

1987-88
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, April 14, 1988
2:30 p.m.
Senate Chambers, University Union

INFORMATION

Special Senate meeting, Thursday, April 21, 1988 - Report of the ad hoc Committee on Faculty Professional Development

CONSENT CALENDAR

AS 88-23/AP, Ex. ADD/DROP POLICIES, INFORMATION TO STUDENTS RE

The Academic Senate recommends that the following statement be added to the list of important notes in the section of the Class Schedule detailing add/drop policy:

Add/drop practice varies among instructors, departments, and schools. You should inquire about the practice in each of your courses. Failure to drop a course according to University policy as stated below is likely to result in the assignment of a penalty grade of "U" in that course.

AS 88-24/AP, Ex. ADD/DROP POLICIES, INFORMATION TO FACULTY RE

The Academic Senate recommends that the following statement be sent annually by the Registrar to all faculty:

The lack of uniformity in add/drop policy and practice across academic units and instructors poses problems for students, faculty, and staff. In an attempt to alleviate some of the problems, the Academic Senate requests the following of faculty:

Every course instructor make clear, either by wording included in a course syllabus or by verbal communication in class at the outset of a semester, his/her own policy on adding and dropping courses. If a Department or School policy governs, that should be made similarly clear.

The class schedule will henceforth include a statement to students that informs them of the variability in University add/drop practices and that urges them to acquaint themselves with the practice used in each course they take.

AS 88-27/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF PHILOSOPHY

The Academic Senate recommends that the Bachelor of Arts degree program and the Minor in Philosophy be approved for a period of five years or until the next program.

[Refer to Attachment B, 3/10/88 Agenda, "Commendations and Recommendations"; the complete Academic Program Review is available in the Academic Senate Office, Adm. 264.]

AS 88-28/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF HUMANITIES

The Academic Senate recommends that

1. The Bachelor of Arts degree program in Humanities, and the Religious Studies Concentration, be approved for another five years or until the next program review.
2. the Single Subject Teaching Credential program in English/Humanities be approved for another five years or until the next program review, and
3. the Minor in Humanities be approved for another five years or until the next program review.

[Refer to Attachment C, 3/10/88 Agenda, "Commendations and Recommendations"; the complete Academic Program Review is available in the Academic Senate Office, Adm. 264.]

AS 88-32/Ex. COMMITTEE APPOINTMENTS

Academic Council on International Programs: KERMIT SMITH,
CSUS Representative, At-large, 1991 (repl. P. Stegenga)

Committee on Committees:

<u>Convener:</u>	SCOTT FARRAND
<u>Student Senate:</u>	DEBRA LARSON
<u>Social Science:</u>	JERRY TOBEY
<u>Humanities/Fine Arts:</u>	JOAN MAXWELL
<u>Sciences & Math:</u>	MARYJO KENNY
<u>Education:</u>	CHARLOTTE COOK
<u>Business & Public Admin.:</u>	STOAKLEY SWANSON
<u>Engineering:</u>	JOSEPH HARRALSON
<u>Social Work:</u>	GILBERT HAMILTON
<u>Health & P.E.:</u>	JOHN MAXWELL
<u>Nursing:</u>	MARY SUMMERS
<u>Library:</u>	ROZ VAN AUKE
<u>Student Affairs:</u>	LEN WYCOSKY
<u>Ethnic Studies:</u>	SAM RIOS

University Outreach Committee:

FRED FURAKAWA, At-Large
RAUL RODRIGUEZ, At-large
RONALD TANAKA, At-large

Orientation Program Advisory Committee:

DAN DECIOUS, At-large
RENEE GOLANTY-KOEL, At-large
STEVE WALKER, At-large

AS 88-33/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF HOME ECONOMICS

The Academic Senate recommends that the following programs be approved for another five years or until the next program review:

- the Bachelor of Arts degree program in Home Economics;
- the Bachelor of Arts degree program in Interior Design;
- the Single Subject Teaching Credential Waiver Program in Home Economics; and
- the Minor in Home Economics."

[Refer to Attachment A, "Commendations and Recommendations"; the complete Academic Program Review is available in the Academic Senate Office, Adm. 264.]

CONSENT - INFORMATION

AS 88-34/Ex. VIDEOCONFERENCE "RACISM ON CAMPUS: TOWARD AN AGENDA FOR ACTION"

The Executive Committee, acting on behalf of the Academic Senate, agrees to co-sponsor the March 22, 1988, videoconference on Racism on Campus.

AS 88-35/Ex. ACADEMIC IMPROVEMENT GRANT PROCESS

The Academic Senate Executive Committee shall serve as the committee to screen proposals for the 1988-89 Academic Program Improvement Grants Program.

REGULAR AGENDA

AS 88-31/Flr. MINUTES

Approval of Minutes of special meeting of February 25 and the regular meeting of March 10, 1988.

AS 88-20A/Flr. AFFIRMATIVE ACTION PLAN

- Whereas, The State of California's current and changing demographics point to a need for higher education to reflect the ethnic, linguistic and cultural, ^{+ gender} diversity of its service population, and
- Whereas, The available pool of minority ^{+ women} faculty is limited nationally in all disciplines, and
- Whereas, The CSU has made a system-wide push toward equity, non-discrimination and affirmative action as per Executive Order 340, and
- Whereas, This campus, under the direction of President Gerth in his Memorandum to the Chair of the Academic Senate dated June 3, 1987, approved in principle affirmative action representation on search committees and recommended this be extended to faculty search committees, and
- Whereas, President Gerth in his fall opening address to the campus community stressed the need to continue an aggressive affirmative action stance, therefore be it
- Resolved, That President Gerth direct each department to update its affirmative action plans, ~~and be it further~~
- ~~Resolved, That the President direct each department to select an affirmative action representative who will be trained and serve to advise the department on recruitment and hiring, and other means of increasing the ethnic diversity of the faculty.~~

AS 88-20B/AA, Ex. AFFIRMATIVE ACTION PLAN

- Whereas, The State of California's current and changing demographics point to a need for higher education to reflect the ethnic, linguistic and cultural, ^{and gender} diversity of its service population, and
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- Whereas, The CSU has made a system-wide push toward equity, non-discrimination and affirmative action as per Executive Order 340, and

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Whereas, President Gerth in his fall opening address to the campus community stressed the need to continue an aggressive affirmative action stance, therefore be it

Resolved, That President Gerth direct each department to update its affirmative action plans, and be it further

Resolved, That the President direct each department to select an affirmative action representative who will be trained and serve to advise the department on recruitment and hiring, and other means of increasing the ethnic diversity of the faculty.

AS 88-25/Ex. AMERICAN SIGN LANGUAGE AS AN ALTERNATIVE TO MEET THE FOREIGN LANGUAGE ADMISSION REQUIREMENT

The Academic Senate, CSU, Sacramento, endorses the statement of the Foreign Language Council of the CSU regarding American Sign Language (Resolution FLC-01-101678) and urges the CSU to adopt this policy.

Resolution FLC-01-101678 adopted at the Fall Conference of the Foreign Language Council of the CSU, Friday, October 16, 1987, in Long Beach, California:

Subject: American Sign Language as an alternative to meet the foreign language admission requirement

Whereas, the Waiver Policies of the Foreign Language Admission Requirement to The California State University (as published in the "CSU School and College Review," September 1986), provide that this requirement may be waived upon "completion of alternative coursework in such related fields as linguistics or anthropology by persons with certain speech/hearing impairments or specific learning disabilities involving central language problems," now be it

Resolved, that the Foreign Language Council of the California State University recommend to the Academic Senate and the Vice Chancellor for Academic Affairs of The California State University, that competence in American Sign Language be included as an alternative "to satisfy the foreign language

admission requirement for applicants with certain speech/hearing impairments or specific learning disabilities involving central language problems."

AS 88-26/Ex. FEE WAIVER--CSUS CLASSES FOR PART-TIME FACULTY

The Academic Senate recommends that the Administration take steps to make it possible for part-time instructors who teach six (6) or more units in a semester to be allowed to enroll in classes offered at CSUS through the fee waiver program.

AS 88-36/FA, Ex. PERIODIC REVIEW OF TENURED FACULTY, POLICY ON

The Academic Senate recommends that the policy on Periodic Review of Tenured Faculty be amended (strikeover = deletion; underscore = addition):

PERIODIC REVIEW OF TENURED FACULTY

1. Purpose of Evaluation: To assist tenured faculty members to maintain or improve their teaching effectiveness.
2. Frequency of Evaluation of Instructional Performance: Tenured faculty shall be evaluated at least once every intervals of no greater than five years. An evaluation for purposes of retention, tenure or promotion shall fulfill the requirement.
3. Procedures:
 - a. For this evaluation a Each faculty member subject to review shall be evaluated by an elected peer review committee consisting of a minimum of at least three tenured full-time faculty shall be elected annually from the tenured faculty of the department faculty of equal or greater rank. A department member scheduled for this evaluation may not serve on this any periodic review of tenured faculty committee during the year in which he/she is subject to review.
 - b. The department chair shall not serve on nor meet with the primary committee but will conduct an independent review and submit a separate evaluation.
 - bc. The department shall develop a schedule of those faculty to be reviewed, in what order and in which year.
 - ed. State law and university policy guarantee to faculty the right of confidentiality. Consequently, substantive deliberations having to do with periodic

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review of post tenure faculty unit employees are open only to committee members.

- de. The peer review committee and the department chair shall consider the following subject matter in conducting the reviews:
1. Student evaluations taken since the last review of the faculty member's performance.
 2. Signed, written statements from students, and other signed, written statements concerning the faculty member's teaching effectiveness only if the faculty member has been provided an exact copy of each statement at least five days before the review.
 3. Material submitted by the faculty member being evaluated. This evidence may include, but not be limited to, the following:
 - Teaching materials
 - Curriculum development
 - Participation in professional meetings
 - Professional lectures, seminars, workshops
 - Consultant work
 - Publications and
 - Leave activities
- ef. The faculty member being evaluated shall have the right to meet with the peer review committee prior to the submission of the committee's report.
- g. The faculty member being evaluated shall have the right to meet with the department chair prior to submission of his/her evaluation.
- fh. The committee shall prepare a written, signed evaluation report containing an assessment of the evidence. It shall provide a written copy of this report to the faculty member at least five days before the custodian places it in the Personnel Action File.
- ~~g.~~ ~~The appropriate administrator, normally and whenever possible the department chair, shall provide the faculty member with a written copy of the evaluation at least five days before placing it in the file.~~
- i. The department chair shall prepare a written, signed evaluation report containing an assessment of the

evidence. He/she shall provide a written copy of this report to the faculty member at least five days before the custodian places it in the Personnel Action File.

j. Prior to placing the evaluations in the Personnel Action File, the Dean as custodian of that file shall indicate his concurrence/nonconcurrence with the findings. In the event of nonconcurrence, the Dean shall place a written statement of the reason(s) for nonconcurrence in the Personnel Action File.

hk. The appropriate administrator, normally and whenever possible the department chair, and the chair of the peer review committee shall meet with the faculty member to discuss his/her strengths and weaknesses along with suggestions, if any, for his/her improvement. The faculty member being evaluated shall also have the right to meet with the Dean prior to submission of his/her evaluation.

il. The evaluation statements shall be placed in the Personnel Action File. The faculty member has the right to submit a written rebuttals to it them and this these rebuttals shall also be placed in the Personnel Action File.

AS 88-37/G.E. GENERAL EDUCATION TRANSFER CURRICULUM
[TIME CERTAIN: 3:30 p.m., R. Kornweibel]

Agreed
The Academic Senate adopts the following response to Statewide Academic Senate resolution AS 1789-88 (Attachment B) on the G.E. Transfer Curriculum Proposal dated November 12, 1987, as amended by the February 26 Intersegmental Committee Resolutions:

Response to CSU Academic Senate
Resolution AS 1789-88

As our earlier response indicated, we endorse the enhancement of transfer and recognize that it is of vital importance to the continued success of California public higher education. We remain convinced that attention to general education alone will not produce the desired results of more and easier transfer. Further, isolating the curriculum from other aspects of the issue will not yield optimum strategies. It is important therefore that research into the details of the transfer process continue so that proposals regarding articulation, enhancement of transfer center operation, etc., catch up with the curriculum proposal.

Regarding the Transfer Curriculum, we endorse the following:

1. The 31-unit package of common requirements for the UC and the CSU.
2. Specific requirements for an additional six units of CSU requirements, three in oral communication and three in critical thinking.

Our endorsement carries the following reservation: Looking at only a portion of a total general education program raises questions of what will be in the rest of the program. It is imperative that at some point we (and the other campuses) be consulted on the rest of the general education program, including but not limited to the status of (a) foreign languages within the CSU, and (b) Area E.

We also propose that the language of resolve #4 of AS-1789-88/AA (March 3-4, 1988) be amended to read that instruction approved to fulfill the following requirements should recognize the contributions to knowledge and civilization that have been made by members of various cultural groups, by women and by ethnic minorities.

Agreed
AS 88-38/Ex. CENTER FOR HEALTH AND HUMAN SERVICES

The Academic Senate recommends approval of the proposal to establish a Center for Health and Human Services [see Attachment C].

postponed
AS 88-39/Ex. BLACK RESOURCE CENTER IN THE SCIENCES

The Academic Senate recommends approval of the proposal to establish a Black Resource Center in the Sciences [see Attachment D].

After reviewing thoroughly the attached Academic Program Review Report for the Department of Home Economics, 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 directs 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 Home Economics

The Department of Home Economics is commended for:

- its conscientious fulfillment of recommendations in its 1982 program review report;
- its carefully prepared and thorough 1987 self study document;
- its resourceful, dedicated, and productive faculty;
- its programmatic innovations, such as the new major in interior design;
- its carefully planned and thorough course syllabi; and
- its effective academic and career advising programs.

Recommendations to the Department of Home Economics

It is recommended that

1. the department engage in long-range planning, first to prioritize programmatic goals within specific time frames, and then to review and prioritize its needs for physical plant space, facilities, and equipment. (p. 3)
2. the department chair meet with the Dean of the School of Arts and Sciences and the Executive Vice President to plan a strategy to achieve the department's prioritized needs for physical plant space and facilities. (p. 3)
3. the department chair meet with the Dean of the School of Arts and Sciences to plan a strategy for obtaining the department's prioritized equipment needs. (p. 3)
4. the department review its needs for HE 112 and 129C and either offer them at intervals of at least two years, or delete them from the Catalog. (p. 7)
5. the departmental faculty up-date their course textbooks, where appropriate, and coordinate requirements across sections of HE 20. (p. 7)
6. the department designate two faculty members, one each to serve as liaison to the UMS and the Computer Center, for the purpose of communicating departmental needs. (p. 10)

7. for future hiring, the department apply strong efforts to recruit eligible ethnic minority applicants. (p. 10)
8. the department chair meet with the Dean of the School of Arts and Sciences and the Director of University Media Services to consider ways to increase support for department-related media services and materials. (p. 10)
9. the department develop a method for attracting, retaining, and graduating underrepresented students. (p. 11)
10. the department chair meet with the Dean of the School of Arts and Sciences to discuss ways of adjusting or more effectively utilizing the budgetary allocation of the department to provide: (a) a full-time clerical position on a ten-month basis and (b) increased reimbursement for faculty travel in supervising student field work and internships. (p. 12)

Recommendations to the Dean of the School of Arts and Sciences:

It is recommended that

1. the Dean meet with the Chair of the Home Economics Department and the Executive Vice President to plan a strategy to obtain the department's prioritized physical plan space and facilities needs. (p. 3)
2. the Dean meet with the Chair of the Home Economics Department to plan a strategy to obtain the department's equipment needs. (p. 3)
3. the Dean meet with the Chair of the Department of Home Economics and the Director of University Media Services to consider ways to increase support for media services and materials for the Home Economics Department. (p. 10)
4. the School of Arts and Sciences include the needs of the Home Economics Department in its long-range plans for computer usage, and provide additional computer work stations for students. (p. 11)
5. the Dean meet with the Chair of the Department of Home Economics to discuss ways of adjusting or more effectively utilizing the budgetary allocation of the department to provide: (a) a full-time clerical position on a ten-month basis and (b) increased reimbursement for faculty travel in supervising student field work and internships. (p. 12)

Recommendation to the Director of University Media Services:

It is recommended that the Director of University Media Services meet with the Chair of the Department of Home Economics and the Dean of the School of Arts and Sciences to consider ways to increase support for media services and materials for the Home Economics Department. (p. 10)

Recommendation to the Executive Vice President:

It is recommended that the Executive Vice President meet with the Chair of the Department of Home Economics and the Dean of the School of Arts and Sciences to plan a strategy for obtaining the department's prioritized physical plant space and facilities needs. (p. 3)

Recommendations to the Academic Senate:

It is recommended that the following programs be approved for another five years or until the next program review:

- the Bachelor of Arts degree program in Home Economics;
- the Bachelor of Arts degree program in Interior Design;
- the Single Subject Teaching Credential waiver Program in Home Economics;
and
- the Minor in Home Economics.

2-29-88

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-1789-88/AA
March 3-4, 1988

SUPPORT OF THE
GENERAL EDUCATION TRANSFER CURRICULUM

- WHEREAS, Sixty-five percent of new undergraduates in the California State University are transfer students; and
- WHEREAS, The CSU receives 82% of its new transfer students each year from community colleges, 10% from other CSU campuses, and 3.5% from campuses of the University of California system; and
- WHEREAS, The Master Plan Commission heard testimony about the failure of large numbers of students to transfer; and
- WHEREAS, The Master Plan Commission, in responding to testimony about the difficulties students experience in transferring between institutions, has recommended that a common general education transfer curriculum between all segments of public postsecondary education in California be adopted; and
- WHEREAS, The Academic Senate of the California State University agrees that transfer between institutions needs to be facilitated to meet both student and academic needs; therefore be it
- RESOLVED: That the Academic Senate of the California State University endorse the concept of an intersegmental general education transfer curriculum; and be it further
- RESOLVED: That the Academic Senate CSU accept the General Education Transfer Curriculum Proposal dated November 12, 1987, and submitted to the campuses on December 10, 1987; and be it further

(OVER)

RESOLVED: That the Academic Senate CSU support the February 26, 1988 resolutions of the Intersegmental Senates amending the General Education Transfer Curriculum Proposal sent to the Campus Senate Chairs by the Chair of the Academic Senate on February 29, 1988; and be it further

RESOLVED: That the introductory statement to the General Education Transfer Proposal be amended to include: "Instruction approved to fulfill the following requirements should recognize the contributions to knowledge and civilization that have been made by members of various cultural groups and by women," and to delete references to courses in ethnic minorities in the sections on Arts and Humanities and the Social and Behavioral Sciences; and be it further

RESOLVED: That the General Education Transfer Curriculum Proposal section on Arts and Humanities, second paragraph, which precludes courses in studio and performing arts, should be deleted in favor of the positive language submitted by the Arts Council:

Performance and studio classes which reflect the integration of history, theory, and criticism may be credited toward satisfaction of the Arts and Humanities requirement.

; and be it further

RESOLVED: That the General Education Transfer Curriculum Proposal include in the Mathematics and Quantitative Reasoning: "in mathematics or statistics (Note: Intermediate algebra is not a baccalaureate course)"; and be it further

RESOLVED: That the principle of partial certification (completion of an area) be incorporated into the General Education Transfer Curriculum Proposal.

SECOND READING

May 5-6, 1988



ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

Attachment to: AS-1789-88/AA

400 Golden Shore, Suite 134, Long Beach, California 90802-4275 • (213) 590-5578 or 5550, ATSS: 635-5578 or 5550

Office of the Chair

M E M O R A N D U M

TO: Campus Senate Chairs
 Members, Statewide Academic Senate

DATE: February 29, 1988

FROM: Ray Geigle, Chair *Ray Geigle*
 Academic Senate CSU

SUBJECT: February 26 Intersegmental Committee Resolution on the
 General Education Transfer Curriculum

The Intersegmental Committee of the Academic Senates has been working conscientiously to monitor reaction of the three systems to its proposal for a general education transfer curriculum and to be responsive to suggestions for change. At its meeting on February 26, reports on the status of the proposal were made by each of the chairs and more than five hours of discussion on both the process and substance of the proposed transfer curriculum took place. The discussion was characterized by a willingness to seek accommodation of each other's concerns and still reach agreement on a common transfer curriculum.

At the end of the discussion the following resolution was unanimously passed:

"RESOLVED: That the Intersegmental Committee of the Academic Senates endorse the following common requirements as a constructive basis for the design of an Intersegmental General Education Transfer Curriculum:

UC AND CSU COMMON REQUIREMENTS

<u>SUBJECT AREA</u>	<u>MINIMUM REQUIREMENTS</u>
English Composition	3 semester units
Mathematics/Quantitative Reasoning	3 semester units
Arts and Humanities (At least one course in the Arts and one course in the Humanities)	9 semester units
Social and Behavioral Sciences (May not include state code requirements in U.S. History, Constitution, and State and Local Governments; courses must be taken in at least two areas)	9 semester units
Biological and Physical Sciences (One course each in biological and physical sciences, at least one of which must include a laboratory segment)	7 semester units
	<hr/> 31 semester units;

and be it further

(over)

February 29, 1988
Page Two

RESOLVED: That Additional study will be given to the resolution of the following proposed requirements which may be common or system-specific:

CSU: Oral Communication, Critical Thinking
UC: English Composition, Mathematics, Foreign Language"

The members of the committee believe this revision of the November 12 proposal will go a long way toward meeting segmental concerns and facilitate discussion on each of the campuses. It represents agreement on 31 semester units as a common core and a commitment to search for any additional compromise that will increase the number of units in the common core. It also represents agreement that the CSU and UC patterns may diverge beyond the 31 units. For the CSU it is agreed that specific requirements in oral communication and critical thinking will be added beyond the 31 units. For the UC there is agreement that additional units in English composition and possibly in mathematics and/or foreign language may be added beyond the 31 units.

This proposal will be considered by both the General Education-Breadth Advisory Committee and the Academic Affairs Committee of the Statewide Academic Senate. Your response to them will be appreciated.

RG/he



California State University, Sacramento

Attachment C
c Senate Agenda
April 14, 1988

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694
California State University, Sacramento
6000 J Street
Sacramento, California 95819

SCHOOL OF HEALTH AND HUMAN SERVICES
Office of the Dean
(916) 278-7255

MARO 4 1988

Academic Senate Received
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March 4, 1988

TO: Juanita Barrera, Chair
Academic Senate

FROM:  John Colen, Dean

RE: Center for Health and Human Services

Thank you for informing me of the concerns of the Executive Committee of the Senate regarding our School's proposal to establish a Center for Health and Human Services. Specifically, there were two that you mentioned. The first question had to do with how the Coordinator will be appointed. As I indicated to you by telephone, the Coordinator will be appointed by the Dean in consultation with the advisory committee.

Secondly, questions were raised with regard to the initial start up cost. As per our telephone conversation, the major cost is that of a coordinator. It is our intent to provide assigned time for a period of time in order to build other resources. Hopefully, this will not be necessary for more than two years. During that time the School also will assume other associated costs from its own resources.

I appreciate the opportunity to respond to the Executive Committee's concerns in writing as I will be away from the campus when the Executive Committee meets next. Hopefully, this response has clarifies our intent.

I am enclosing a revised copy of the proposal in which clarification has been added to the document under the headings "Coordinator", page 3 and "Financial Arrangements", page 4.

Needless to say, your endorsement, and that of the Executive Committee, for the establishment of the Center will be greatly appreciated.

CENTER FOR HEALTH AND HUMAN SERVICES
CONCEPT PAPER

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

MAR 4 1988

Statement of Purpose

Academic Senate Received
413

A university, particularly an urban university, has a fundamental purpose to marshal its best expertise and energies to address not only its own problems and priorities, but also those issues facing the community of which it is a part. Through assistance in problem-solving, the development of new program ideas, teaching, and research and community leadership, the university should serve as a principal vehicle for bringing knowledge and expertise to bear on the problems of our time.

The area of health and human services provides a special challenge. Issues that surface require interdisciplinary approaches in which the expertise of a number of recognized disciplines is brought to bear on specific community and individual problems. The multidisciplinary nature of the School of Health and Human Services at California State University, Sacramento places it in a unique position to respond to the demand for interdisciplinary attention to the needs of those we serve. Since the School's inception in 1981, it has been involved in research activities, as well as in problem-solving and demonstration projects in collaboration with a variety of public and private human service institutions and agencies. In line with the University's mission "to provide superior quality instruction at baccalaureate and master's levels, while simultaneously developing related research and public service roles," it is, hereby, proposed that the School of Health and Human Services establish a Center for Health and Human Services to facilitate its service objective, enhance faculty scholarship, and enrich the educational opportunities of students.

The primary purpose of the Center, therefore, will be to provide leadership in promoting interdisciplinary training, applied research, and other efforts of programs involved in health and human services. More specifically, its mission will be to do as follows:

1. Facilitate the scholarly study of a broad range of health and human service topics;
2. Serve as the focal point for interdisciplinary applied research;
3. Provide appropriate technical assistance and expertise to local, state, regional and national constituencies seeking to improve the quality and effective implementation of needed programs and services;

4. Develop primary, in-service and/or continuing education opportunities for students, faculty and practitioners involved in human service and health professions;
5. Provide a resource center to support not only community endeavors but also the enrichment of the School's own curriculum; and,
6. Promote forums in which scholars, educators, professional and others interested in issues related to health and human services can meet to present, exchange and discuss their ideas.

Expected Activities

To accomplish its objectives, the Center will:

- conduct problem-oriented research and research-related program assistance in which students are involved as members of research teams (in conjunction with student work opportunities or in conjunction with their educational programs);
- participate in activities designed to promote the exchange of ideas and the dissemination of new knowledge (e.g., publishing reports, conducting seminars and/or colloquia series);
- enter into contracts to provide technical assistance for the enhancement of human service delivery;
- participate in activities that are designed to provide continuing education (either credit or non-credit) opportunities in areas represented by the disciplines within the School through means such as courses, workshops, etc.;
- collaborate with other units of CSUS in areas of mutual interest with respect to human service related activities; and
- encourage research proposal development among faculty members within the School and generally augment services of the Office of Research and Sponsored Projects and the Hornet Foundation.

Proposed Structure (Functional)

As the Center will be a vehicle for scholarly study on a wide range of health and human service topics, as well as for interdisciplinary applied research, technical assistance, and training activities in selected program areas of relevance to the various disciplines represented in the School, these selected program areas will be identified as Institutes within the Center. Functioning as an Institute will allow each program area maximum visibility and programmatic autonomy while assuring direct access to the necessary resources and administrative avenues of the School and the University, as provided by the Center. Utilizing the Institute format, the Center will best be able to develop a style of operation which promotes and contributes to the coexistence of varied types of knowledge- building and application activities, including projects proposed by individual faculty members, requested by the professional community, and/or generated by the Center in line with various interdisciplinary Institute themes. Such themes will include gerontology, health maintenance, human service management, childhood vs. adolescence, et. al.

Proposed Structure (Administrative)

Coordinator

The Coordinator will be responsible for the overall administration of the Center (with recognition of the role of project Principal Investigators). The Coordinator will be administratively responsible to the Dean, and will act with advice and counsel from an Advisory Committee. The Coordinator, in liaison with the Dean, will also be responsible for relations among the Institutes, the Center, the School, and other units of the University and the Community. The coordinator will be appointed by the dean in consultation with the advisory committee of the center.

Institute Staff

Center staff will be made available to Institutes as needed, and will be supported by their work on various projects. Responsibility for coordination of specific projects within an Institute area will be facilitated by the Center Coordinator in consultation with Principal Investigators, the Dean and the Advisory Committee.

Faculty

While the Center will have no faculty of its own, faculty members of the School of Health and Human Services and interested faculty in other units of CSUS (in conjunction with the School) may choose to propose and/or conduct projects within an institute via the facilities and resources of the Center.

Grants and Contracts

Grants and contracts to supply technical assistance, training, research, and/or consultation will be sought, administered, and conducted by the Center via the appropriate Institutes. Center generated projects will, likewise, be referred to specific Institutes where appropriate.

Advisory Committee

There will exist a Center for Health and Human Services Advisory Committee composed of faculty and professional community representatives from program areas served by the Center and its Institutes. This committee will work in an advisory capacity in conjunction with the Coordinator on issues of relationship among the Center, the School, the University, and the Community. It will advise on development or modification of Institute themes and propose Center generated projects.

Relations With Other CSUS Units

Productive, cooperating working relationships will be built with other units of the University. Particular emphasis will be placed upon achieving active working relationships with units whose missions and programs lie in areas similar, or complimentary, to the Center.

Financial Arrangements

It is the intent that most projects undertaken be self-supporting via external funding in the form of grants, awards, and/or direct contracts for services. The resources of the Hornet Foundation and the Office of Research and Sponsored Projects will be utilized to assure efficient and effective "grantsmanship" where appropriate. Operating expenses of the Center will be included in all applications for external funding as well as direct service contracts. There are initial start up cost associated with the Center; however, they are expected to be minimal. The primary cost is that of the coordinator position. Initially, this expense will be borne by the School through the allocation of assigned time. Other initial costs also will be assumed by the School.

PROPOSAL FOR A BLACK SCIENCE-RESOURCE CENTER IN THE SCIENCES*

This is a proposal to create a California Black Think Tank in the physical, natural, mathematical, engineering, and medical sciences which shall be a University Center and which shall be named the Black Science Resource Center.

While it is widely known that Black people are underrepresented in the sciences, it is also widely and erroneously believed that Black people have little or no aptitude for the sciences. A statewide organization of Black Scientists can do much to reverse both conditions--the underrepresentation of Black people in the sciences, and the myth of Black scientific incompetence. It is fitting that such an organization be housed at CSU Sacramento as the capital campus with extensive access to the legislature, the Governor's office, and the State Department of Education.

The Black Science Resource Center shall be housed in the Ethnic Studies program as an operating feature of Pan African Studies.

It will complement the academic, community outreach, and student outreach components of Pan African Studies.

The objectives of the Black Science Resource Center shall be the following:

1. To develop a list of Black resource persons in California in the physical, natural, mathematical, engineering, and medical sciences.
2. To sponsor an organization of California Black Scientists in the physical, natural, mathematical, engineering, and medical sciences.
3. To sponsor an Annual Conference of California Black scientists in the physical, natural, mathematical, engineering, and medical sciences.
4. To operate a Science Resource Center whose information is available to educators and the general public.
5. To develop strategies for attracting and retaining Black Students in the physical, natural, mathematical, engineering, and medical sciences.
6. To develop, publish, and disseminate a biographical dictionary (particularly to K-12 schools) of all members of the organization of California Black Scientists.
7. To develop scholarship, apprenticeship, and fellowship programs for Black undergraduate students, graduate students, and secondary teachers in the sciences.
8. To implement programs which are consistent with the above-objectives.

*Proposal originators have asked that throughout this proposal the title "Black Resources Center in the Sciences" be used in place of "Black Science Resource Center."

The Black Science Resource Center shall be governed by a Governance Committee which shall consist of:

The Director of Pan African Studies.

Two Pan African Studies Faculty Members selected by the Pan African Studies Faculty.

Two Faculty Members in the physical, natural, mathematical, engineering, and medical sciences selected by the Pan African Studies Faculty.

The Two Pan African Studies Faculty Members and the Two Faculty Members in the Sciences shall each be selected for two year terms, except for one member from each Faculty on the first Governance Committee, each of whom shall serve for three years.

The Governance Committee, by majority decision, will be the decision-making body of the Black Science Resource Center, and will have the authority to make decisions consistent with the mission of the Center.

The Administrator of the Black Science Resource Center shall be the Director of Pan African Studies.

Background

This proposal began under a grant provided by the University under the Affirmative Action Faculty Development Equity Awards Program during the Spring Semester of 1986. The Grant was provided to create the Center. In the Fall semester of 1987 the Government Department provided 3 units of released time to complete the project.

Since the initial grant was funded the following work has been undertaken and completed. An initial list of 180 Black Scientists in Sacramento was identified. They were all written and invited to join the Center. Two state organizations of Black engineers and chemists were also contacted to solicit participation. Talks were held with State Department of Education officials with regard to the feasibility of distributing biographical dictionaries of California Black scientists K-12. Talks were held with staff of the California Legislative Black Caucus with regard to support of the Center. A large number of private sources were written to inquire about the possibility of supporting the Center or some aspect of its work. The university's Office of Research and Sponsored Projects was solicited to participate in this effort.

So far 68 scientists have agreed to participate Fully in the Center. They represent all the scientific disciplines identified and include among them scientists in the first rank in the country, many from the CSUC system, and others from such institutions as UC San Diego, UC Riverside, Stanford, and UC Berkeley.

Biographical sketches on a number of them have been written and many approved by the respective scientists. Pacific Bell has agreed to contribute \$5,000.00 to the first annual Conference and a scholarship.

It is expected that the Black Science Resource Center will enhance the University's ability to obtain external funding and that it will also provide the University with an additional public service program.

The Black Science Resource Center shall require no additional funding from the University. Those activities of the Center which are not funded by outside sources shall be assumed as part of the normal duties of the Director of Pan African Studies and the Ethnic Studies staff.

4/19/88

*Revised
4/19/88*

Proposed Amendment to AS 08-20A

Anti-Latino Racism

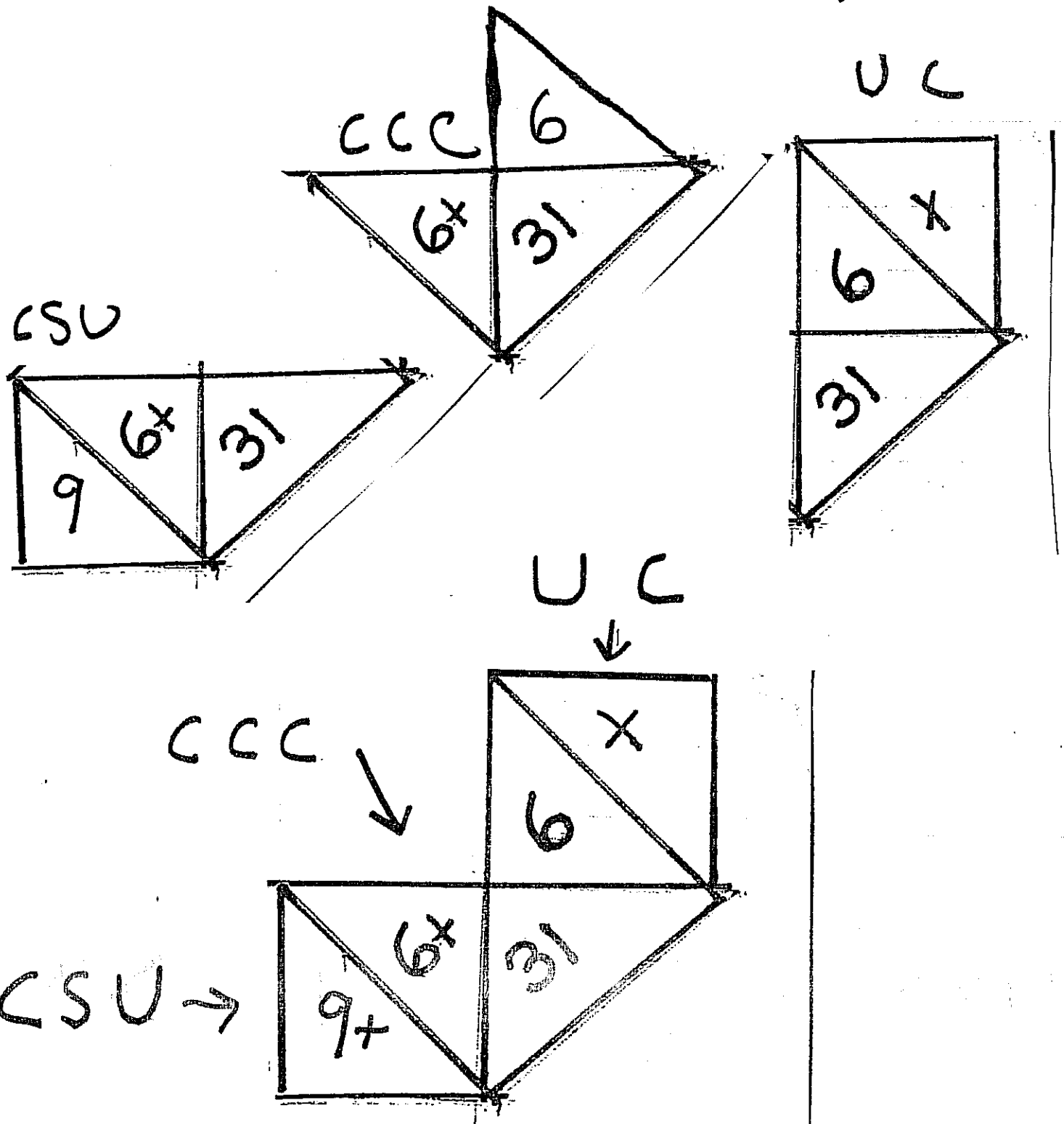
and can follow to the Revised:

Such plans must include specific means to

enhance the faculty understanding of affirmative action and procedures

within the faculty areas of the resources available, both inside and outside the University, to increase the ethnic diversity of its faculty.

G.E. 31 unit CORE Proposal



E.O. 338

48 units minimum