

1987-88
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, February 11, 1988
2:30 p.m.
Senate Chambers, University Union

INFORMATION

1. Moment of Silence in memory of:

DOROTHY R. MOHR
Professor Emeritus, Physical Education

JOHN SAMARA, Emeritus

2. Report on CSU Academic Senate meeting, January 7-9, 1988
3. Special Senate meeting on Thursday, February 25, 1988, 2:30-4:30 p.m., Student Senate Chambers, University Union: General Education Transfer Curriculum and Human Corps

CONSENT CALENDAR

AS 88-04/Ex. COMMITTEE APPOINTMENTS

Assistant Vice President for Academic Affairs, Search Committee: LINDA BOMSTAD, At-large
DAN DECIOUS, At-large
HAROLD MURAI, At-large
JUAN HERNANDEZ, Member, Affirmative Action Committee

Minimal Criteria for Qualifications for Student Officers, ad hoc Committee on: SCOTT FARRAND, At-large
JEAN TORCOM, At-large

AS 88-05/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF ECONOMICS
[see AS 87-03]

The Executive Committee, on behalf of the Senate, recommends approval of the Master of Arts Degree program in Economics for

a period of five years, subject to a progress report in three years, or until the next program review.

[Note: This responds to AS 87-03, #2: "new enrollments in the graduate program be suspended beginning Fall semester, 1988, unless by that time a revised graduate program is submitted and approved."]

AS 88-06/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF SOCIOLOGY
[see AS 87-21]

The Executive Committee, on behalf of the Senate, recommends approval of the Bachelor of Arts degree program in Sociology for a period of five years or until the next program review.

[Note: This responds to AS 87-21, #1: "approval of the undergraduate major be deferred until October 1, 1987, pending decisions about the number of concentrations the Department can realistically provide for undergraduate majors."]

CONSENT CALENDAR - INFORMATION

AS 87-104/CC, GPPC, FisA, Ex. PROGRAM CHANGES

- A. **Economics:** Major revision of requirements for the MA in Economics, including introduction of three new 200-level courses (Econ 200C, Econ 201, and Econ 265) as degree requirements, and restructuring of the 3-unit culminating requirement (Econ 500) into two parts: Econ 297 (Thesis Seminar - 2 units) and Econ 500 (Master's Thesis - 1 unit). The complete program revision appears in Attachment A to the 12/17/87 Minutes of the Executive Committee.
- B. **Sociology:** Deletes the concentration in "Work and Industry"; changes the name of the concentration in "Ethnic Communities" to a concentration in "Race and Ethnicity," restructures concentration requirements by addition, deletion or rearrangement of course requirements. The complete program revision appears in Attachment B to the 12/17/87 Minutes of the Executive Committee.
- C. **EDCAPS:** Addition of Emphasis in Marriage, Family and Child counseling within the existing M.S. in Counseling.

[The Department is seeking a vehicle to label the degrees of MFCC students. Such labeling is now required for licensure. The Department has offered this program for many years. No courses will be added or deleted.]

D. **EDSER:** Change in Course Sequence, Joint Credential Program.

[The proposed change is based on feedback from the first group of students to attempt the program. A change of course sequence is proposed for future groups entering the program. There is no change in unit requirements, course offerings, or course classification.]

AS 87-105/CC, GPPC, FisA, Ex. PROGRAM CHANGE--SOCIAL SCIENCE M.A.

A research methodology course replaces an "area of concentration course" in the core.

[The Academic Senate Executive Committee recommends approval of the revised Social Science program (Attachment C to 12/17/87 Minutes of the Executive Committee) for inclusion in the catalog, pending a review and response by the Social Science Graduate Committee to the following questions: "If the area of concentration remains, why isn't the student permitted/required to take the methods course in his/her area of concentration? Why is the student restricted in the required 3-unit research methodology course to an option from only four of the seven departments listed as concentration and supporting areas, and how were the courses selected for inclusion or exclusion?"]

REGULAR AGENDA

AS 88-11

AS 88-03/Flr. MINUTES

Carried. Approval of Minutes of regular meeting of November 12, 1987, special meeting of November 19, 1987, regular meeting of December 10, 1987, and special meeting of January 21, 1988.

*Carried
unan.* AS 88-07/Ex. COMMENDATION--DR. SANDRA BARKDULL

Whereas, California State University, Sacramento is celebrating its first forty years of expansion and development in service to the community; and

Whereas, the celebration involves honoring people who have played an important role in improving our University; and

Whereas, Dr. Sandra Barkdull has as Professor of Mathematics, Associate Dean of the School of Arts and Sciences, Academic and Executive Vice President and Provost, devoted herself to the interests of our University; and

Whereas, she has by her many contributions earned the esteem, respect and affection of her University colleagues; therefore be it

Resolved, as part of the University's fortieth anniversary celebration, that the CSUS Academic Senate recognize Dr. Sandra Barkdull's extraordinary value to the University and honor her as one whose energy, ability and commitment have played a crucial role in the progress of our University.

AS 88-08/Ex. ~~1/11~~ UNIVERSITY HUMAN CORPS TASK FORCE

The Academic Senate adopts the following resolution regarding the Human Corps (AB 1820, see Attachment A):

Whereas, AB 1820 (Human Corps) creates a program known as the Human Corps in the California State University whose purpose is "to provide every student the opportunity to participate in a community service activity," but provides no additional resource support for the program; and

Whereas, AB 1820 requires that each campus establish a Human Corps task force by March 1, 1988, which shall be composed of students, faculty, administration and community representatives; and

Whereas, AB 1820 requires that each campus task force develop, among other things, a statement that the "campus has examined, in close consultation with the faculty, how student community service may be implemented to complement the academic program, including a determination of whether and how Human Corps programs may be offered for academic credit." (AB 1820); and

Whereas, the CSUS Academic Senate is "the representative organization through which the faculty normally shall exercise its powers," (Constitution of the Faculty of California State University, Sacramento); therefore be it

[Sauls, Saubert] agreed

Resolved, that the Academic Senate ^{recommends} ~~endorses with reluctance~~ the establishment of a University Human Corps Task Force, subject to the following conditions:

- 1. that its membership be expanded to include as ex officio members, the Chairs (or designees) of

the Curriculum Committee and Academic Policies Committee

- 2. that the Task Force maintain a close working relationship with appropriate committees of the Academic Senate
- 3. that the implementation strategy developed by the Task Force be submitted to the Academic Senate by April 15, 1988, to provide sufficient time for Senate review and recommendation of campus policy prior to the July 1, 1988, deadline specified in AB 1820

Harralson, Alexander
old 4:
additional sufficient

- 4. that any plans developed by the Task Force "to substantially expand student participation in community service by June 30, 1993," (AB 1820) be ~~conditional upon the appropriation of additional resources to support the expansion,~~ and be it further ~~open, flexible, & responsive~~

Cohen
Bradman
agreed
Sachs

5. Resolved, that the Academic Senate recommend that the following faculty be appointed as at-large members of the Task Force:

- JOHN CLARK
- TREVOR DAVIES
- MELANIE LOO
- CIRENIO RODRIGUEZ
- DONALD ZINGALE

Carried AS 88-09/CC, GPPC, Ex. *FLR* CURRICULUM REVIEW, DEPARTMENT OF COMMUNICATION STUDIES

Cohen, Kauster
agreed

The Academic Senate acknowledges the Department of Communication Studies' submission of a rebuttal (Attachment B-2) to the final program review team report, and notes that the rebuttal statement, including attachments, shall be appended to the final review team report in accordance with guidelines for program review adopted by the Graduate Policies and Programs Committee and the Curriculum Committee in Fall 1987. Based on GPPC's and CC's reconsideration of "Recommendations for Academic Senate Action" contained in the Report, the Academic Senate recommends that:

- 1. the Media Concentration in the Bachelor of Arts Degree in Communication Studies be approved for five years or until the next scheduled program review, with the condition that a progress report be made jointly by the School of Arts and Sciences and the Department of Communication Studies to the Graduate Policies and Programs Committee and Curriculum Committee by May 1, 1989, concerning the state of

Committee by May 1, 1989, concerning the state of facilities and equipment for the Media Concentration. In addition, the ad hoc Committee on Media Planning ~~Committee~~, established by the Associate Vice President in response to the program review recommendation to the Academic Vice President, shall develop "a formal, detailed, written statement of the mutual responsibilities and obligations of the Department and University Media Services concerning studio equipment and supplies purchases, studio and equipment usage, equipment repair, and equipment repair priorities and report back to the Academic Senate Curriculum Committee and Graduate Policies and Programs Committee by May 1, 1989."

2. the Organizational Communication Concentration in the Bachelor of Arts Degree in Communication Studies be approved for five years or until the next program review.
3. the General Communication Concentration in the Bachelor of Arts Degree in Communication Studies be extended until May 1, 1989, in order to give the Department time to consider recommendations for program revision and to address enrollment targets, advising procedures, and the sequencing of the common core courses.
4. the Communication Studies Master of Arts degree be approved for a period of five years, subject to submission of a considered response by May 1, 1989, to the Graduate Policies and Programs Committee, on the Department's disposition of the following recommendations:
 11. the Department consider requiring, rather than recommending, specialization in one of the two tracks and include two or more required graduate courses in each track in order to provide a more coherent program. (p. 16)
 12. the Department review the purpose of Com S 222, Instructional Communication, relative to its contribution to a coherent graduate program. (p. 16)
 13. the Department clarify the difference between Com S 285 and 295 and establish criteria for Com S 299 as recommended for the undergraduate counterparts of these courses (see recommendations 7 and 8). (p. 16)
 14. the Department review Com S 200, Introduction to Graduate Study, relative to (a) the point in the program at which it should be taken, (b) whether the requirement of a thesis or project prospectus might be premature for an introductory course,

requirement for students opting for an exam, and (d) allowing up to six units for a thesis or project when the student has already prepared a prospectus as part of this course. (p. 16)

[Refer to Attachment B-1, "Commendations and Recommendations": The complete Academic Program Review is available in the Academic Senate office, Adm. 264.]

AS 88-10 MAKE-UP EXAMINATIONS, ADMINISTRATION OF

AS 88-10A/Ex. (Substitute motion)

Carried
The Academic Senate recommends the Testing Center shall provide the service of administering make-up examinations and shall be permitted to charge a reasonable "user fee" to support the service. In the absence of authority to charge a fee, the funding shall come out of the general University budget.

AS 88-10B/AP

~~The Academic Senate recommends that individual departments be responsible for administering make-up exams that faculty wish to give.~~

Carried AS 88-11/FEF, Ex. FACULTY ENDOWMENT FUND--PURPOSES AND FUND-RAISING STRATEGIES

The Academic Senate recommends approval of the Faculty Endowment Fund, Purposes and Fund-raising Strategies as follows:

Purposes:

The Faculty Endowment Fund shall be dedicated to four purposes:

1. student scholarships, grants-in-aid, and loans;
2. student scholarly and creative activity;
3. faculty contingency funds, and
4. endowed chairs.

Contributions shall be made to the Fund and not to specific purposes, and interest generated by the Fund shall be used to support the four general purposes indicated above.

Fund-raising Strategies:

The Office of University Affairs shall aggressively seek contributions to the Fund from individuals, companies, etc., outside the University community as well as from the faculty

and staff, in order to more quickly build up a significant balance.

Further, fund raising shall be encouraged by a letter explaining the fund which would be signed by the Chair of the Academic Senate, a past faculty recipient of the Research and Scholarly Activity Award, and a designee from the Emeritus Faculty.

Carried.
AS 88-12/Ex. OUTSTANDING PROFESSOR AWARD

The Academic Senate reaffirms AS 84-67 which states that "CSUS continue its policy of not participating in the Outstanding Professor Awards selection", and which was approved by a referendum vote of the faculty in March 1986.

Corps, as specified.

This bill would require the commission to conduct a comprehensive evaluation by March 31, 1994, as specified. This bill would require that all progress reports and the comprehensive evaluation be submitted to the appropriate fiscal and policy committees of the Legislature.

The bill would appropriate \$70,000 to the University of California and \$170,000 to the California State University for its purposes, as specified.

Voter's: Appropriation: yes. Fiscal committees: yes. State-mandated local program no.

The people of the State of California do enact as follows:

SECTION 1. Chapter 2 (commencing with Section 99100) is added to Part 65 of Title 3 of the Education Code, to read:

CHAPTER 2. HUMAN CORPS

99100. (a) The Legislature finds and declares all of the following:

(1) California students have a long and rich tradition of participation in community services which should be recognized, commended, and expanded.

(2) There is growing national consensus that student participation in community services enhances the undergraduate experience.

(3) Student community service is an activity of extreme importance to the mission of the university and deserves to be conducted both for academic credit and otherwise.

(4) The state's postsecondary educational institutions are charged to maintain a tradition of public service as well as teaching and research.

(5) Access to the privilege of attending the university is made possible for many by our state's tradition of keeping fees and tuition low.

(6) Practical learning experiences in the real world are valuable for the development of a student's sense of

self, skills, and education.

(7) Our state faces enormous unmet human needs and social challenges including undereducated children, increasing illiteracy and teenage parenting, environmental contamination, homelessness, school drop-outs, and growing needs for elder care.

(8) The state's ability to face these challenges requires policymakers to find creative and cost-effective solutions including increased efforts for community and student public service.

(9) The Legislature and the State of California provide substantial incentives and subsidies for its citizens to attend the state's postsecondary education institutions, public and private, which are among the finest in the world.

(10) Current volunteer efforts conducted by community organizations reach only a fraction of the need. The need for public service is great because neither private state nor federal funding is available to pay for all needed services.

(11) Expanding community service efforts have successfully demonstrated that participation in public service is of mutual benefit to participating students and the recipients of their service.

(12) It is the intent of the Legislature in enacting this article to do all of the following:

(1) Complete the college experience by providing students an opportunity to develop themselves and their skills in real-world learning experiences.

(2) To help nurture a sense of human community and social responsibility in our college students.

(3) Invite the fullest possible cooperation between postsecondary education institutions, schools, public, private, and nonprofit agencies, and philanthropies for student, fund, and implement expanded opportunities for student participation in community life through public service in organized programs.

(4) To substantially increase college student participation in community services by June 30, 1994,

with the ultimate goal of 100 percent participation.

99101. There is hereby created a Human Corps within the University of California and the California State University. The California Community Colleges, proprietary schools, and member institutions of the Association of Independent California Colleges and Universities are strongly encouraged, although not required, to participate in the Human Corps by providing an average of 30 hours of community service in each academic year. The segments shall determine how to encourage and monitor student participation. The segments are strongly encouraged to develop flexible programs that permit the widest possible student involvement, including participation by part-time students and others for whom participation may be difficult due to financial, academic, personal, or other considerations.

99102. For the purposes of this article, community service shall be defined as work or service performed by students either voluntarily or for some form of compensation or academic credit through nonprofit, governmental, and community-based organizations, schools or college campuses. In general, the work or service should be designed to provide direct experience with people or project planning, and should have the goal of improving the quality of life for the community. Eligible activities may include, but are not limited to, tutoring, literacy training, neighborhood improvement, increasing environmental safety, assisting the elderly or

Introduced by Assembly Member Vasconcelos
(Principal cosponsor Assembly Member Farr)
(Cosponsors: Senators Bergeson, Daddis, Dilla, Leroy
Greene, and Krone Keene, and Morgan)

March 5, 1987

An act to add Chapter 2 (commencing with Section 99100) to Part 65 of Title 3 of the Education Code, relating to postsecondary education, and making an appropriation therefor.

LEGISLATIVE COUNCIL'S DIGEST

AB 1820, as amended, Vasconcelos. Postsecondary education: Human Corps.

Existing law does not require college students to participate in community activities.

This bill would create the Human Corps within the University of California and the California State University, and would encourage students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year, as specified.

This bill would require the California Postsecondary Education Commission to annually, by March 31, conduct progress reports on student participation in the Human

AB 1820

AB 1820

AB 1820

1 disabled, and providing mental health care, particularly for disadvantaged or low-income residents.

2 In developing community service programs, campuses shall emphasize efforts which can most effectively use the skills of students such as tutoring programs or literacy programs.

3 There are hereby created Human Corps task forces in each segment, which shall be established on each campus by March 1, 1988. Community colleges and member institutions of the Association of Independent California Colleges and Universities are strongly encouraged to establish task forces for the purposes set forth in this section. Each task force shall be composed of students, faculty, and campus administration. Each task force also shall include community representatives from groups such as schools, local businesses and government, nonprofit associations, social service agencies, and philanthropies. Each task force shall reflect the ethnic and racial diversity of the institution and the surrounding community. The purpose of the task forces is to strengthen and coordinate existing on-campus and external community service opportunities, expand the make new service opportunities available, promote the Human Corps to make students, community groups, faculty, employment recruiters, and administrators aware of the service expectation, and develop rules and guidelines for the program.

4 In conducting their charges, campus task forces should develop an implementation strategy which includes but is not limited to, the following by December, by July 1, 1988:

(a) A survey of the existing level of student participation including number of students, amount of time allocated, sources, and amounts of funds for activities and types of agencies participating.

(b) A plan to substantially expand student participation in community service by June 30, 1993.

(c) Criteria for determining what activities reasonably qualify at community service.

(d) Criteria to determine which community agency

1 implement the Human Corps on each campus. Activities eligible for funding may include a wide variety of incentives for student participation such as:

(a) Recognition programs.

(b) Fellowships.

(c) Awareness programs.

(d) Periodic conferences for students and community organizations.

(e) Transportation costs.

(f) Matching grants.

(g) Interest-free loans.

2 Commission annually by March 31, shall conduct reports on the progress that the University of California and the California State University are making to substantially increase student participation in the Human Corps. By March 31, 1994, the commission shall conduct a comprehensive evaluation which shall include, but not be limited to, the following:

(a) The number of students who completed participation in the Human Corps by academic area (humanities, social sciences) and academic level (freshman, sophomore, etc.).

(b) The number of students who volunteered, or received pay or academic credit for service.

(c) An inventory of the types of community agencies which participated and the types of opportunities they provided.

(d) An inventory of the types of incentives for student participation offered by campuses including awards, grants, and training.

(e) The number of courses related to Human Corps programs.

(f) The number of staff and sources of funding provided to the Human Corps on each campus.

(g) A survey of participating agencies to determine whether the addition of student resources enhanced their program.

(h) The number of community colleges which participated in the Human Corps.

1 (4) Recommendations for continuation of the Human Corps, including a recommendation whether a mandatory program should be established to the extent that community service programs failed to produce a substantial increase in student participation in the Human Corps. It is the intent of the Legislature to provide funding for the evaluation.

2 (5) The commission shall convene a meeting of representatives from the University of California and the California State University to determine the appropriate data requirements for the progress reports and the comprehensive evaluation. All progress reports and the comprehensive evaluation shall be submitted to the appropriate fiscal and policy committees of the Legislature.

3 The sum of seventy thousand dollars (\$70,000) is hereby appropriated from the General Fund to the Regents of the University of California and one hundred seventy thousand dollars (\$170,000) to the Trustees of the California State University for the purposes of this chapter in the 1987-88 fiscal year. Future funding shall be contingent upon Budget Act appropriations. No provision of this article shall apply to the University of California unless the Regents of the University of California, by resolution, make that provision applicable.

After reviewing thoroughly the attached Academic Program Review Report for the Department of Communication Studies, prepared by the Review Team jointly appointed by our respective groups, the Academic Senate Curriculum Committee and the Graduate Policies and Programs Committee make the following responses in terms of commendations and recommendations, and direct these to the indicated units and administrative heads. (Page references refer to the documentation for the response in the Review Report.)

Commendations to the Department of Communication Studies

The Department of Communication Studies is commended for

1. Its generally good morale and enthusiasm in spite of over enrollment problems, grossly inadequate space, and outmoded media equipment.
2. Its outstanding debate teams that have been nationally ranked for five consecutive semesters and a team that is currently ranked 15th in the nation and second in the Southwest Region.
3. Participating in the ACE program for gifted students, offered through Extended Learning.
4. Participating in the Telecommunication Management Certificate program offered through Extended Learning.
5. Its extensive faculty participation in department affairs.
6. Its commitment on the part of the faculty to program improvement.
7. Its excellent hiring and evaluation procedures for part-time faculty.
8. Its commitment to Affirmative Action.

Recommendations to the Department of Communication Studies

It is recommended that

1. the Department establish a written policy clearly specifying competence, skill, and department needs as the primary determiners of course assignments with the least recent principle used as a tie-breaking consideration only. (p. 8)
2. the Department (a) define the nature and purpose of its programs and clarify the relationship between its liberal arts and professional programs, and (b) explain how its curricular offerings correlate to its programs. (p. 11)
3. the Department consider developing a single, comprehensive course to satisfy the oral communication basic skills requirement. (p. 11)
4. the Department consider requiring students in the general communication program to select and follow an advising track, and that each track include one or more required courses, and contain some elements of sequencing. (p. 12)

5. the Department consider providing coordination for multisection courses, especially the oral communication basic skills course and the course for business majors, including the possible adoption of common texts and common syllabi. (p. 13)
6. the Department consider moving some of the major core requirements to lower division giving special attention to Com S 100A and whether it should become a prerequisite for upper division courses. (p. 13)
7. the Department abolish either Com S 185 or Com S 195 so that uniform placement practices, supervision, and evaluation of sites and learning experiences are provided for all students placed in off-campus sites. (p. 14)
8. the Department review the high usage of the special problems course to determine whether students might be better served through enrollment in regular courses and also to reduce faculty overload. (p. 14)
9. the Department review courses classified as C4 but which have been given enrollment limits below Z5 on the class schedule and request reclassification to more accurately reflect the instructional mode where appropriate. (p. 14)
10. the Department insure that all majors will have ample opportunity to complete significant writing assignments. (p. 15)
11. the Department consider requiring, rather than recommending, specialization in one of the two tracks and include two or more required graduate courses in each track in order to provide a more coherent program. (p. 16)
12. the Department review the purpose of Com S 222, Instructional Communication, relative to its contribution to a coherent graduate program. (p. 16)
13. the Department clarify the difference between Com S 285 and 295 and establish criteria for Com S 299 as recommended for the undergraduate counterparts of these courses (see recommendations 7 and 8). (p. 16)
14. the Department review Com S 200, Introduction to Graduate Study, relative to (a) the point in the program at which it should be taken, (b) whether the requirement of a thesis or project prospectus might be premature for an introductory course, (c) appropriateness of a thesis or project prospectus requirement for students opting for an exam, and (d) allowing up to six units for a thesis or project when the student has already prepared a prospectus as part of this course. (p. 16)
15. the Department delete the two courses that have not been taught for the past four years from the Catalog. (p. 17)
16. the Department delete the course Com S 215, Communication and Public Opinion, from its offerings as it has not been taught for the past four years. (p. 18)

- 17. in view of the declining graduate enrollment, the Department consider reducing the number of 296 courses that the remaining courses can be taught on a regular, reasonably frequent schedule. (p. 18)
- 18. the Department eliminate Com S 104 as an oral communication basic skills course. (p. 18)
- 19. the Department (a) clarify the distinction between the oral communication basic skills course and the course for business majors (Com S 103) and insure that the distinction is clear to all instructors, and (b) include in the Catalog that the oral communication basic skills course is a prerequisite for the 103 course. (p. 18)
- 20. the Department review its graduate courses and establish clear distinctions between graduate courses and similar undergraduate courses, and that these distinctions be clearly reflected in course syllabi. (p. 19)
- 21. the Department address the problem of lower division grade inflation and bring grading practices into conformity with School and University practices. (p. 21)
- 22. the Department maintain vitae as outlined in the guidelines for the Academic Program Review Self-study Document. (p. 23)
- 23. the Department take whatever steps it can to reduce its use of part-time faculty including using more temporary full-time positions, and reduce the total number of individuals in part-time positions by increasing the loads of those who are employed, whenever feasible. (p. 25)
- 24. the Department continue to explore ways of devising and implementing an efficient, effective advising program that makes it possible for full-time faculty to accomplish necessary academic and career advising even though their number is inadequate for the number of majors involved. (p. 27)
- 25. the Department review the Catalog and make necessary corrections and additions so that prerequisites, restrictions, or special conditions are identified in the Catalog as well as in other advising materials. (p. 28)
- 26. the Department formulate one or more comprehensive plans for its media program along with projected annual costs and consult with the Dean of the School of Arts and Sciences about the amount of annual support it can realistically expect and adjust its plans accordingly. (p. 29)
- 27. the Department in consultation with the Dean of the School of Arts and Sciences establish a realistic target enrollment for the Department and develop and institute a plan whereby enrollments do not exceed the resources available to it. (p. 31)
- 28. the Department defer adding new courses, except as part of a revised program, pending approval of the revised program. (p. 31)

Recommendation to the Dean of the School of Arts and Sciences

It is recommended that

- 1. the Dean of the School of Arts and Sciences take whatever action may be necessary to rectify the current inequity of allowing the largest department in the School less administrative time than five smaller departments in the School. (p. 9)
- 2. the Dean of the School of Arts and Sciences review course outlines and syllabi for Com S 114, 143, 153, 163, 164, 175, and 196.0 with the Department of Communication Studies to determine whether the content of these courses encroach on other domains to the extent that a review with the other disciplines involved is warranted, and report back to the Academic Senate Curriculum Committee and Graduate Policies and Programs Committee by May 1, 1989. (p. 13)
- 2. the Dean of the School of Arts and Sciences in consultation with the Department establish a realistic target enrollment for the Department and provide assistance in the development and implementation of a plan whereby enrollments do not exceed the resources available to it, and report back to the Academic Senate Curriculum Committee and Graduate Policies and Programs Committee by May 1, 1989. (p. 30)

Recommendation to the Academic Vice President

It is recommended that the Academic Vice President, in conjunction with the Vice President for Finance, the Department of Communication Studies, and the University Media Services, develop a formal, detailed, written statement of the mutual responsibilities and obligations of the Department and UMS concerning studio equipment and supplies purchases, studio and equipment usage, equipment repair, and equipment repair priorities, and report back to the Academic Senate Curriculum Committee and Graduate Policies and Programs Committee by May 1, 1989. (p. 29)

Recommendation to the Executive Vice President

It is recommended that the Executive Vice President review with the Department its pressing need for more adequate space, as the current space problems have a deleterious effect on the Department's program. (p. 30)

Recommendations for Academic Senate Action

It is recommended that

- 1. approval of the Communication Studies Bachelor of Arts degree with concentrations in general communication, media communication, and organizational communication be extended until May 1, 1989, in order to give the Department time to consider the recommendations for program revisions, to resolve questions regarding adequacy of media facilities and equipment, and to address enrollment targets and advising procedures.

2. the Communication Studies Master of Arts degree be approved for a period of five years, subject to submission of a considered response by May 1, 1989, to the Graduate Policies and Programs Committee, on the Department's disposition of the following recommendations:
 11. the Department consider requiring, rather than recommending, specialization in one of the two tracks and include two or more required graduate courses in each track in order to provide a more coherent program. (p. 16)
 12. the Department review the purpose of Com S 222, Instructional Communication, relative to its contribution to a coherent graduate program. (p. 16)
 13. the Department clarify the difference between Com S 285 and 295 and establish criteria for Com S 299 as recommended for the undergraduate counterparts of these courses (see recommendations 7 and 8). (p. 16)
 14. the Department review Com S 200, Introduction to Graduate Study, relative to (a) the point in the program at which it should be taken, (b) whether the requirement of a thesis or project prospectus might be premature for an introductory course, (c) appropriateness of a thesis or project prospectus requirement for students opting for an exam, and (d) allowing up to six units for a thesis or project when the student has already prepared a prospectus as part of this course. (p. 16)



California State University, Sacramento

6000 I STREET, SACRAMENTO, CALIFORNIA 95819-2854

DEPARTMENT OF COMMUNICATION STUDIES

October 26, 1987

To: Juanita Barrera, Chair Academic Senate
Members of the Executive Committee, Academic Senate

From: The Executive Committee, Department of Communication Studies
J. King
Tom Knutson

Steve Buss
Steve Buss

Steve Jenkins
Steve Jenkins

Jolene Koester
Jolene Koester

Edith Lefebvre
Edith Lefebvre

John Williams
John Williams

Rahul Sood
Rahul Sood

Marlene von Friederichs-Fitzwater
Marlene von Friederichs-Fitzwater

As members of the Executive Committee of the Department of Communication Studies, we were asked by our department chair to prepare the rebuttal which departments are now allowed to append to a final program review document. After considerable discussion, we unanimously agreed that our rebuttal should express our concerns about both the substance of the final review team report and the process of the review. This Department's concerns about both substance and process have been expressed previously.

A detailed written response to the substance of the preliminary draft of the review team was prepared by the department and submitted to Graduate Programs and Policies and the Curriculum Committees last spring. We request that this response be appended as part of our rebuttal to the final review team report.

The department's concerns about the process of the program review have also been expressed previously both to Associate Vice President Stuckey and then Chair-elect Barrera. Some of these concerns have been acted on already by revising procedures for program reviews which now restrict the number of individuals from one department that can be on a review team and allow departments to challenge the assignment of individuals to their review team. A remaining concern stems from the delay in consideration of the final review document from last spring to this fall which meant that the two Senate committees voting on the final document were made up of 50% new members and who, therefore, had not been part of discussions by the department with the

* See the April 27, 1987, memo from Jolene Koester, Chair of Communication Studies, to Members of Graduate Policies and Programs, Academic Senate Curriculum Committee, THE CALIFORNIA STATE UNIVERSITY

committees in the spring. We also ask that a letter to the department chair from Dr. Stephen King, who served as the external consultant for our program review, be included as part of our rebuttal. Dr. King's letter was written after he saw the preliminary review document. At the time Dr. King served as the consultant he was the Associate Dean of the School of Professional Studies and Fine Arts at San Diego State University; he is now the Dean of the School of Communication and Information Sciences at Chico State University.

Briefly, let us summarize our concerns. All three of our undergraduate degrees have been given a two-year conditional approval. Initially, our Master's degree also received the same kind of recommendation. The final review document approves the Masters for the full five years, but requires the department to report to GPPC in two years. These recommendations, for less than a five year renewal raise two questions. First, what evidence is presented in the review report which documents problems serious enough in our academic programs to merit such serious action? Secondly, what does the review document tell the department it will have to do to receive full approval of our degrees in two years time? A careful study of the review document, however, leaves the members of our Executive Committee unable to determine the basis for the deferral, nor do we see direction to the department about steps that, if taken, will assure that our degrees will once again be approved.

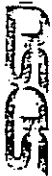
We would like to give you a few examples of how the review team report and recommendations fail to substantiate a problem with our degrees and also fails to give direction to the department. We have three undergraduate concentrations: organizational, media, and general communication. There are no recommendations to the department concerning the curriculum of the organizational communication concentration or the curriculum of the media concentration. The department, in fact, during the time of the program review was considering and adopted a major restructuring of our media curriculum, which was made available to the review team, but was not acknowledged in the review report. There are recommendations to the Dean and Vice President for Academic Affairs concerning equipment and facilities for our media program, but the solutions to these problems are clearly not within the control of the department.

The review team recommends that students in the general concentration be required to select an advising sequence (#4). This is apparently the basis for their recommendation that the general concentration receive only temporary approval. The department is not adverse to considering this recommendation, but again we question whether the review team has provided any evidence which documents that the current configuration produces unsound academic programs for our students. To recommend only temporary approval of a degree seems to warrant the establishment of a serious weakness in the current program, yet we do not find such evidence in the review team report.

This department has struggled to understand the intentions, evidence and logic of the review team and its process. We are genuinely perplexed by the recommendations which give only conditional approval to our degrees. What disturbs us most about this review is the lack of evidence that clear, specific guidelines, consistently applied to other programs, were then applied to our program. Our faculty give little credibility to this program review document given the lack of documentation of serious problems, the lack of clear direction to our faculty concerning needed changes, and given our concerns about the fairness of the review process itself.

This department is asking for a number of specific actions: first, clarification from Graduate Programs and Policies and Curriculum about what the deficiencies in our programs are and specifically, what we will have to do to receive approval of our degrees in two years; secondly, if the Senate accepts the recommendations of the current document, we ask to be taken out of cycle during the 1988-89 academic year and have a new review done of our program. At that time, we would be able to have a program review conducted under the new guidelines, which would give the faculty in this department some assurances of a more credible review process.

cc: William Sullivan



OFFICE OF THE DEAN
COLLEGE OF PROFESSIONAL STUDIES
AND FINE ARTS
SAN DIEGO STATE UNIVERSITY
SAN DIEGO CA 92182

(619) 265-5124

April 9, 1987

Dr. Jolene Koester
Department of Communicative Studies
California State University, Sacramento
Sacramento, CA 95819-2694

Dear Jolene:

I have reviewed the draft report of the Program Review Team. I am dismayed by several aspects of the report.

First, I believe several of their observations and recommendations reflect ignorance of the discipline of communication. For example, the conclusion that Comm Studies 153 (Introduction to Instructional Media) and Comm Studies 222 (Instructional Communication) belong in other disciplines is simply naive. As you know, Instructional Communication is a major recognized interest group in both the international and national associations. Indeed, many universities are now offering either entire majors or degree emphases in instructional communication within communication studies departments.

Second, some of the recommendations do not seem warranted by the data. For instance, the recommendation that several courses that are central to a communication curriculum should be dropped because they have not been taught in a while seems wrongheaded. The data that the courses have not been taught is consistent with the conclusion, as stated elsewhere, that you do not have sufficient faculty resources. Logically, then, the recommendation should be that the department receive the resources it needs, not that central courses should be dropped. Deferral of degree and curriculum proposals seems to be a similarly unjustified recommendation given the data presented.

Third, the report seems unbalanced. Simply, much was made of ostensibly negative observations in my report; indeed, for such points my report was quoted extensively. However, commendations were seemingly trivialized or given little discussion. For instance, on the bottom of p. 18 (student evaluations of teaching), the middle of p. 20 (upper division grading), the top of p. 23 (faculty dedication to the department), and the bottom of p. 24 (hiring and affirmative action) positive statements were made and were not expanded or given more than a few lines in aggregate. The net result of this approach to the report is to suggest a much more negative report than is actually the case.

2.10-84/73

THE CALIFORNIA STATE UNIVERSITY

Dr. Jolene Koester
April 9, 1987
Page Two

Finally, I think the process itself deserves comment as I believe the process contributed to the flaws in the draft report. I just do not think that a review, which should be a professionally competent and unbiased document, can be unbiased when its principal authors are on-campus colleagues with the potential baggage of years of jealousy and/or personal hostility. During my exit interview with part of the review team, I was struck by what I believed then, and this report confirms, was a irremediably hostile attitude by some members of the team. That they can enact their biases in a report of this importance is, at best, regrettable.

Having said all this, I believe that for the most part the report is accurate and its recommendations sound. It is just too bad that an otherwise good report is flawed in such transparent ways.

Good luck.

Stephen V. King

SWK:lh

2.10-84/73

California State University, Sacramento
Communication Studies Department

Memorandum

To: Members of Graduate Policies and Programs
Academic Senate Curriculum Committee

Date: April 27, 1987

From: Jolene Koester, Chair
Communication Studies

Attached is the response of the Department of Communication Studies to the initial report of the Program Review Team.

I look forward to the opportunity to meet with your committees on Monday, May 4.

If any of you wish to discuss any aspects of the response before that meeting I would be happy to do so.

JK/kf

Attachment

cc: Dean Sullivan

The Department of Communication Studies read the preliminary report of the Program Review Team with great interest and, on the whole, is comfortable with many of the preliminary recommendations. The external consultant to the program review, Dr. Stephen King, Associate Dean of the School of Professional Studies and Fine Arts, San Diego State University, made an excellent case, both in person and in his final report, for many of these recommendations.

The recommendations we are dismayed by, and at a loss to understand, are the recommendations to the Senate to defer full approval of our degrees pending revisions in our programs. The Department of Communication Studies asks the members of Graduate Policies and Programs and the University Curriculum Committee to carefully evaluate the evidence provided by the review team to support this serious action. Although there are substantive recommendations, the sum total of the problem areas identified does not describe an academic program so seriously deficient to warrant these recommendations.

The only other possible rationale for these recommendations is a lack of confidence that the Department will act on program review recommendations. However, there is no evidence presented in this draft document which would substantiate that explanation. The only major recommendation from the 1982 program review which was not completely implemented was to "develop plans to curtail enrollment." That issue is discussed at length below. The external consultant for the program review introduces his report by saying, "this is a good department, serving California State University, Sacramento, and its students well." His summary assessment of our academic program does not square with the recommendations of the review team. Our highest priority in responding to this draft is to argue for approval of the undergraduate and graduate programs for the regular five years.

The balance of this response is organized in the following way: first, a preface about "growth", "size", and "overenrollment"; second, those recommendations to the department with which the Department concurs; third, those recommendations for which we ask additional clarification; and fourth, several additional recommendations we expected to find based on the consultant's report and the evidence cited by the review team itself.

ISSUES CONCERNING GROWTH, SIZE AND OVERENROLLMENT

A less than careful reading of this program review document, particularly a reading that looks only at the recommendations of the review team, suggests the Department of Communication Studies has done nothing to control the growth of our program.

Since our last program review, this department has investigated numerous alternatives for controlling our growth, including impacted status and capping the major. Most external measures simply cannot be implemented by the Department. For example, we have been told that we do not qualify for impacted status. The problem has been exacerbated in that since the last program review, there has been a major change in general education requirements which now requires all students to complete an oral communication requirement. The preliminary review document itself presents statistics which demonstrate that much of the growth in the department since the last program review has occurred because of this new general education requirement.

Recommendations Which Are Department Identified Concerns

Recommendation #28, asking us to explore ways to devise and implement a more satisfactory advising program, was identified by the Department in the self-study. In fact, during this academic year we have spent a considerable amount of energy investigating possible solutions to this problem.

The recommendation (#21) to remove ComS 104 from GE oral communication is acceptable since we took steps in fall 1986 to accomplish this objective. Action was delayed by Associate Dean Yamanaka's request that we keep this course in GE pending changes in the Liberal Studies program.

Steps have already been taken to clarify the distinction between ComS 4 and ComS 103 (recommendation #22). This issue was created by a recent change in the GE requirements for Business School students which no longer allows them to use ComS 103 to satisfy the oral communication requirement. Up to that time, the Business School wanted the department to focus more on speech fundamentals since ComS 103 was the only opportunity for their students to receive basic speech instruction.

Recommendations Made By The Consultant

Steve King recommended the Department consider developing a single course to satisfy the oral communication requirement (Recommendation #4). We are investigating this suggestion, practices at other institutions, and the particular needs of CSUS students. While we may not conclude that there should only be one GE oral communication course, we will systematically study this idea.

The 5th recommendation of the review team also stems from Dr. King's comments concerning the use of advising sequences by students in our general communication concentration. The Department sees the possibility of using the already accepted concept of advising sequences as a viable way to add more coherence to the General Communication concentration.

Recommendation #7, also Dr. King's, is that the department provide greater coordination for our multisection courses. While we do have a coordinator, who receives assigned time, for ComS 103 (the service course for the Business School), the Department has balked at allocating more of our internal resources for the assigned time any additional coordination would require. Giving faculty members assigned time means we offer fewer courses and turn away more students. We now find greater support for granting assigned time for this activity.

Recommendations Identified by the Program Review Team

While ComS 222, Instructional Communication, seems to us a necessary and usual offering for graduate programs in communication, we do concur with the recommendation of the review team (#14) that we review the course's purpose.

Courses that have not been taught for the last four years will be deleted from the catalog as recommendation #17 asks.

We are certainly willing to make necessary corrections and additions to catalog copy as suggested in recommendation #29.

The Department has cooperated fully with the stipulations of the Planning Council and the Provost who determined that 55% of our enrollment should be in the major and 45% in GE/Service. We have, in fact, usually internally allocated at about 50% to each area.

The department has enacted numerous changes in the major, most of which have the effect of controlling and managing growth. We have increased the upper division requirements for the majors from 24 to 36 units; we have increased the core courses for all majors from three to five; we have a lower division prerequisite; and we have established minimum acceptable grades in core courses. We have voluntarily removed all of our courses approved for General Education except those fulfilling the oral communication requirement. We did this in spite of the appropriateness of these courses for their specific GE categories. The consultant went so far as to indicate this as a deficiency. He recommended that we have more involvement in the general education program. Further evidence of our efforts to manage growth is a restriction on almost all upper division courses which allows only majors to enroll. The statistics in the preliminary report attest to the fact that growth in the major has already leveled off. We have difficulty accepting a portrait of this department as one of overenrollment and uncontrolled growth. Not do we accept an interpretation of events since the last program review as indicative of a department that did not seriously respond to the recommendations of that program review.

It is also important to establish that the growth in Communication Studies majors at CSUS is part of a nationwide trend. As The Center for Statistics, U.S. Dept. of Education reports the number of communication majors nationwide has increased 137% since from 1973-74 to 1983-84. Dr. King documents this growth and its consequences in his final report. Communication Studies at CSUS is representative of this nationwide trend.

Finally, we wish to call your attention to one of the opening statements in the preliminary report:

"The Department is often placed in a double bind, being criticized on the one hand for over-enrollment, yet called upon to increase class size and add extra sections when School or University FIES is down. It has received less support than might be expected for a department of its size and one that is responsible for providing the oral communication basic skills component of the General Education program."

Frankly, the concern of the Review Team with our size seems to us another indication that we are again being put into the "double bind" they themselves identify. Many of the recommendations in this report call upon us to "curb" our program, yet, there are few recommendations recognizing that the department is consistently asked to carry more than its share of the responsibility in the School and University.

RECOMMENDATIONS WITH WHICH THE DEPARTMENT CONCURS

The department concurs with many recommendations given to the department. We feel it is important to understand the basis of our agreement. We agree with some recommendations because the department has already identified them as important issues; other recommendations have gained our acceptance because the consultant made them; and finally, there are recommendations identified by the program review team with which we concur. We address each category separately.

We also concur with the recommendations made to the Deans of the School of Arts & Sciences and to the Academic Affairs Vice President.

RECOMMENDATIONS REQUIRING ADDITIONAL CLARIFICATION

The recommendations for which we seek additional clarification include #1's 8, 11, 24, 26, 27, 30, and 31.

Recommendation #8 is perplexing to us since Com Studies 100A has already been made a prerequisite (or corequisite) to our other core courses. The Department is certainly willing to investigate moving that course to lower division status as the recommendation asks, but such a move would have serious budgetary implications for the School since no community college with which we currently articulate has a course equivalent to 100A and few, if any, have departments in which such a course could be taught.

The recommendation (#11) to review specific courses classified as C4, but with enrollments limits less than 25 is perplexing to us since our understanding of the classification system indicates there is not an alternative classification which is more appropriate for these courses. We ask the review team to provide us with any information on the classification system to which we are not privy.

The statistical basis for recommendation for #24 was puzzling to us because of the removal of U's, CR, NC, I, W, UP, AU, and RD as grading categories. Doing this assumes a similarity of the impact of these grades on the average grades across all departments. (Evidence to support that assumption was not provided.) We do, however, agree that in lower division skills courses, Communication Studies gives more A's and B's than other departments do in their lower division courses. This occurs largely because these are performance courses using criterion referenced grading. However, it was explained in the self-study and in the consultant's exit interview that most instructors of lower division, performance based courses use criterion-referenced grading. The consultant, in his exit interview, described our lower division grading practices as very similar to those at other institutions.

We see no evidence in the preliminary report to suggest that criterion referenced grading is bad; nor do we see our practices as out-of-line with our field as a whole. The review team states "the criteria used for assigning letter grades are too low." We simply need more evidence from the review team to substantiate their claim that our instructors cannot adequately distinguish an A performance from a B performance from a C performance. If evidence emerges that some instructors are unable to differentiate, then it would be appropriate for the Department to consider taking appropriate action.

Recommendation #26 asks the Department to "require all faculty to have vitae following a uniform format..." The Department is unaware of a university format for faculty vitae. Furthermore, the department chair is uncertain what moral suasion or legal sanctions are available to require all faculty to follow this format. We ask the review team for suggestions to accomplish this objective.

Recommendation #27 in which the department is asked to reduce its dependence on part-time faculty is something the department has been trying to do. The clarification we request is really to ask for guidance from the review team about how this might be accomplished. The recommendation that we consider increasing teaching loads of part-time faculty is not promising as a solution. A large percentage of our part-time faculty already teach 9 units per semester and we have serious concerns about the potential legal and contract implications from employing part-timers to teach 12, or even 9 units, units on a long-term basis. Such a practice also raises issues of fairness and equity between full and part-time faculty. Furthermore, this recommendation to the department without supporting recommendations to the School and University seems futile.

Our request for clarification on #30 is similar. The Department is more than willing to develop comprehensive plans for annual expenditures in the media area, but without recommendations to the Dean and the University to adequately support the media program, our planning is an empty exercise.

With respect to recommendation to #31 which asks us to curtail enrollment, the department believes it has already taken steps which satisfy this recommendation. What additional steps does the review team suggest we take? There are budgetary implications to this recommendation. The Department of Communication Studies usually generates about 200 FTEs over what we are allocated for, enabling other departments in Arts and Sciences to carry faculty allocations well beyond what their actual enrollments support. Any reduction in FTE for Communication Studies will have consequences for both the School and the University. These consequences must be considered by appropriate school and university administrators.

RECOMMENDATIONS WE ASK THE REVIEW TEAM TO RECONSIDER

We ask the review team to reconsider several recommendations. The first group of recommendations we would like reconsidered because the department already does essentially what is suggested.

Recommendation #1 asks the Department to "consider investing the Chair with more authority to execute policy." Frankly, the department currently gives the chair unequivocal power to execute policy.

The recommendation asking the department to assign courses on the basis of competence rather than the least recent principle (#2) is also, in fact, current departmental policy. Because the Department gives preference on the principle of "taught least recently" does not mean that this principle is the only criterion on which courses are assigned. The "least recently" principle is merely used as a tiebreaker. The Curriculum Committee, in assigning faculty to courses, does base assignment on competence and does refuse a course assignment in the very rare case in which a faculty member requests a course she or he is not qualified to teach.

The third recommendation in this category is #3 which calls upon the faculty to decide if its programs are liberal arts or professional in orientation. Because the consultant did not have the opportunity to systematically speak with all members of the faculty, we believe he did not have the opportunity to learn of the overwhelming consensus in the Department that we are a liberal arts program. Some of our curricular areas have professional aspects, but we do not see the two as incompatible. In fact, we see the presence of both as a strength.

Recommendation #9 calling for the abolishment of either ComS 185 or ComS 195 seems to ignore the distinction the review team itself makes between the two courses which we believe are important to retain from a curricular point of view. Since ComS 185 is used for the internship program, with placement of students in external agencies meeting approved standards and with evaluations done by our internship coordinator it is clearly distinct from ComS 195 which is fieldwork supervised by individual faculty members and evaluated by those faculty. We suggest instead that a retitling of the ComS 185 course to Internship in Communication would clarify any confusion.

The recommendation that the department establish criteria for special problems enrollment is something that has already been addressed (#10). In addition, the review team does not stipulate that nature of the problem resulting from the conditions they describe.

Recommendation #15 deals with the graduate course equivalents identified in the previous two recommendations. Our response is the same.

It is standard departmental practice to "review the courses that are rarely taught to determine whether they should be retained" (#8).

Recommendation #23 calling upon the department to review and establish distinctions between graduate and undergraduate courses is also routine department practice. The department was puzzled by the evidence offered by the review team of a problem here since it seems to us common practice in all academic departments to study the same concept, theories, and theorists at every level of a curriculum. Suggesting that neo-Aristotelian principles should only be studied at the undergraduate or graduate level, seems akin to us of suggesting that psychology students study Skinner only in an introductory psychology course and not in an upper division or graduate course.

We ask the review team to reconsider another group of recommendations because they are based on a misunderstanding or lack of information, because they reflect standards applied to our program but not others, or because they are inconsistent with the judgment of the consultant.

Recommendation #6 which asks the department to review specific courses with the Dean because they "encroach" on other disciplines, ignores the fact that every course in our curriculum including those identified, has already been approved by appropriate university bodies. The scrutiny suggested was accomplished when the courses were put into the curriculum. Furthermore, mechanisms already exist by which departments can challenge existing courses. The assumption underlying the recommendation seems to be that it is possible to neatly divide the universe of knowledge into a fixed set of the disciplinary boundaries. Those familiar with educational systems worldwide know that U.S. boundaries are not used in other educational systems, nor are these divisions standard throughout American higher education. Certainly it is difficult to make the case that knowledge falls neatly into predetermined categories. University procedures are set up to manage the inevitable disciplinary overlap through consensual negotiation. The Department of Communication Studies reviews its curriculum, and proposes to add, and delete courses following University procedures and with University approval. We do not see this recommendation as appropriate, nor as being a standard which is universally applied to other programs.

Recommendation #12 is presented without sufficient evidence to document this as a problem. All majors must complete ComS 100B, a course for which there is a minimum of 30 pages of required writing. The review team does not document a lack of writing assignments in other major courses. In addition, we see this recommendation as an application of standards to Communication Studies not generally applied to other programs.

Recommendations #13, 14, 16, 19, 20 and 25 all concern our graduate program. Recommendation #16 concerns a very recent decision about our graduate program, making available a comprehensive exam option. The specific mechanics of that decision have not even been finalized. The department considers it inappropriate for a program review team, unfamiliar with our discipline, to dictate assignments for a course.

We are at a loss to understand the other recommendations about our graduate program. We believe many of them reflect a different standard applied to our program than to other programs and perhaps, misunderstanding about the program. Let us clarify that we do not have approved concentrations in the graduate program intentionally. We have two possible options which students may pursue. The current approach, in which the Department recommends but does not require, in our opinion, serves its graduate students well. The review team asserts a need for more requirements and specialization (recommendation #13) without documenting a problem with the current approach. The underlying assumption in these recommendations about our graduate program (and indeed, in the similar recommendations about our undergraduate programs) is that structure is desirable and that lack of structure is problematic. Again we ask for documentation of these assumptions and specific descriptions of the problems in our program.

We have three core courses as required by University regulations. In fact, for admission to our graduate program students must have completed three additional courses giving all graduate students a common core of 6 classes. There is no University requirement of which we are aware requiring more common courses, structure or specialization. The review team preliminary report does not document a lack of coherence to our program and certainly the consultant did not point (even hint) at a problem in this area.

The recommendation to require specialization (#13) and the recommendation to reduce the number of graduate offerings (#20) seem to us to be at odds. Any further specialization is going to require offering more graduate courses more often in order to insure that students have access to them. Reducing the number of graduate offerings will result in greater declines in graduate enrollment. Furthermore, the "decline in graduate enrollment" reflects a conscious choice of the department to raise admission standards undertaken because of recommendations in the last program review. Our average class size for graduate courses is still well in line with School averages and standards. We argue very strongly that the number of graduate courses offered every semester is appropriate.

The recommendation to delete ComS 215, Communication and Public Opinion, (#19) is not acceptable to us. The course was offered during the four year period cited, but not enough students enrolled. It is scheduled to be offered in Fall of 1987. We consider the course to be an integral and appropriate part of our graduate offerings.

Recommendation #25 describes unstable grading practices in the graduate program, presumably because our grading has become more stringent than School and University averages. It assumes that our graduate student population is similar every semester and that there should be similarity of grading practices from semester to semester. Beginning with the Fall of 1985, the Department instituted significant changes in graduate core course requirements. The Chair has received no complaints about grading practices in the graduate program. The fact that shifts in grading practices cause concern among the review team seems inconsistent with their recommendation that the Department dramatically alter its grading practices in lower division. Since our graduate grading practices are in line with the School and University's, we have trouble understanding the basis for this recommendation.

The consultant's assessment of our graduate program was very positive. He lauded the department on its "reasonable and admirable core courses" (in both graduate and undergraduate programs) and described the graduate rotation as a "laudable attempt to both plan faculty assignments reasonably and assist graduate students in their program planning."

8

We also ask that recommendation #32 that we defer adding new courses be reconsidered. New courses are always taught within our current allocation and go through appropriate Department, School and University procedures. Furthermore, while we do not believe our programs need major restructuring, any minor restructuring might require new courses.

RECOMMENDATIONS EXPECTED, BUT MISSING FROM REPORT

There was one major deficiency in the draft document which was disappointing to the department. Several recommendations offered by the consultant were not included. The most serious omission was the absence of recommendations to the School and University to increase the Department's full-time faculty allocation. The concerns with an overburdened faculty coupled with the concerns about over-reliance on part-time faculty lead inescapably to the conclusion that the number of full-time should be increased.

A second omission, of central concern to the consultant, is the recommendation that the School establish a meaningful target FTE for the Department. This suggestion provides a workable mechanism for controlling growth that would both encourage efficiency by the Department and reward the Department for that efficiency. The target FTE suggested by the consultant would provide the school the option to either reduce our expected enrollment or to provide the Department with additional allocations of faculty positions to meet existing enrollment levels.

Based on the above, the Department would very much like to see the following additional recommendations in the final document:

Recommendations to the Appropriate School or University Administrators

1. It is recommended that the Dean of the School of Arts and Sciences and the department discuss a timetable for increasing the number of full-time faculty in the Department.
2. It is recommended to the Dean of the School of Arts and Sciences establish a target FTE for the Department of Communication Studies based on the Department's faculty allocation and the recommended student/faculty ratio of 22 to 1. (At the present level of faculty allocation, the recommended target FTE would be 830).
3. It is recommended that the School and University increase the level of fiscal support for the media program in the Department of Communication Studies.

CONCLUSION

We appreciate the work of the program review team, particularly Chair Maryjane Rees who worked hard to understand our very complex department. We are enthusiastic about many of these recommendations. Our enthusiasm toward them is certainly demonstrated by the actions the Department immediately initiated on these issues. There are other recommendations for which we ask clarifications. We ask the Review team to reconsider a number of other recommendations and we ask members of Graduate Policies and Program and University Curriculum to do so, if the review team does not. We are very concerned that standards are being applied to our programs that are not applied to others. We are also concerned that assertions of problems are made without documentation of those problems.

9

Finally, and most importantly, we argue that our degree programs are substantially sound and deserve to receive approval for the regular five year period. The Department has already demonstrated an interest in pursuing changes and addressing problems. Certainly, our response to the last program review was serious and responsible.

HIGHLIGHTS
ACADEMIC SENATE, CALIFORNIA STATE UNIVERSITY
MEETING OF JANUARY 7-8, 1988

by Peter Shattuck, Secretary

The Academic Senate began the new year with two days of intense, strenuous, and productive debate. By the time of adjournment late on Friday afternoon, the Senate had heard from Chancellor W. Ann Reynolds, Vice-Chancellor Dale Hanner, and Assistant Vice-Chancellor Lou Messner; had heard reports from Chair Ray Geigle and eight committee chairs; and had passed eleven resolutions, given a first reading to four, and referred two others to the originating committee. Chair Geigle reported on plans for two conferences, on January 25 and 26, on the proposed General Education Transfer Curriculum. First news of the Governor's Budget gave rise to guarded optimism, particularly the Governor's proposal to allocate \$2.5 million for research in the CSU. Two issues, the mission of the University as defined in "The Master Plan Renewed," and the place of scholarship, research, and creative activity in the CSU, stimulated serious and sometimes eloquent debate.

In a support budget of one and a half billion dollars, a \$2.5 million item might seem to need a "mere" in front of it. Nevertheless, Chair Geigle, Chancellor Reynolds, and Vice-Chancellor Hanner each singled out for special notice the proposal to give specific support to faculty research. Ray Geigle called the appropriation "a watershed in the history of the CSU." Chancellor Reynolds cautioned that "we're going to need to fight hard for that \$2.5 million." And Dale Hanner referred to the sum as "a major breakthrough." They also spoke positively about other aspects of the budget: a 6.8% overall increase; a 4.7% raise for faculty (effective January 1, 1989), provision for enrollment and price increases; and -- another first -- \$500,000 for faculty recruiting. On the negative side, the budget makes no provision for non-faculty Merit Salary Adjustments, and it denied \$23 million in Program Change Proposals.

In "The Master Plan Renewed," the CSU is assigned a mission which is significantly broader than that given in the 1960 Master Plan. The Academic Affairs and Governmental Affairs Committees proposed a resolution calling on the Legislature to replace the old statement with the new one. Some senators felt that the new language was still too restrictive; they urged that we ask the Legislature to broaden our mission. Others pointed out how much effort it had taken to get the new language, especially the clause providing that research, scholarship, and creative activity "shall be supported by the state." The resolution passed.

The Faculty Affairs Committee had prepared a summary of Senate positions on the issues of scholarship, research, creative

(OVER)

activity, and professional development. Senator George Watson proposed an amendment which included a statement that "the Academic Senate takes the position that publication should not be a mandatory requirement for either Retention, Tenure, or Promotion within the CSU." After an intense debate, the amendment failed. The Senate then moved to a Committee of the Whole for a general discussion of faculty research. Some notable comments, slightly paraphrased: Participation in our professional community is essential to all of us. (Keith Boyum) We should emphasize new fields of study, such as women's studies, joint research possibilities, and cross-disciplinary approaches. (LeVell Holmes) How do you stop faculty from doing research when they've gone through graduate school to learn how? (Hal Charnofsky) Ray Geigle summarized the debate (again paraphrased): We have an identity as faculty, and integral to that is a research and scholarly function. The academy has an identity that preceded us and will survive us; we are obliged to defend it. We don't intend to become another UC; our research is student-centered; but faculty in the CSU will continue to be professionally active. It was an exciting debate of a vital issue.

In addition, the Senate passed resolutions:

- _ Pointing out the need for resources to support actions recommended in "The Master Plan Renewed";
- _ Encouraging the appointment of teaching faculty to the Academic Council on International Programs;
- _ Calling for the identification and certification of campus-based study-abroad programs;
- _ Noting improvements in a document of the Commission on Teacher Credentialing, affecting Multiple Subjects programs;
- _ Supporting an Alumni-Faculty Partnership Seminar Series;
- _ Defining ways to improve science teaching in elementary schools;
- _ Inviting the Trustees to endorse governance provisions of "The Master Plan Renewed"; and
- _ Urging campuses to accelerate participation in the California Articulation Numbering System.

Given a first reading were resolutions regarding procedures for nominating the Faculty Trustee, improvements in the transfer process, and ways to achieve greater cooperation between education faculty and other faculty. In addition to the document on research, a resolution on the Human Corps was returned to committee for consideration at the Senate's March meeting.