address the diversity of student learning styles? (see COS data)
  4. Comment on your faculty's' innovations in pedagogy and their knowledge of current trends in their academic specialties.
  5. Describe the department's process for evaluating teaching effectiveness (in the major and in general education offerings). How are data used to enhance or improve teaching?

D. Faculty as Scholars
  1. Describe the department's specific expectations for scholarly, creative activities
  2. Describe scholarly and creative activities of faculty in the last six years (vita).
  3. Analyze the extent to which the faculty meet the department's expectations for scholarly/creative activities. Identify issues in need of improvement and describe action plans.
E. Faculty Service to the University and Community
  1. Describe faculty involvement in service to the University and Community in the last six years.
  2. Analyze the extent to which the faculty meet the department's expectations for service. Identify issues in need of improvement and describe action plans.

V. Governance process at the program, College and University levels
  A. Describe faculty involvement in planning, developing, and implementing department policies;
    1. Indicate the role of the chair/coordinator in department governance
    2. Indicate whether the department has a formalized set of rules or procedures for departmental governance (if so, please include such guidelines as an appendix to the self study).
  B. Describe student involvement in the departmental governance process
  C. Comment on the relationships of your department/programs with your College and the University

VI. Institutional Support/Resources
  Please describe adequacy of support, strengths, and concerns about the following resources and services:
  A. Library
    1. curriculum support offered by the collection
    2. services provided by library for faculty and students
  B. Computer/technology
    1. technology/resources for meeting program and faculty needs
    2. services provided by media center and computer center for faculty and students
  C. Student support services (e.g. Admissions and Records, Advising Center, Learning Skills Center, Union, Multicultural Center, Educational Opportunities Program, Writing Center)
  D. Faculty support services (e.g. Center for Teaching and Learning, Computing, Communications, and Media)
  E. Physical facilities and equipment
  F. Financial resources (faculty, staff, operating expenses)
    1. enrollment and faculty numbers support of the curriculum
    2. program staff
    3. total operating expense budget (include statement about processes used for effective use of budget)