2000-2001
FACULTY SENATE
California State University, Sacramento

AGENDA
Thursday, December 7, 2000
Foothill Suite, University Union
3:00 -5:00 p.m.

OPEN FORUM

CONSENT CALENDAR

FS 00-87/Ex. COMMITTEE APPOINTMENTS—Senate

[handwritten: Jac. Pol. Comt. Laurel Zucker]

Academic Policies Committee:
LESLIE COOLEY, At-large, 2002 (repl. M. Kent)

Writing and Reading Subcommittee (CPC):
MARGARET CLEEK, CBA, 2001

FS 00-88/Ex. FACULTY TRUSTEE (CSU BOARD OF TRUSTEES)

The Faculty Senate of CSU, Sacramento, endorses the nomination of Professor Harold
Goldwhite to continue serving as Faculty Trustee of the California State University Board of
Trustees.

FS 00-89/Ex. CAMPUS INTERGROUP RELATIONS COMMITTEE, CREATE

The Faculty Senate endorses the creation of the President's Campus Intergroup Relations
Committee (CIRC) [described in 11/7/2000 memorandum--Attachment A] and recommends to
the President the following faculty as potential appointees to CIRC:
JOAN BAUERLY, Executive Committee member (English)
MING TUNG "MIKE" LEE, At-large (Management)
PETER LUND, At-large (Economics)
ERNEST UWAZIE, At-large (Criminal Justice)
TIMOTHY FONG, At-large (Ethnic Studies)
SUSAN TAYLOR, At-large (Social Work)

FS 00-90/CPC, Ex. PROGRAM CHANGE PROPOSAL

[handwritten: referred back to EC / Must be declared an "impacted" program in order to raise GPA]

Based upon the analysis provided and the proposed implementation plan (see Attachment B),
the Faculty Senate recommends approval of the proposed "Higher GPA requirement" for the
Management Information Science concentration for the Bachelor of Science in Business
Administration.

REGULAR AGENDA

FS 00-86/Flr. MINUTES

Approval of the Minutes of November 16 (#6), 2000.

SECOND READING
[Action may be taken.]

FS 00-77/Ex. COUNCIL ON INFORMATION TECHNOLOGY (COIT)—FACULTY
SENATE INFORMATION TECHNOLOGY ADVISORY COMMITTEE
[Art Jensen]

*[**Background:** In the fall of 1999 the Provost engaged the services of David Tomcheck (Assistant Vice Chancellor at University of California, Irvine) to review the institution-wide support for academic computing technology, to assess the appropriate roles and responsibilities for centralized and distributed academic information technology staff, and to recommend a model for providing academic computing support. In March 2000, the consultant's report was submitted to the Provost.*

In the report's executive summary, the consultant observed that "a prelude to IT deployment is a well-understood and well-accepted, campus wide technology support plan that addresses the evolving distinction between the roles and responsibilities of College support staff and those of Computing, Communications and Media Services (CCMS)." To facilitate the development and acceptance of such a plan the Executive Committee recommends the creation of an ad hoc committee.]

The Faculty Senate creates an ad hoc Faculty Senate Information Technology Advisory Committee (FSITAC) to serve as the interface between the Faculty Senate and COIT and its Study Groups. Membership on this committee will consist of the Faculty Senate representative on COIT and the appointed faculty representatives to each of the study groups established by COIT. This Committee will inform and advise the Executive Committee and the Faculty Senate of developments and changes occurring in information technology that affect the academic community.

FS 00-84/CPC, Ex. INTERDISCIPLINARY PROGRAMS, PROCESS FOR APPROVAL OF
NEW
[Mary Ann Reihman]

The Faculty Senate recommends adoption of the "Process for Submission for Approval of New Interdisciplinary Programs" (*November 16, 2000, Faculty Senate Agenda Attachment C-1*; see *November 16, 2000, Faculty Senate Agenda Attachment C-2* for "Comparison of Substantive Program Change Proposal Process with Proposed Process for Submission of New Interdisciplinary Programs").

MSC
unan.

MSC
unan.

MSC & 2nd reading *MSC*

FIRST READING

[Discussion only—unless extended by majority vote; no action.]

FS 00-91/APC, Ex. COURSE SYLLABI [amends, the "Statement on Faculty Responsibility and Professional Ethics" (PM-FSA 94-02) and the statement of "Student Rights Responsibilities"]   **[Tom Krabacher]**

The Faculty Senate recommends that the "Statement on Faculty Responsibilities and Professional Ethnics" (PM FSA 94-02 [I.B.1]—Attachment D) and the document "Student Rights and Responsibilities" be amended to include the following (see Attachment C for background):

For each class, faculty shall provide students with a printed or printable syllabus at the beginning of the course. The purpose of the syllabus is to provide students with an outline of course objectives and requirements, and shall at a minimum contain the following information: a description of course content, course requirements including attendance policy if any, and grading policy. Faculty have the right to modify the syllabus at a later point in the semester, provided students are given due notice of any such changes.

INFORMATION

1. Moment of Silence: **YURITZY ALVAREZ**
                              Criminal Justice Major
                              CSUS 1999-2000

2. Tentative F'2000 and S'2001 Senate Meetings—Thursdays, 3:00-5:00 p.m., in the Foothill Suite, University Union, unless otherwise noted:

December 14	*tentative* (Finals Week)	April 5	*tentative*
February 1	**Meet**	April 12	Spring Recess
February 8	**No Meeting**	April 19	**No Meeting**
February 15	*tentative*	April 26 3:00-3:30 3:30-5:00	2001-02 Senate Nominations 2000-01 Senate **Meets**
February 22	*tentative*	May 3	*Tentative*
March 1	*tentative*	May 10 3:00-3:30 3:30-5:00	2001-02 Senate Elections 2000-01 Senate **Meets**
March 8	*tentative*	May 17	*tentative*
March 15	**Meet**	May 24	*tentative* (Final Week)
March 22	*tentative*		
March 29	*tentative*		

3. 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

OFFICE OF THE PRESIDENT

Senate Received

November 7, 2000

MEMORANDUM

TO: Mr. Bob Buckley
        Chair, Faculty Senate

FROM: Donald R. Gerth

Within the context of the Year of Unity, I have already established a community based University Commission on Human Relations. I am establishing two groups. By this memo I am creating the second, a campus based consultative group—the Campus Intergroup Relations Committee.

The goals of the Campus Intergroup Relations Committee will be to identify the means to accomplish three objectives:

- Foster positive intergroup relations among students, faculty and staff and improve the campus climate for diversity at CSUS;
- Foster intergroup conflict prevention and mediation services to the CSUS campus community;
- Foster the provision of education and training to students, faculty, and staff on intergroup relations;
- Foster a positive institutional climate.

Among the specific Charges to the Committee are included:

- Critique the CSUS Strategic Plan annually and recommend changes in the Strategic Plan aimed at strengthening the themes related to multicultural relations;
- Develop a plan or plans for mediating intergroup and interpersonal conflicts.
- Recommend activities addressing issues of local, state or national importance related to pluralism and understanding among the multicultural communities of CSUS;
- Prepare a plan to collect and develop in conjunction with the Affirmative Action Office and the Multicultural Center a resource and educational information clearinghouse providing educational materials and programs aimed at reducing prejudice and discrimination;

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- Prepare an annual report on interventions and progress promoting harmonious intergroup relations on the CSUS campus and the immediate surrounding region.

Membership in CIRC will consist of faculty, staff, and students representing diverse university communities.

Student terms would be for one year, all others would be for three years. Initial appointments will be for staggered terms of one, two, or three years to insure continuity in the membership.

Actions of the Committee are in the form of recommendations to the Provost and the Vice President for Student Affairs. The Committee will be supported by a coordinator designated by the Provost. It will meet no less than quarterly. Additionally it will meet at least once each year with the University Commission on Human Relations.

$$*****$$

In establishing the founding membership, I am asking a number of groups on the campus to make suggestions about the composition of the Committee so that I might make appointments which are broadly representative. I am addressing this request to the Associated Students, the Faculty Senate, the Staff Assembly, and other groups within the university having to do with diversity or pluralism. It will be my responsibility, with the Provost and Vice President, to select from those recommended the initial membership in the group. I will ask one of the members to chair the group.

The Campus Intergroup Relations Committee should be understood as a forum or place where those concerned with questions of diversity and pluralism can share their concerns and make recommendations to the Provost and the university administration. I trust that this will be a constructive step.

Please nominate three to five individuals by November 20; you may send the nominations to Karyn Domich by that date.

DRG/ko

c. Provost Bernice Bass de Martinez
   Ms. Karyn Domich

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

CALIFORNIA STATE UNIVERSITY, SACRAMENTO NOV 14 2000

OFFICE OF ACADEMIC AFFAIRS

Faculty   Senate Received
413

November 14, 2000

MEMORANDUM

TO: Bob Buckley, Chair
           Faculty Senate

FROM: Andrew Banta, Chair
           Curriculum Subcommittee

SUBJECT: *Substantive Program Change Proposals*

The Curriculum SubCommittee approved the following Program Change Proposal at the meeting on Tuesday, October 10, 2000.

BSBA – Management Information Science Option
The program change proposal will raise the standards for students seeking to declare MIS as their concentration in the BSBA degree.

Current: 2.0 overall GPA, 2.0 CSUS GPA and 2.0 pre-major GPA.
Proposed: 2.5 overall GPA, 2.0 CSUS GPA and 2.5 pre-major GPA.

A copy of the proposal is attached.

cc   Cecilia Gray, Associate Vice President for Academic Affairs

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FORM B

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
PROGRAM PROPOSAL

Academic Unit: Management Information Science Department	Date of Submission to School Dean: March 7, 2000

Requested Effective: Fall_X__, Spring___, __2000_.

Name of Contact Person, if not Department Chair:

Title of the Program:
Management Information Systems Concentration in B.S. Business Administration

Type of Program Proposal:

___X____ Modification in Existing Program:
        ___ Substantive Change
        _X_ Non-Substantive Change
        ___ Deletion of Existing Program

_____ New Programs
        ___ Initiation (Projection) of New Program on to Master Plan
        ___ New Degree Programs
            ___Regular Process
            ___Fast Track Process
            ___Pilot Process
        ___ New Minor, Concentration, Option, Specialization, Emphasis
        ___ 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.

Raise the standards for students seeking to declare MIS as their concentration in the B.S. in Business Administration degree.

Proposed: **require a 2.50 Overall GPA, a 2.0 CSUS GPA, and a 2.50 GPA in the Pre-Major courses before a Business student could declare the MIS concentration.**

Current: requires a 2.0 Overall GPA, a 2.0 CSUS GPA, and a 2.0 GPA in the Pre-Major courses.

The Mission of the College of Business Administration (CBA) states "The College of Business Administration at California State University, Sacramento is a teaching institution dedicated to the success of its students by **providing quality bachelor's** and masters' degree programs in business administration with concentrations appropriate primarily to the Greater Capital Region. Our scholarship and community services support and enhance the College of Business Administration's educational programs.

Our second goal is to "Graduate competent business professionals within a time frame consistent with their commitments."

The proposed change allows us to more closely meet the mission and goal above by serving to more closely align capacity and demand.

Please see attached memo.

Approvals:		
Department Chair:		Date: 4/11/10
School Dean:		Date: 4/12/00
University Committee:		Date:
Associate Vice President For Academic Affairs:		Date:

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

MANAGEMENT INFORMATION SCIENCE DEPARTMENT

October 23, 2000

To: Whom it May Concern

From: Thomas Sandman, Chair
            Management Information Science Department

RE: Additional Data Analysis Regarding MIS proposal to Raise Entrance Requirements

The MIS Department has proposed the following: *require a 2.50 Overall GPA, a 2.0 CSUS GPA, and a 2.50 GPA in the Pre-Major courses before a Business student could declare the MIS concentration.*

The CSUS Office of Institutional Studies has provided data showing the number of students over and under the proposed 2.5 Overall GPA for the five semesters identified below. Several representations of the data have been presented that focus only on the students who would not meet the new proposed entrance requirements (although these students could potentially have met the proposed requirements by repeating courses or taking additional courses to improve their GPA).

The following table shows the percentage of students in each ethnic group who would have met the proposed 2.5 Overall GPA criterion. For comparison, the overall percentage of students meeting the criterion is shown in blue for each of the five semesters:

	Fall '97	Spring '98	Fall '98	Spring '99	Fall '99	Average
American Indian			100%	.	100%	100.0%
Asian	81%	81%	83%	84%	73%	80.5%
African American	100%		0%	50%	75%	56.3%
Filipino	100%	25%	60%	83%	60%	65.7%
Foreign National	75%	100%	100%	100%	50%	85.0%
Hispanic	100%	67%	63%	50%	67%	69.2%
Other	89%	100%	93%	89%	77%	89.5%
Pacific Islander	0%	0%	0%	0%	0%	0.0%
Overall Applicants Above 2.5	82%	75%	83%	80%	77% ·	

The average population of students from underrepresented groups, across the five semesters, was 51.7% of the students at CSUS. Under the proposed new entrance requirements, the average population of students from underrepresented groups, across the five semesters, was 65.3% of the students eligible for the MIS Concentration. Even under the more restrictive entrance requirements, the MIS Concentration would have a higher percentage of students from underrepresented groups than CSUS as a whole.

Sandman - C:\My Documents\Data\Documnts\ADMIN\MIS DEPT\Curricular Changes\CPGPAMEMO2.DOC

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

MANAGEMENT INFORMATION SCIENCE DEPARTMENT

MEMORANDUM

October 16, 2000

To: Whom it May Concern

From: Thomas E. Sandman, Chair
        MIS Department

Re: Proposed Implementation of Higher GPA requirement for BSBA/MIS majors

On October 4, the Curriculum SubCommittee of the Curriculum Policies Committee of the Faculty Senate approved the request by the MIS Department to raise entrance requirements to the BSBA/MIS program. The proposed new entrance requirements are to:

require a 2.50 Overall GPA, a 2.0 CSUS GPA, and a 2.50 GPA in the Pre-Major courses before a Business student could declare the MIS concentration.

The current threshold is a 2.0 Overall GPA, a 2.0 CSUS GPA, and a 2.0 GPA in the Pre-Major courses. The current 2.0 CSUS GPA requirement would be retained as a condition for declaring the MIS concentration.

The purpose of this memo is to clarify how the MIS Department would implement such a change. Specifically, we suggest delaying the effective date, announcing the change to stakeholders, and providing an impact report to the Faculty Senate two years after the implementation of the change.

Effective Date:

Although the MIS Department originally requested to have this change effective Fall 2000, it seems most reasonable to revise this to have the new policy **effective Fall 2002**. This would allow the MIS Department ample time to communicate the pending change to regional high schools and community colleges.

Announcing the Change:

If the higher GPA requirements for BSBA/MIS majors are approved, it is imperative that future MIS students know about this a year in advance. Advance notice would allow them to take corrective action if necessary. The MIS Department will undertake the following initiatives in order fully communicate this change to all stakeholders:

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- As soon as the changes are approved, the MIS Department website will be updated to reflect the new requirements and their effective date.
- During Spring 2001, Fall 2001 and Spring 2002, letters will be sent to all Pre-Business students informing them of the requirements to declare MIS as a concentration.
- During Spring 2001, Fall 2001 and Spring 2002, letters will be sent to counselors at our major feeder community colleges informing them of the change (e.g., all Los Rios Community College District Colleges, Sierra Community College, and Solano Community College).
- During Spring 2001, Fall 2001 and Spring 2002, letters will be sent to regional high school counselors informing them of the change .
- The Degree Programs Center, the advising center for the College of Business, will post the pending change and update all relevant brochures, flyers, and other announcements.
- The pending change will be announced in all College of Business orientation sessions.

With these efforts to inform stakeholders, we believe all prospective MIS students will have sufficient time to attempt to correct any deficiencies existing in their GPA.

Impact Report:

During Fall 2004, the MIS Department will provide an impact report documenting the effects of this new policy on underrepresented student groups to the Curriculum Policies Committee of the Faculty Senate. This report will describe the result of the first two years of this policy and suggest any appropriate policy changes, if necessary. The proposed change has been projected to reduce the number of entering MIS students by approximately 20%. The MIS Department does not believe that this new policy will have a significant negative impact any one group of students. Currently over 70% of the MIS students are women or minorities. The impact report will document the changes in our student body. The report will be made available to everyone interested.

Prior Documents:

The following documents have been presented to the Curriculum SubCommittee of the Curriculum Policies Committee of the Faculty Senate and are available from the MIS Department:
1. CSUS Form B – Program Change Form (specifying the proposed change)
2. February 22, 2000 Memo To: Cecilia Gray, Vice President Academic Affairs From: Thomas E. Sandman, Chair MIS Department, Re: Raising Standards for Entering MIS Students
3. March 9, 2000 Memo To: Richard Guarino, Chair Academic Programs Committee From: Thomas E. Sandman, Chair MIS Department, Subject: MIS Concentration GPA Requirements
4. March 7, 2000 Memo To: Whom it May Concern From: Thomas E. Sandman, Chair MIS Department, Re: Raising Standards for Entering MIS Students
5. Snapshot of MIS Department Supply/Demand Problem
6. MIS Department Underrepresented Students and Underrepresented Graduates
7. "CSUS goes private to fill teaching slots," Sacramento Bee article, October 9, 2000.

MEMORANDUM

March 7, 2000

To: Whom it May Concern

From: Thomas E. Sandman, Chair
        MIS Department

Re: Raising Standards for Entering MIS Students

This memo presents the issue of raising standards for students wishing to declare the MIS concentration in the B.S. in Business Administration degree. The underlying philosophy of the department is presented below. Then the proposed new standard is presented, followed by a discussion of the potential impact. Recent growth and capacity related to the MIS concentration are also presented.

Philosophy:

The MIS Department acts as a shepherd of a scarce state resource. As such, we must allocate that resource to those students best able to make full use of that resource. The current situation of unrestricted demand exceeding capacity impedes prudent use of our resources. Currently, marginal students repeat courses several times depriving other students of enrollment opportunities.

By providing appropriate restrictions on demand, we can improve the ability of our program to ensure a reasonable expectation for time to degree. Had the proposed new standard been implemented years ago, the MIS Department would only be exceeding capacity by about 10% rather than the current 37%.

Proposed Standard:

The MIS Department unanimously passed a motion to raise the standards for students seeking to declare MIS as their concentration in the B.S. in Business Administration degree. The motion requires a 2.50 Overall GPA and a 2.50 GPA in the Pre-Major courses before a Business student could declare the MIS concentration. The current threshold is a 2.0 Overall GPA, a 2.0 CSUS GPA, and a 2.0 GPA in the Pre-Major courses. The current 2.0 CSUS GPA requirement would be retained as a condition for declaring the MIS concentration.

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Potential Impact:

Based on an analysis of data provided by CSUS Institutional Studies, this change would have eliminated 19% of the 445 new MIS students over the last five semesters. Given that there are currently 551 MIS students, such a policy change would have affected approximately 104 students.

The data presented on the next page is for students declaring MIS as a concentration during Fall '97, Spring '98, Fall '98, Spring '99, and Fall '99. The table rows indicate their entering GPA, and the columns indicate their GPA in their first semester as MIS students.

	GPA Out	1.00+	1.50+	2.00+	2.50+	3.00	3.50+	Total	Percent
	1.00-1.49	0	0	1	0	0	0	1	0%
	1.50-1.99	1	2	1	0	0	1	5	1%
GPA In	2.00-2.49	0	3	68	9	0	1	81	18%
	2.50-2.99	0	1	14	152	7	2	176	40%
	3.00-3.49	0	1	0	16	118	2	137	31%
	3.50-4.00	0	0	1	0	7	37	45	10%
	Total	1	7	85	177	132	43	445	100%

Currently over 70% of the MIS students are women or minorities. This demographic profile should not change as a result of the proposed change.

Should the MIS Department obtain the necessary resources to meet the increasing student demand, the entrance requirements for the MIS concentration of the B.S. in Business Administration degree could be revised again.

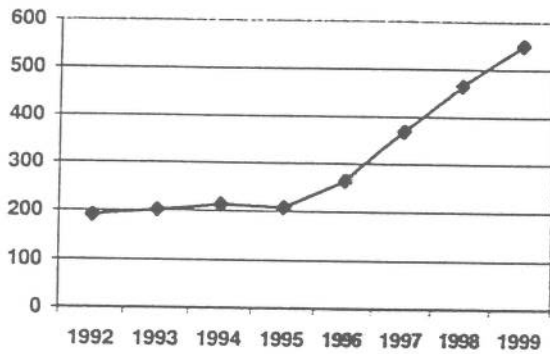## Student Capacity of BS Program:

As of Fall Semester 1999, there were 551 undergraduate business majors with a declared concentration in MIS. Given the current faculty staffing levels for information systems courses, we are exceeding capacity.

As shown on the next page, the growth of MIS Concentration students in the Business Administration undergraduate major has averaged approximately 29% per year over the last four years[*]. In these same four years, the number of full time faculty in the MIS Department teaching information systems courses has dropped 35%[**]. The number of MIS students per full time information systems professor has risen from approximately 21 in Fall semester 1995 to over 78 in Fall semester 1999.
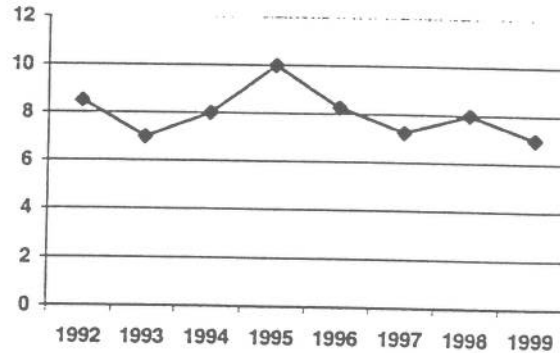
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[*] Data from CSUS University factbook: http://inst-srv1.adm.csus.edu/SUM/954/MIS.html
[**] Data from respective Fall semester MIS Faculty Workload reports. Number of full time faculty teaching in the information systems area.

BSBA/MIS Undergraduate Students*

FT Faculty Teaching IS in MIS Dept.**

Seat Capacity. We assume students matriculate through our program according to the recommended sequence of courses (shown on next page). We have a bottleneck of 5 sections per year of our required core courses. MIS 30, which is articulated with community colleges, is usually taken prior to a student's admission to the BS in Business major (therefore students in MIS 30 are not reflected in MIS undergraduate concentration totals). The upper division core courses are the dominating constraint. We offer three sections of MIS 102. We offer either three sections of MIS 114 and two sections of MIS 115, or visa-versa, each semester. Due to a shortage in the Systems Analysis area, we expect to be limited to two, maybe three, sections each of MIS 116A and MIS 116B each semester. Thus, the total current gross seat capacity of our upper division MIS core courses is approximately 700. However, for Fall 1999, approximately 10% of the enrollments in these core courses were from students with non-MIS concentrations. Therefore, the current <u>net seat capacity</u> in the MIS concentration core available to MIS students is approximately 630.

| Recommended Sequence:		F '99 Enrollment Cap:	F '99 Initial Demand:
Lower Division:	MIS 30	150	284
Upper Division:			
1st Semester	MIS 102	135	181
2nd Semester	MIS 114, and MIS 115	255	356
3rd Semester	MIS 116A + *Elective*	84 (116A only)	131
4th Semester	MIS 116B + *Elective*	84 (116B only)	85
	Totals:	708	1037
	Shortage in Core:		329

Student Capacity. The average course load for MIS juniors and seniors is just below 12 units per semester. The recommended course sequence is generally two MIS courses per semester. Assuming these students take six units of MIS courses per semester, the seat capacity corresponds to a student capacity of 315 (based solely on core course availability). By taking into consideration the elective courses, this capacity can be increased. The Fall 1999 electives had room for 220 students, although the initial demand for our electives was 160% of capacity:

F '99 Elective Enrollment Cap:	F '99 Initial Demand:
220	356
Shortage in Electives:	136

As shown in the program depiction below, elective courses comprise one fourth of the requirements for the MIS concentration. Taking into consideration seat capacity alone, we should have enough elective capacity to accommodate the current student capacity of our core courses.

The best estimate of the current student capacity in the MIS concentration is 400. This is derived by adding 25% to the core course student capacity (and rounding up to an even number).

BSBA/MIS Concentration:
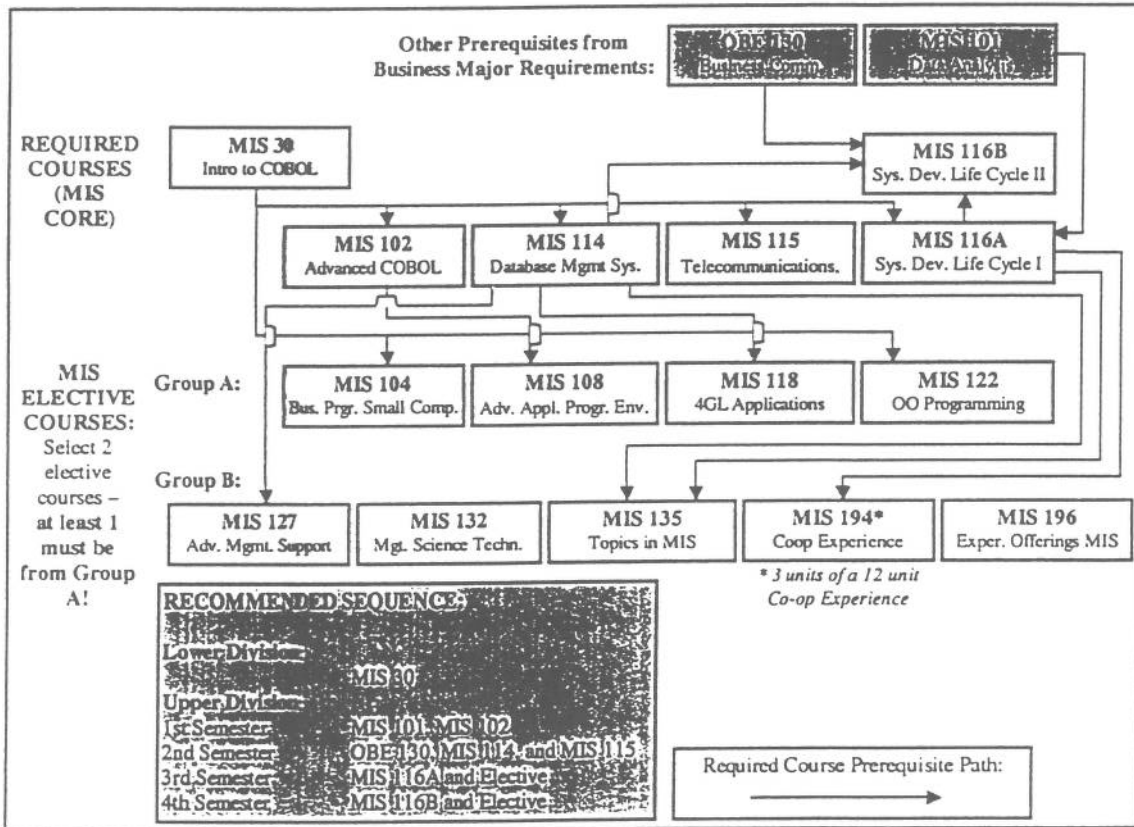
October 27, 2000

TO   Faculty Senate Executive Committee

FROM   Tom Krabacher, Chair
            Academic Policies Committee

SUBJ   Letter of Transmittal: Proposed Syllabus Policy

BACKGROUND: Discussions in both the Faculty Senate and the Academic Polices Committee during the spring 2000 semester raised questions as to whether a syllabus is required in all courses. A review of existing policies by the Academic Polices Committee showed that:

1. The May 1994 *Statement on Faculty Responsibilities and Professional Ethics* (PM FSA: 94-02, I B 1) requires that faculty will provide a syllabus for each course. It does not specify, however, the content of the syllabus or the form it should take.

2. The *Student Rights and Responsibilities* section of the University Manual states: "instructors will inform them [students] of the course requirements, the methods to be employed in determining the final course grade, and of any special requirements, including attendance, prior to the last day to drop the course without penalty." It does not require, however, that this information be provided in the form of a formal syllabus.

Prior to taking up the syllabus policy issue, the Academic Polices Committee sought input on the subject from department chairs, ASI, and the Office of the Vice President for Student Affairs. Parties generally agreed that:
1. a reconciliation of the two policy statements above was desirable;
2. a written syllabus should be required for all courses;
3. any syllabus policy should not be overly prescriptive about syllabus content in order to accommodate differences among courses and instructors;
4. a syllabus should not be viewed as a binding contract; modification of the syllabus contents by the instructor during the semester should be permissible.

ARGUMENTS IN FAVOR: The proposed policy addresses the points raised above. It reconciles the differences in the two existing policy statements cited earlier by requiring that instructors in all courses provide written syllabus to their students at the beginning of each semester. It protects faculty and course flexibility by (1) specifying only a minimum of the information to be provided, and (2) identifying the faculty right to modify the syllabus later in the semester, when necessary.

ARGUMENTS AGAINST: There were none.

On October 20, 2000 the Academic Policies Committee recommended approval of the following policy on course syllabi:

For each class, faculty shall provide students with a written syllabus at the beginning of the course. The purpose of the syllabus is to provide students with an outline of course objectives and requirements. Faculty have the right to modify the syllabus at a later point in the course, provided students are given due notice of any such changes. A syllabus shall contain at a minimum the following information: course requirements, including attendance policy, if any, and grading policy.

University Manual
California State University, Sacramento

Policy Name: Faculty Responsibility and Professional Ethics
Ref: FSA 94-02
Effective:
Last Revision Date:

Policy Administrator: Dean of Faculty & Staff Affairs
Index cross-references:
Policy File Number: UMF04525

STATEMENT ON FACULTY RESPONSIBILITIES AND PROFESSIONAL ETHICS

The faculty of CSUS recognize that education is a public service and a public trust. In this document we affirm our responsibilities to the public, to our students, and to our colleagues. The first section delineates our professional responsibilities; the second section specifies the aspects of these responsibilities that may call professional ethics into question. The "1987 American Association of University Professors Statement on Professional Ethics" was endorsed by the Academic Senate in February 1990 (AS 90-9) and is included as an addendum.

I. Primary areas of responsibility

A. A faculty member must meet all assigned classes as scheduled, unless prior arrangements have been made with the Department Chair. A faculty member must also share the advisement responsibilities of the department, and hold office hours as scheduled. The primary criteria used in scheduling classes, office hours and advising should be based on serving the needs of the students.

B. For each course, faculty will 1) provide a syllabus and adhere to it, 2) provide timely and relevant feedback to students on their performance, and 3) abide by existing campus policies, such as the campus calendar that provides for final examinations to be given during, not prior to, the sixteenth week of each semester.

C. It is expected that faculty will regularly attend department meetings, and will, over the course of a career, provide significant service to a number of department, school and/or university committees to which they have been elected or appointed.

D. Faculty are expected to remain current in their fields, as evidenced by such endeavors as research, creative/scholarly activity, curriculum development, participation in the professional life of their disciplines, dissemination of the results of research and scholarly activities, and performance in creative endeavors.

E. Faculty membership presumes service in the life of the society of which the University is a part. Discharge of these responsibilities may be evidenced by such activities as providing assistance to pre-college educational institutions and to other community organizations, serving as an officer in professional groups, or other service that draws on the faculty's professional expertise.

F. Membership on the tenured or probationary faculty is a full-time position. (Article 35 of the faculty bargaining agreement specifies regulations governing outside employment.) Meeting the

responsibilities involved in being a full-time faculty member requires that the major portion of the faculty member's time and energies will be devoted to University work.

II. At times a faculty member may need to make a choice that could cause his/her professional ethics to be called into question. It is the responsibility of the University to inform faculty of this policy. Allegations of breach of professional ethics once brought to the attention of the responsible University administrator will be investigated.

Listed below are some examples of situations in which the choice made by a faculty member could make him/her vulnerable to the accusation that he/she has committed a breach of professional ethics.

1. Making or participating in decisions regarding other members of the campus community with whom there is an intimate relationship or when there is unresolved conflict regarding scholarly, pedagogical or other matters between the faculty member and the other individual. Such decisions may include but are not limited to:

- Evaluating or influencing the evaluation of performance;

- Assigning or influencing the assignment of work, including faculty teaching loads, schedules, staff responsibilities, and student assignments

- Awarding compensating time off to staff or "assigned time" to faculty;

- Distributing professional development funds, including travel money.

2. Establishing a significant financial or contractual obligation with another member of the campus community when the possibility exists that one member may have influence over the other's evaluation or hiring.

3. Choosing whom to credit for significant contributions to one's research/scholarly activity.

4. Revealing confidential, sensitive or negative information regarding any member of the campus community.

A member of the faculty who is found, after an investigation, to be in violation of the tenets of professional ethics or not to have met their professional responsibilities is subject to an oral or written reprimand, and/or the appropriate disciplinary action as described in the Agreement Between the Board of Trustees of the California State University and the California Faculty Association, Unit 3-- Faculty.

Addendum: "1987 American Association of University Professors Statement on Professional Ethics"

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Moment of Silence:

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