

1987-88
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, November 12, 1987
2:30 p.m.
Senate Chambers, University Union

INFORMATION

1. Moment of Silence in memory of:

THOMAS J. GUSTAFSON
Professor
Counseling, Administration and Policy Studies

DONALD E. HOUGHTON
Professor Emeritus
English

J. HAROLD SEVERAID
Professor Emeritus
Biological Sciences

EMMETT C. THOMPSON
Dean of Graduate Studies Emeritus

2. Report on CSU Academic Senate meeting, November 5-6, 1987
3. Special Senate meeting on Thursday, November 19, 1987, 2:30-4:30 p.m., Student Senate Chambers, University Union
4. Lottery discretionary funds designated for support of curriculum development
5. Interim Dean of Student Affairs
6. Referral of items to committee

CONSENT CALENDAR

AS 87-76/Ex. COMMITTEE APPOINTMENTS

Senate Committees:

Athletics Department Course Change Review Process, ad hoc
Committee on: (Established in response to AS 86-85)

MICHAEL LEWIS, Chair, Fiscal Affairs Committee

DAN DECIOUS, Chair, Curriculum Committee

(continued, next page)

MINA ROBBINS, Chair, Graduate Policies and Programs Committee
 PETER LUND, Chair, Academic Policies Committee
 JUANITA BARRENA, Academic Senate Chair
 SCOTT FARRAND, Academic Senate Vice Chair
 MARY BURGER, Vice President for Academic Affairs
 ROBERT BESS, Executive Vice President
 CAL BOYES, Athletics Department Chair

Faculty Affairs Committee: JOSEPH HARRALSON, Senator (repl. P. Rombold)

Faculty Endowment Fund Committee: JEAN TORCOM, At-large, 1990
 LESTER GABRIEL, At-large, 1989
 JUAN HERNANDEZ, At-large, 1988

Faculty Professional Development, ad hoc Committee on: ROBERT TZAKIRI, At-large faculty

University Committees:

Administrative Performance Review Committee: GENE BARNES, At-large, 1989 (repl. T. Knutson)

A.S.I. Board of Judicial Appeals: WILLIAM DILLON, At-large, 1988

Commencement Committee: JACK BRACKMANN, Executive Committee designee

Faculty Representative, A.S.I.: SUSAN SLAYMAKER, At-large, 1988 (repl. C. Gunston-Parks)

Parent Advisory Board, Children's Center: ANN MOYLAN, At-large, 1988

AS 87-77/Ex. ^{File} CSUS COLLOQUIUM ON REASONING SKILLS ACROSS THE CURRICULUM

The Academic ¹²Senate endorses and agrees to co-sponsor the February 6, 1988, colloquium on reasoning skills across the curriculum. [See October 9, 1987, memorandum ^{Reasoning} from Perry Weddle, Co-Director, The CSUS Center for the Research Arts-- Attachment A.]

*AS 87-78/CC, GPPC, FisA, Ex. PROGRAM CHANGES

[Specific program change proposals and the fiscal impact evaluations prepared by the Fiscal Affairs Committee are available for review in the Academic Senate Office, Adm. 264.]

The Academic Senate approves the following:

- a. Mathematics: Modify description of the Mathematics Minor and the Statistics Minor to include a residency requirement that at least six upper division units applied to either minor must be taken on the CSUS campus, and the extend the note currently in the section on Lower Division courses - Mathematics "Note: Students must have a grade of C- or better in prerequisite course work."
- b. Counseling Psychology Option: The Master of Arts degree with a Counseling Psychology Option be approved for five years or until the next scheduled program review.

[Note: Responds to Senate action AS 87-04 (2/18/87): "The Academic Senate recommends that: ...3. approval of the Master of Arts degree with a Counseling Psychology Option be deferred until adequate supervision and support of the Counseling Center can be assured; and the Department provide the Curriculum and Graduate Policies and Programs Committees with a progress report by May 1, 1987."]
- c. Liberal Studies--Area II (Mathematics and Science): Delete Stat 1 as a prerequisite to Math 107A and replace Math 9, which is no longer a baccalaureate credit course, with Math 2.
- d. Home Economic Waiver Program: In Part II of the program (Breadth and Perspective), expand a choice of courses from two to three by adding HmEc 111 as an alternative to HmEc 110 and 113.
- e. English Single Subject Waiver Program: Change the program by 1) replacing English 115A with 110A, and 2) replacing the choice of English 110, Drama 30, or an upper division Humanities course with English 110J; students who pass the Traditional Grammar Exam may substitute a 3-unit upper division Breadth and Perspective elective for English 110J.

CONSENT CALENDAR - INFORMATION

AS 87-79/Ex. SMOKING POLICY

In response to Vice President Bess' memoranda of May 11 and September 8, 1987, seeking feedback on several issues relating to the University smoking policy, the Executive Committee, on behalf of the Senate, reiterates that previous Senate actions (AS 85-23 and AS 85-51) on the smoking policy, which were more restrictive than the policy adopted, remain the Senate's position.

AS 87-80/Ex. REVIEW TEAM POLICIES AND PROCEDURES

In the absence of a policy approved by the Senate, the Executive Committee instructs the Graduate Policies and Programs Committee and the Curriculum Committee to conduct program reviews under procedures agreed to by both committees prior to this date. It is understood that this is an interim policy, awaiting a review of the entire program review process for Senate action.

AS 87-81/Ex. FOUNDER'S DAY TRIBUTE DINNER

The Executive Committee, on behalf of the Senate, approves the Senate's inclusion in the list of host organizations for the November 19 Founder's Day Tribute Dinner to honor CSUS founding faculty and staff.

REGULAR AGENDA*Approved.* AS 87-75/Flr. MINUTES

Approval of Minutes of regular meeting of October 8, 1987.

Carried *AS 87-74/UARTP, Ex. UNIVERSITY ARTP POLICY--AMEND SECTION 5.05.BSecond substitute motion (Executive Committee):

- B. The following criteria are the minimum set by the university for retention, tenure, and promotion. Each primary evaluation level shall establish ~~the relative~~ a value for each criterion in relation to the values it establishes for the other criteria. It may do so by means of a qualitative or a quantitative statement. The first criterion, "Competent Teaching Performance," shall be given the primary and essential, but not sufficient, criterion weight in the evaluation process at each review level.

First substitute motion (Farrand, Alexander):

- B. The following criteria are the minimum set by the university for retention, tenure, and promotion. Each primary level evaluation ~~level~~ unit shall establish the ~~relative-value~~ priority for each criterion. The first criterion, "Competent Teaching Performance," shall be given primary weight in the evaluation process at each review level.

Original motion to amend:

- B. The following criteria are the minimum set by the university for retention, tenure, and promotion. Each primary level evaluation level unit shall establish ~~the relative a~~ specific value for each criterion. The first criterion, "Competent Teaching Performance," shall be given primary weight in the evaluation process at each review level.

Carried AS 87-82/Ex. UNIVERSITY ARTP POLICY INTERPRETATION--SECTION 5.05.B (RELATIVE VALUES)

The Academic Senate adopts the following as an interpretation of Section 5.05.B, if AS 87-74 is amended by either the first or second substitute motion:

This section shall not be read to prevent a primary unit from establishing the same relative value for each of its criteria besides teaching. Nor shall it be read to prevent a primary unit from declaring in its policies that excellent performance in terms of one or two criteria besides teaching will have the advantage of ordinary performance in terms of every criterion besides teaching.

Carried AS 87-83/UARTP, Ex. UNIVERSITY ARTP POLICY INTERPRETATION--SECTION 5.05.B (PRIMARY ^{value}WEIGHT)

The Academic Senate approves the following interpretation:

Within the context of University ARTP policy Section 5.05.B, the term "primary" means that the ^{value}weight assigned to the criterion "Competent Teaching Performance" is greater than the combined ^{values}weights of all the other criteria.

Carried AS 87-84/G.E. GENERAL EDUCATION (QUANTITATIVE REASONING)--GRADES

The Academic Senate approves the following:

Courses taken to satisfy Quantitative Reasoning (Category B4(a) of the General Education-Breadth program 1983/84 to 1987/88 Pattern) must be completed with a grade of C minus (C-) or higher.

AS 87-85/CC, FisA, Ex. PROGRAM CHANGES

Business Administration: Delete the No Concentration Option for the Bachelor of Science Degree in Business Administration.

[Refer to Attachment B.]

AS 87-86/CC, GPPC, Ex.CURRICULUM REVIEW, SCHOOL OF BUSINESS
AND PUBLIC ADMINISTRATION

The Academic Senate recommends that:

1. the Bachelor of Science Degree in Business Administration be approved for a period of five years or until the next program review.
2. the following Master's degree be approved for a period of five years or until the next program review: (a) Master of Business Administration; (b) Master of Science in Accountancy, and (c) Master of Science in Business Administration with an option in Management Information Science.
3. approval of the Master of Public Administration degree be deferred until May 1, 1988, pending decisions about the proposed Master of Public Policy and Administration.
4. the moratorium on new admissions to the Master of Public Administration program be continued until May 1, 1988.

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

AS 87-87/AP, Ex. 1988-89 AND 1989-90 ACADEMIC CALENDARS

The Academic Senate recommends approval of the 1988-89 and 1989-90 calendars (see Attachment D).

State of California

Memorandum



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

Department of Philosophy

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

To: J. Barrena, Chair,
CSUS Faculty Senate (et al)

OCT 12 1987

Date: October 9, 1987

Academic Senate Received
413

Subject: CRA/Senate Relations
and
CSUS Colloquium on
Reasoning Skills
Across the Curriculum

From: Perry Weddle, CoDir., The CSUS
Center for the Reasoning Arts

Jack Brackmann--Center Advisory board and Senate Exec Committee--has been appointed "Senate-Center Relay." Jack will relay Senate information to the Center and relay Center information to the Senate.

Having neglected to supply Jack an extra copy of Advisory board first-meeting minutes, I enclose one here. (Enclosure A.)

Note top of p. 2. The proposed meeting, tentatively called "Colloquium on Reasoning Skills Across the CSUS Curriculum," is scheduled for all day, Saturday, February 6, 1988. While initial cosponsors are A&S and the Center, Education, the Senate, CUE, the Office of Research, and Central Admin. are also being contacted.

Lottery funds have been requested for two outside luminaries (see Enclosure B) but mainly the Colloquium will be in-house. It will be at once a celebration of accomplishments; a shopping mall upon which to sample others' intellectual merchandise and display one's own; and a forum for airing concerns, for delineating differences, for exploring commonalities. A few non-CSUS local interested parties, and a very few key folks from other jurisdictions, will be invited.

Planning for the Colloquium will be done primarily by the Center's Advisory, but Senate ideas are also vigorously sought. Obvious choices for topics are:

a. The Chancellor's-Office mandated, half-decade old, general education critical thinking requirement. Curricularly the subject on campus exists on a scale approaching that of, say, freshman English. Inter-instructor and inter-departmental communication is sorely needed. Expertise needs sharing. Issues vis à vis bureaucracy and student (in-)competencies, and much more, need airing.

b. "Non-Mandate" reasoning-skills instruction. Widespread has been the complaint that too much education here is by rote; that attention to discipline content exceeds attention to discipline judgment and method; that the questioning spirit has become suppressed unduly: Is the complaint true, and if so to what extent? In 1986-87 the CUE Subcommittee on Reasoning Skills Instruction ferreted out interesting faculty

exceptions to the alleged rule, in all CSUS schools. Those faculty would be urged to present. Is their creativity adaptable to other circumstances; are results worth effort?

c. Other. What issues cry for articulation; what ongoing vehicles exist or can be constructed to foster expression of issues and contribute to their resolutions? Can, should, CSUS become the flagship for this gulf? Is the whole enterprise misconceived? And so forth.

The Faculty Senate's cosponsorship of this colloquium is sought.
While entailing nothing financial, Senate cosponsorship would underscore and perhaps further faculty interest in the Colloquium.

Details have, of course, yet to become firm. Senate sentiment is sought in order that the envisioned Colloquium be truly collegial.

cc. Center Advisory
Central Admin.
Chair, CUE
Gregorich
Manns

PW/pw

(Form D)

Requesting Discontinuation of Existing Program

1. Name of Academic Unit: School of Business and Public Administration
2. Full Title of Degree Program to Be Discontinued: No Concentration Option for the Business Administration Bachelor of Science.
3. Reasons for the Program Discontinuation:
 - (a) It requires fewer units than any other concentration, thus permitting a student to graduate with fewer business courses than those who choose a concentration.
 - (b) It is unstructured, thus students who choose no concentration are of non-uniform quality. It is difficult to certify what body of knowledge they possess.
 - (c) There are no faculty in this (no) concentration so career advising is not available.
 - (d) Although as many as 1,830 out of 5,571 students list their concentration as 05011, only 26 students graduated with this concentration last semester. Thus, many students use No Concentration as a default until preparing to graduate. This makes the task of reliably tracking demand for concentration courses difficult.
 - (e) Many of those students leaving with a No Concentration are simply "getting out." They are not using the option to specially craft a program, but merely using it as a convenient "out." Some students who are having difficulty completing concentration requirements are counseled to elect No Concentration in order to graduate.

4. Indicate any programmatic or fiscal impact discontinuation of the program will have on other academic units' program. Describe the consultation that has occurred with affected units. Students are allowed, upon approval, to take 6 units outside of Business in Economics or History 154. Since only 26 students graduated last semester and Economics is a part of our other concentration programs, we do not predict any programmatic or fiscal impact on other academic units. According to the Schedule of Classes, History 154 (one section) was last offered the 1986 Fall semester. This course was not listed for Spring, 1987 nor Fall, 1987 in the Schedule of Classes.
5. Provisions to ensure that currently enrolled students have a reasonable opportunity to complete the program. The group of courses that a No Concentration student would select from would still be scheduled on a regular basis.
6. Indicate what resources will be freed up or shifted to other programs as the result of the program discontinuation. If the No Concentration was no longer available, the students would select a major as they complete the pre-business requirements instead of waiting until they file for graduation. With the students going directly into the major, the departments would have better statistics on students in a particular major which in turn would provide a better scheduling of classes to meet the students demands. Thus, the resources within a department would be shifted among the programs within that department based upon student demand. Since the total fte for the School would not be changed by this deletion, we do not predict any resources being freed up.

After reviewing thoroughly the attached Academic Program Review Report for the School of Business and Public Administration, 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 School of Business and Public Administration

The School of Business and Public Administration is commended for

1. its well developed statement of mission, goals, and faculty development plan;
2. the conscientious attention given to AACSB accreditation recommendations including efforts to increase research and publication activity;
3. an extensive and effective committee structure;
4. the ongoing self-study activity as shown by the work of the Task Force to Review Business Degree Programs;
5. recent activity in formalizing and/or updating policies of which the work on policies for the internship program is an example;
6. the high proportion of accountancy students who pass the C.P.A. exam on the first trial;
7. resisting grade inflation.

Recommendations to the School of Business and Public Administration

It is recommended that

1. the School consider the development and implementation of one or more methods of formal, systematic, and regular solicitation of student input into academic program planning at both the graduate and undergraduate levels. (p. 10)
2. the Program Planning Guide and the Degree Programs Center handout be revised so students desiring a teaching credential are apprised of the need to complete professional education requirements as well as the concentration in business education. (p. 12)
3. the Department of Management Information Science clarify whether 21 or 24 units are required for the management information system concentration and correct the information in the Program Planning Guide and the Degree Programs Center handout accordingly. (p. 12)
4. the Department of Accountancy consider requesting the Degree Programs Center to encourage students to take the regular general education program. (p. 14)

5. the School consider defining a minimum body of knowledge for the minor that includes the elements cited by the consultant. (p. 14)
6. the School consider the consultant's recommendation to replace Math 23 with a course in quantitative analysis for business. (p. 15)
7. the School consider the consultant's recommendation to increase computer application in MGMT 180 as well as to include computer usage in at least one upper division course for each concentration. (p. 15)
8. the School develop and implement ways in which computer usage, ethics, communications, and international concerns can be developed throughout the program as recommended by the consultant. (p. 15)
9. the School devise and implement objective ways of determining the effects of large sections on learning. (p. 17)
10. the School seek ways of increasing the number of courses students take in traditional liberal arts programs. (p. 18)
11. the School study the advantages of an internship program having more structure, more coordination, and more academic rigor than the current program and consider either (a) allocating the appropriate amount of support for development, coordination, and oversight or (b) limiting the program to only those areas for which an internship is required, used to complete unit requirements (major without a concentration), or is a recommended elective (Administrative Services). (p. 19)
12. the School clarify whether both overall GPA and GPA from the last two years of undergraduate work are used in the point system for graduate admissions and whether a minimum GPA of 3.00 is required. (p. 20)
13. the School consider the consultant's recommendation to add more structure to the MBA program. (p. 20)
14. the Department of Accountancy revise the material in the Program Planning Guide in the Catalog and Degree Programs Center handout so that it is more clear to students the number of units and the amount of time required for the M.S. in Accountancy when students do not have an undergraduate major in Accountancy. (p. 21)
15. the Department of Management Information Science revise the material in the Program Planning Guide in the Catalog and Degree Programs Center handout so it is more clear to students the number of units and the amount of time required for the M.S. in Business Administration, Management Information Systems Option, when students do not have an undergraduate major in Management Information Systems. (p. 22)
16. the School review courses that are not taught at least once every four semesters and eliminate those that cannot be scheduled on a more regular basis. (p. 23)
17. the School eliminate pre-MBA courses that are direct equivalents of undergraduate courses and have graduate students take the corresponding undergraduate class. (p. 24)

18. the School find an alternative to representing combinations of lower division courses as graduate level courses. (p. 24)
19. the Department of Accountancy consider dropping ACCY 261 and have graduate students take ACCY 161A-B. (p. 24)
20. the School re-examine the role of MGMT 290, Policy Formulation, in the three graduate degree programs. (p. 24)
21. the School actively seek and employ ethnic minority and female faculty whenever it has openings. (p. 31)
22. the School consider the consultant's recommendation to establish coordinators for multisection courses and adopt a set of responsibilities for coordinators such as those he outlined. (p. 32)
23. the School assign responsibility for the disqualification-reinstatement process to appropriate department committees or, at the very least, provide substantial faculty assistance to the Degree Programs Center's Director in managing this process. (p. 35)
24. the School consider conducting a survey on a regular basis of its recent graduates to determine the kinds of employment and worksettings found by its graduates and to obtain their opinions about strengths and weaknesses of the program in preparing them for the work they are doing. (p. 36)

Recommendations to the Dean of the School of Business and Public Administration

It is recommended that

1. the Dean of the School of Business and Public Administration give favorable consideration to the Degree Programs Center's need for additional help to the extent possible. (p. 35)
2. the Dean of the School of Business and Public Administration give favorable consideration to the space and budgetary needs of the Educational Equity Center to the extent feasible. (p. 37)

Recommendations for Academic Senate Action

It is recommended that

1. the Bachelor of Science Degree in Business Administration be approved for a period of five years or until the next program review.
2. the following Master's degrees be approved for a period of five years or until the next program review: (a) Master of Business Administration; (b) Master of Science in Accountancy, and (c) Master of Science in Business Administration with an option in Management Information Systems.

3. approval of the Master of Public Administration degree be deferred until May 1, 1988, pending decisions about the proposed Master of Public Policy and Administration.
4. the moratorium on new admissions to the Master of Public Administration program be continued until May 1, 1988.

10-5-87

Memorandum



To: Academic Senate Executive Committee

Date: 21 October 1987

Subject: Academic Calendar

Pete B. Lund, Committee Chair

From: Academic Policies Committee

The Academic Policies Committee has sent to you in a separate communication, proposed academic calendars for 1988-1989 and 1989-1990. The proposed calendars are non-controversial in the case of the spring semester, but some concerns may be raised in the case of the fall. Concerns about the fall calendar arise because of the impossibility of attaining simultaneously four goals that are important to faculty and students in establishing the fall calendar. The four goals are:

- (1) To begin the semester after Labor Day or as soon before Labor Day as possible.
- (2) To end the semester a week prior to Christmas or as close to a week as possible.
- (3) To have an exam week that begins on a Monday and ends on a Friday.
- (4) To have seventy-five days of instruction in the semester.

The calendars submitted attain the first three goals, but not the fourth. Specifically, the Committee's rationale for the recommended calendars consists of the following:

- Starting the final exam week in mid-week so as to accommodate a seventy-five day semester poses problems for many students who would have to begin their exams the day after the end of classes and with no intervening days for study and review.
- A split exam week would, in addition, leave a bare minimum of time between the end of finals and Christmas. With the campus closed for two weeks starting at Christmas, this leaves too little time for faculty to grade exams and turn in their grades if they wish to take vacations over the Christmas break and into January.

(OVER)

- Starting the semester more than a week before Labor Day poses a problem for many students who work during the summer and who would be forced to leave jobs to start school. Delaying the onset of the semester to as close to Labor Day as possible accomodates student employment interests.
- A seventy-two day fall semester has existed over the past decade or more and is satisfactory to the overwhelming majority of faculty as indicated by the Academic Polcies Committee survey of faculty taken last year.
- Lastly, the Senate last year expressed very clearly in an explicit action its desire that past practices in calendar scheduling be maintained in the future.

As a final note, the Academic Policies Committee would like to suggest a possible resolution to the problem of imbalance in the number of days of instruction between the fall and spring semesters. If the imbalance is a sufficient problem and if dealing with the imbalance by increasing the days of instruction in the fall to seventy-five creates other, greater, problems, then the Executive Committee and the Senate might wish to consider shortening the spring semester to seventy-two days of instruction.

DRAFT A

ACADEMIC CALENDAR

FALL 1988

May 9, 1988 (Mon)	CAR Registration Materials Available
July 14, 1988 (Thurs)	Computer Assisted Registration Deadline
August 24, 1988 (Wed)	Academic Year Begins
August 24, 1988 (Wed)	Priority Add/Drop; Late Registration
August 25, 1988 (Thurs)	Open Add/Drop; Late Registration
August 26, 1988 (Fri)	Department Meetings, etc.
August 29, 1988 (Mon)	Instruction Begins
September 5, 1988 (Mon)	Labor Day (Holiday)
September 12, 1988 (Mon)	* Admission Day (Rescheduled) (Campus Open, Classes Held)
October 10, 1988 (Mon)	** Columbus Day Observed (Rescheduled) (Campus Open, Classes Held)
November 11, 1988 (Fri)	*** Veteran's Day (Rescheduled) (Campus Open, Classes Held)
November 24, 1988 (Thurs)	Thanksgiving Day (Holiday)
November 25, 1988 (Fri)	* Holiday (Admission's Day Observed)
December 9, 1988 (Fri)	Last Day of Instruction
Dec. 12-16, 1988 (Mon-Fri)	Final Examinations
December 26, 1988 (Mon)	Christmas (Holiday) Observed
December 27, 1988 (Tues)	** Holiday (Columbus Day Observed)
December 28, 1988 (Wed)	*** Holiday (Veteran's Day Observed)
December 29, 1988 (Thurs)	+ Holiday Lincoln's Birthday Observed)
December 30, 1988 (Fri)	++ Holiday (Washington's Birthday Observed)
January 2, 1989 (Mon)	New Year's Day (Holiday) Observed

Jan. 3-5, 1989 (Tues-Thurs)	Fall Term Grades Due
January 5, 1989 (Thurs)	Last Day of Fall Semester
Dec. 22, 1988-Jan. 24, 1989 (Thurs-Tues)	Winter Recess (Students)
Jan. 6-24, 1989 (Fri-Tues)	Winter Recess (Faculty)

75 Days of Instruction; 86 Faculty Work Days

SPRING 1989

November 28, 1988 (Mon)	CAR Registration Materials Available
December 9, 1988 (Fri)	Computer Assisted Registration Deadline
January 16, 1989 (Mon)	Martin Luther King, Jr. Day (Holiday)
January 25, 1989 (Wed)	Spring Semester Begins
January 25, 1989 (Wed)	Priority Add/Drop; Late Registration
January 26, 1989 (Thurs)	Open Add/Drop; Late Registration
January 27, 1989 (Fri)	Department Meetings, etc.
January 30, 1989 (Mon)	Instruction Begins
February 12, 1989 (Sun)	+ Lincoln's Birthday (Rescheduled)
February 20, 1989 (Mon)	++ Washington's Birthday Observed (Resched) (Campus Open, Classes Held)
March 20-24, 1989 (Mon-Fri)	Spring Recess
May 19, 1989 (Fri)	Last Day of Instruction
May 22-26, 1989 (Mon-Fri)	Final Examinations
May 26-27, 1989 (Fri-Sat)	Commencement Ceremonies
May 29, 1989 (Mon)	Memorial Day Observance (Holiday)

DRAFT A

ACADEMIC CALENDAR

FALL 1989

May 8, 1989 (Mon)	CAR Registration Materials Available
July 13, 1989 (Thurs)	Computer Assisted Registration Deadline
August 23, 1989 (Wed)	Academic Year Begins
August 23, 1989 (Wed)	Priority Add/Drop; Late Registration
August 24, 1989 (Thurs)	Open Add/Drop; Late Registration
August 25, 1989 (Fri)	Department Meetings, etc.
August 28, 1989 (Mon)	Instruction Begins
September 4, 1989 (Mon)	Labor Day (Holiday)
September 11, 1989 (Mon)	* Admission Day (Rescheduled) (Campus Open, Classes Held)
October 9, 1989 (Mon)	** Columbus Day Observed (Rescheduled) (Campus Open, Classes Held)
November 11, 1989 (Sat)	*** Veteran's Day (Rescheduled) (Campus Open, Classes Held)
November 23, 1989 (Thurs)	Thanksgiving Day (Holiday)
November 24, 1989 (Fri)	* Holiday (Admission's Day Observed)
December 8, 1989 (Fri)	Last Day of Instruction
Dec. 11-15, 1989 (Mon-Fri)	Final Examinations
December 25, 1989 (Mon)	Christmas (Holiday)
December 26, 1989 (Tues)	** Holiday (Columbus Day Observed)
December 27, 1989 (Wed)	*** Holiday (Veteran's Day Observed)
December 28, 1989 (Thurs)	+ Holiday (Lincoln's Birthday Observed)
December 29, 1989 (Fri)	++ Holiday (Washington's Birthday Observed)
January 1, 1990 (Mon)	New Year's Day (Holiday)

Jan. 2-4, 1990 (Tues-Thurs)	Fall Term Grades Due
January 4, 1990 (Thurs)	Last Day of Fall Semester
Dec. 21, 1989-Jan. 23, 1990 (Thurs-Tues)	Winter Recess (Students)
Jan. 5-23, 1990 (Fri-Tues)	Winter Recess (Faculty)

75 Days of Instruction; 86 Faculty Work Days

SPRING 1990

December 4, 1989 (Mon)	CAR Registration Materials Available
December 15, 1989 (Fri)	Computer Assisted Registration Deadline
January 15, 1990 (Mon)	Martin Luther King, Jr. Day (Holiday)
January 24, 1990 (Wed)	Spring Semester Begins
January 24, 1990 (Wed)	Priority Add/Drop; Late Registration
January 25, 1990 (Thurs)	Open Add/Drop; Late Registration
January 26, 1990 (Fri)	Department Meetings, etc.
January 29, 1990 (Mon)	Instruction Begins
February 12, 1990 (Mon)	+ Lincoln's Birthday (Rescheduled) (Campus Open, Classes Held)
February 19, 1990 (Mon)	++ Washington's Birthday Observed (Resched) (Campus Open, Classes Held)
April 9-13, 1990 (Mon-Fri)	Spring Recess
May 18, 1990 (Fri)	Last Day of Instruction
May 21-25, 1990 (Mon-Fri)	Final Examinations
May 25-26, 1990 (Fri-Sat)	Commencement Ceremonies

HIGHLIGHTS
ACADEMIC SENATE, CALIFORNIA STATE UNIVERSITY
MEETING OF NOVEMBER 5-6, 1987

by Peter Shattuck, Secretary
Academic Senate

During its final plenary session of 1987, the Academic Senate considered ten reports, listened to four formal presentations, passed six resolutions, and debated ten first reading items. Senators gave particular attention to issues raised by The Master Plan Renewed, the General Education Transfer Curriculum, the impact of the earthquake on the Los Angeles State campus, and plans for the Asilomar Retreat. The Senate heard from Frank Bowen, Governor Deukmejian's Higher Education Advisor; Board of Trustees Chair Dale Ride; Lee Kerschner, Vice-Chancellor for Academic Affairs; and Chancellor W. Ann Reynolds.

Chair Ray Geigle supplemented his written report to the Senate with further information about the progress of the Joint Legislative Committee on the Master Plan. He also discussed the work of the Ad Hoc Task Force for the Institute on Teaching and Learning, which had met earlier in the week with Ernest Boyer.

Becky Loewy gave a final report on plans for the November 13-15 Academic Retreat at Asilomar. She and Paul Spear have organized an outstanding program, as attested to by a record number of registered participants, including Assemblyman John Vasconcellos, Chair of the Joint Legislative Committee, Assemblywoman Doris Allen and Assemblyman Sam Farr, both members of the Committee, Brian Murphy, Chief Consultant to the Committee, and eleven members of the Board of Trustees.

In her report as Chair of the General Education/Breadth Advisory Committee, Bernice Biggs described the Report of the Intersegmental Drafting Committee for a General Education Transfer Curriculum, which will go to the Intersegmental Senate Committee on November 12. If that body approves the report, it will then be sent to CSU campus senates for their response. Both she and Ray Geigle emphasized the degree to which the Report represents a compromise among the segments. Chair Geigle suggested that in considering the Report, campuses should ask, "What is there in this document that is so terrible that we cannot live with it?"

Former CFA president Bill Crist, now a member of the PERS Board, reported that, while the recent crash has lowered the book value of the pension fund by some \$5 billion, the fund remains sound, with a current value of \$40 billion.

Senator Howard "Hap" Holladay, who also chairs the Los Angeles State Senate, reported on the aftermath of the earthquake. He expressed deep and serious concern over the instructional integrity of some courses, owing to the lack of replacement

equipment and the essentially inoperable state of the library.

Frank Bowen outlined the working of the Governor's Office of Education. He expressed his personal sympathy for the CSU request for support for faculty research and scholarship.

Lee Kerschner explained his reorganization of the Academic Affairs area. Long-time friends of the Senate, Chuck Lindahl and Sally Loyd Casanova, have increased responsibilities and new titles to go with them.

Among the goals of the Board of Trustees, according to Chair Dale Ride, are better communication within the system, recruiting an ethnically diverse, high quality faculty, and improving the graduation rate of students from under-represented minorities.

Chancellor Reynolds reported on Educational Roundtable discussions about ways to lift the Gann limit on state spending. During much of the Chancellor's hour with the Senate, she engaged in a frank and at times heated discussion of CSU management of the results of the earthquake.

The Senate unanimously passed six resolutions:

_ Supporting many of the recommendations of The Master Plan Renewed;

_ Requesting the Chancellor to clarify and revise, after consultation, "Policy Guidelines - Athletic Governance and Financing";

_ Supporting amendment of Article XIII B of the California Constitution (Gann);

_ Supporting Recommendation #8 of The Master Plan Renewed;

_ Requesting that the period of eligibility for Difference-in-Pay leaves be decreased; and

_ Calling on the Chancellor and the Board of Trustees to take further steps to ameliorate earthquake-related problems at CSULA.

Given a first reading were resolutions concerning student community service, funding to support proposed Master Plan changes, faculty instructional skills, several matters related to international programs, the CTC proposals for revising the Liberal Studies major, the mission of the CSU, an alumni college, and improved science teaching in elementary schools. Resolutions on academic governance, faculty professional development, and procedures for choosing the faculty trustee were held over until January.