

1988-89
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, April 13, 1989
2:30 p.m.
Psychology 151



INFORMATION

Moment of Silence:

CLARENCE A. POXON
Professor Emeritus of Physics
CSUS 1962-1980

J. ANDRAE

Psychology

CONSENT CALENDAR

AS 89-27/Ex. COMMITTEE APPOINTMENTS

CSUS Alumni Association Board of Directors: SHIRLEY BIAGI,
Faculty Alumnus, 1990

Curriculum Committee: SIMON SLAK, Professional Services, 1990
(S'89 repl. for R. Torres)

Lottery Fund Allocation Committee: RICHARD E. HUGHES, Arts and
Sciences (repl. G. McDaniel)

Work Group on Long-term Housing Plans for CSUS: CHARLOTTE COOK

AS 89-28/Ex. COMMITTEE APPOINTMENTS (University)

Committee for Education Equity*:

STEPHANIE TUCKER, School of Arts and Sciences
HAMID AHMADI, School of Business and Public Administration
HAROLD MURAI, School of Education
(Pending), School of Engineering and Computer Science
JOHN MAXWELL, School of Health and Human Services
DAN DECIOUS, Senator
NANCY TOOKER, At-large

*Three-year terms; initial appointments will be staggered
1-3 years to provide for overlapping membership.

AS 89-29/AP, Ex. ACADEMIC CALENDARS FOR 1990-91 AND 1991-92

The Academic Senate recommends approval of the 1990-91 and 1991-92 Academic Calendars as recommended by the Academic Policies Committee (Attachment A).

AS 89-30/Ex. GANN LIMIT, SUPPORT FOR EFFORTS TO MODIFY OR ELIMINATE ARTICLE XIII-B OF THE CALIFORNIA STATE CONSTITUTION

The Academic Senate endorses the CSU Academic Senate's resolution AS-1846-89/GA, "Support for Efforts to Modify or Eliminate Article XIII-B (Gann Limit) of the California State Constitution" (Attachment B).

AS 89-31/CC, GPPC, Ex. UNIVERSITY PROGRAMS, FUNDING CRITERIA FOR, AND DEFINITION OF TERMS USED IN FUNDING OF ACADEMIC AND ACADEMICALLY RELATED PROGRAMS

*Send
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of Agenda*

The Academic Senate endorses the "Proposed Funding Criteria for 'University Programs'," the "Recommended Definitions of Terms To Be Used in the Funding of Academic and Academically Related Programs," and the "Guidelines for Funding Academic and Academically Related Programs," proposed by the Council for University Planning and amended by the Curriculum Committee and the Graduate Policies and Programs Committee, as shown in Attachment C.

AS 89-32/CC, GPPC, Ex. CURRICULUM REVIEW--SCHOOL OF EDUCATION

The Academic Senate recommends

1. that, subject to (1) the completion of the catalog description of the revised curriculum in Counselor Education for the 1990 Catalog and (2) the submission of a report by April 1, 1990, to the Academic Senate Curriculum Committee and Graduate Policies and Programs Committee on the progress that has been made regarding communication within the Department of Counseling, Administration and Policy Studies, the following programs be approved for five years or until the next program review:

- Master of Science, Counseling
 - Career Counseling
 - Marriage, Family and Child Counseling
 - School Counseling
 - School Psychology
 - Vocational Rehabilitation Counseling

2. the following programs be approved for five years or until the next program review:

- a) Master of Arts in Education,
 - Behavioral Sciences in Education Option
 - Behavioral Sciences in Education, Bilingual/Cross Cultural Option
 - Bilingual/Cross Cultural Option
 - Curriculum and Instruction Option
 - Early Childhood Education Option
 - Educational Administration Option
 - Gifted and Talented Option
 - Guidance Option
 - Reading Option
 - Special Education Option

- b) Bachelor of Arts and Minor in Child Development.

[The complete Academic Program Review is available for review in the Academic Senate Office, Adm. 264.]

AS 89-33/Ex. TRUSTEES' AWARD FOR OUTSTANDING [STUDENT] ACHIEVEMENT

The Academic Senate recommends that the Academic Standards Subcommittee serve as the faculty committee to review applications and select a CSUS nominee for the 1989 Trustees' Award for Outstanding [student] Achievement.

CONSENT - INFORMATION

AS 89-25/FPD, Ex. FACULTY RESOURCE CENTER DIRECTOR, JOB DESCRIPTION

The Executive Committee, on behalf of the Senate, approves the Faculty Professional Development Committee's "Call for Applicants: Director, Faculty Development Resource Center" for distribution to all faculty as soon as possible [distributed on March 20, 1989].

REGULAR AGENDA

AS 89-26/Flr. MINUTES

Approval of Minutes of the regular meeting of February 9, 1989, and the special meeting of February 23, 1989.

Carried

AS 89-05A/Ex.

**INTERIM CHILD CARE ADVISORY COMMITTEE
(substitute motion for AS 89-05 below)**

In response to coded memorandum AA 87-27 (Attachment C-2, 2/9/89 Senate Agenda), the Academic Senate recommends the establishment of an Interim Child Care Advisory Committee and three task forces that will report to the Advisory Committee, as follows (see Attachment D for "Background Information for Recommendations on the Interim Child Care Advisory Committee and Task Forces"):

A. INTERIM CHILD CARE ADVISORY COMMITTEE

Charge

1. Review and comment on recommendations generated by the three task forces on child care: 1) Task Force on Child Care for Student Parents, 2) Task Force on the Relationship of On-Campus Child Care Programs to Academic Programs, 3) Task Force on Child Care for Faculty and Staff.
2. Develop a recommended action plan pertaining to: 1) options for meeting the child care needs of the campus community, 2) the relationship of child care programs to academic programs, and 3) the composition and charge of a permanent Child Care Advisory Committee.
3. Solicit feedback on the action plan from appropriate consultative bodies.
4. Revise the recommended action plan as necessary, and forward it to the President by June, 1990 for action.

Membership

- Chair of the Academic Senate
- President of the Associated Students, Inc.
- Dean of Faculty and Staff Affairs
- Dean of Students
- Chair of the University Staff Assembly

B. TASK FORCE ON CHILD CARE NEEDS OF STUDENT PARENTS

Charge

1. Review the findings of the CSU "Study of the Need for Child Care Services" commissioned by the Chancellor's Office; conduct additional surveys as necessary to assess the needs of student parents for child care services.

2. Develop recommendations regarding the feasibility of expanding access to extended day child care on campus for children of student parents, and also providing access to the following programs on campus:
 - a. parent cooperative day care;
 - b. day care for mildly ill children;
 - c. day care for school age children.
3. Review and make recommendations regarding various options for increasing support of child care for student parents, e.g.,
 - a. obtaining "state university funded activity" status for child care (same status as financial aid, counseling, and other student services), so that it could be supported through the regular budgetary process;
 - b. obtaining a level of instructional funding for child care programs that would be appropriate to their support of academic programs;
 - c. obtaining increased financial support for student parents through direct subsidies for child care as part of financial aid, or grants, or loans.
4. Review and recommend options for increasing space for child care for children of student parents on or near campus, such as
 - a. including space for child care in currently planned construction;
 - b. acquiring the ability to apply for state funding for construction of child care facilities through the capital outlay program;
 - c. utilizing space in churches, union halls and other large buildings adjacent to campus.
5. Develop recommendations regarding the advisability of contracting child care for children of student parents to outside organizations vs. retaining university control.
6. Review the adequacy of information provided through campus outreach activities regarding campus child care for children of student parents.
7. Design systems and timelines to conduct on-going campus surveys to determine needs of student parents for child care.

8. Develop guidelines for conducting periodic evaluations of the university's child care programs with respect to meeting the needs of student parents.

9. Inform the campus community of 1) the magnitude of child care difficulties for CSUS students, 2) the negative effects of child care difficulties on recruitment, retention and achievement of students who are parents.

10. Forward a report and recommendations to the Interim Child Care Advisory Committee by February, 1990.

Committee Membership

Three instructional faculty members appointed at-large by the Academic Senate.

Two Student Services professionals, appointed by the Student Affairs Council.

Three students appointed by ASI: one who has a child receiving care on campus; one who is a parent, whose child(ren) is/are not receiving care on campus, and one who is not a parent.

Ex officio, non-voting members shall include: the President of ASI, or designee; the Director of the ASI Child Care Center; the Dean of Students, or designee.

C. TASK FORCE ON THE RELATIONSHIP OF ON-CAMPUS CHILD CARE PROGRAMS TO ACADEMIC PROGRAMS

Charge

1. Review on-campus opportunities for observation and field work with young children that are appropriate for academic programs.

2. *Study the relationship between on-campus child care programs to academic programs*
Develop recommendations to facilitate the support function of the ASI Child Care Center and the Child Study Center to academic programs.

3. Develop recommended guidelines for conducting periodic evaluations of the university's child care programs, with respect to their ~~role in supporting academic programs~~ *relationship to* academic programs.

4. Forward a report and recommendations to the Interim Child Care Advisory Committee by February, 1990.

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vice, Hall
agreed*

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Membership

One at-large instructional faculty member appointed by the Academic Senate.

One faculty member from the Department of Home Economics, appointed by the Chair of the Department.

One faculty member teaching in the Child Development Program, appointed by the Chair of the Department of Teacher Education.

One student majoring in Child Development or Home Economics, appointed by the Chair of Home Economics or Teacher Education, respectively. (The department to have representation will be alternated each year.)

D. TASK FORCE ON CHILD CARE FOR FACULTY AND STAFF

Charge

1. Review the findings of "The CSU Study of the Need for Child Care Services" commissioned by the Chancellor's Office; conduct additional surveys as necessary to assess the needs of faculty and staff for child care services.
2. Review and develop recommendations pertaining to financial support options for faculty and staff in need of child care, e.g., 1) reimbursement under a Dependent Care Assistance Plan that would be an optional part of the benefits package; 2) a salary set-aside plan that would allow payment for child care out of wages on a tax-free basis. ~~(Note: the latter option is already available to management.)~~
~~faculty~~
3. Review and develop recommendations pertaining to flexible scheduling policies for staff. For example, a four day, 10 hours a day schedule that would leave the fifth day available to participate in a parent cooperative day care program.
4. Review and recommend options for providing programs on or near campus that would meet the identified child care needs for children of faculty and staff.
5. Review and develop recommendations regarding the feasibility of establishing the following ^{additional} programs for the children of faculty and staff:
 - a. parent cooperative day care;
 - b. day care for mildly ill children;
 - c. day care for school age children.

6. Examine new federal and state child care legislation and inform the campus community of its possible benefits to CSUS employees.

7. Develop recommendations on child care for CFA and CSEA bargaining council representatives to use during the collective bargaining process.

8. Forward a report and recommendations pertaining to child care needs of faculty and staff to the Interim Child Care Advisory Committee by February, 1990.

Committee Membership

Three faculty members appointed at-large by the Academic Senate, ^{at least} one of whom shall have young children, and one of whom shall not.

Three staff members appointed by University Staff Assembly, one of whom shall have young children, and one of whom shall not.

One C.F.A. representative

Ex officio, non-voting member: Dean of Faculty and Staff Affairs, or designee.

AS 89-05/Ex. CHILD CARE ADVISORY COMMITTEE

Whereas, Chancellor's Office coded memorandum AA 87-27 (**Attachment C-2, 2/9/89 Senate Agenda**) directs each President to establish a Child Care Advisory Committee on each campus, and

Whereas, The committee's primary attention should be devoted to child care for student parents and academic programs, and

Whereas, The original membership of the committee established by the President in his memorandum dated May 9, 1988 (**Attachment C-1, 2/9/89 Senate Agenda**), was constituted to address an expanded charge that included consideration of issues related to child care needs of faculty and staff, and

Whereas, Issues related to child care for faculty and staff fall within the context of collective bargaining, and

Whereas, The membership of a committee that deals primarily with issues related to child care for student parents and academic programs should be different

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from the membership of a committee that deals with issues related to child care needs for faculty and staff; therefore, be it

Resolved, That the Academic Senate endorses the following version of the charge and membership of the Child Care Advisory Committee:

Charge:

- 1) Review data pertaining to CSUS which were developed through the child care needs study commissioned by the Chancellor's Office.
- 2) Review the adequacy of information provided through campus outreach activities regarding campus child care.
- 3) Review opportunities available to campus academic programs for field work, observation, etc.
- 4) Review the need for additional permanent housing for child care services on campus and, if needed, give consideration to include such a facility in the campus master plan.
- 5) Design systems and timelines to conduct campus surveys to determine needs for child care.
- 6) Design and implement periodic evaluations of the CSUS Child Care Program.

Membership:

One faculty member (at large) appointed by the Academic Senate.

One faculty member from the Home Economics Department nominated by the Chair of the Department.

One faculty member from the School of Education teaching in the Child Development Program nominated by the Chair of Teacher Education.

One student (at large) appointed by ASI.

One student parent appointed by a Committee made up of the ASI President or designee, the Chair of the Academic Senate and the Chair of USA from a roster of interested students who have been invited to serve through a letter to all student parents.

One student majoring in Child Development or Home Economics appointed by the Chair of Teacher Education or Home Economics,

respectively. (The department to have representation will be alternated each year.)

Non-voting ex-officio members will be: the Director of the Child Development Center, the Director of the Child Study Center and the Dean of Students or designee.

Carroll AS 89-13/AP, Ex. ACADEMIC ADVISING POLICY (Supercedes AS 79-43)

The Academic Senate recommends adoption of the Advising Policy as described (**see Attachment B, 3/9/89 Agenda**) as a replacement to current policy (AS 79-43). The Academic Senate further recommends that sections I, II, and III of the policy be published in the Catalog and other appropriate University publications (e.g., Schedule of Classes, Hornet, orientation packets) to ensure that students are informed of the policy.

AS 89-17/Ex. STUDENT ECONOMIC SUPPORT, UNIVERSITY COMMITTEE ON

The Academic Senate recommends that the Financial Aid Advisory Committee be replaced by a University Committee on Student Economic Support with the charge and membership described (**Attachment D, 3/9/89 Agenda**) and that the functions of the proposed Task Force on Student Employment and the existing Instructional Materials and Activity Fees Committee be subsumed within this committee.

AS 89-18/RSA, Ex. MONETARY GRANT AWARD PROGRAM, AUGMENTATION OF

The Academic Senate supports the request of the Research and Scholarly Activity Committee (RSAC) dated November 22, 1988 (**Attachment E, 3/9/89 Agenda**), to augment the \$25,000 that has been provided annually by the Hornet Foundation for support of the Monetary Grant Award Program. Specifically, the Academic Senate recommends, 1) that the additional \$25,000 provided to the University by the Hornet Foundation (which is identified as "undesignated" in the 1988-89 Hornet Foundation Budget, and intended for support of research) be designated by the President as an augmentation to the Monetary Grant Award Program to be carried forward, if necessary, to the 1989-90 Academic Year, and 2) that the President seek from the Foundation, in future years, a similar amount to maintain the level of support of the Monetary Grant Award Program at \$50,000.

AS 89-19/CC, Ex. FOREIGN LANGUAGE REQUIREMENT

Based on the recommendation of the CSUS Department of Foreign Languages (**Attachment F-1, 3/9/89 Agenda**) and the Senate's Curriculum Committee (**Attachment F-2, 3/9/89 Agenda**), the CSUS Academic Senate endorses, in principle, the CSU Foreign

Language Requirement (**Attachment F-3, 3/9/89 Agenda**) and urges the CSU to provide appropriate needs assessment, impact studies, and timelines to adopt eventually a foreign language requirement in the CSU.

AS 89-34/Ex. SMOKING POLICY (Amends AS 85-23)

The Academic Senate recommends amendment of the University policy on smoking (PM 85-16; AS 85-23) as follows:

1. Smoking is not permitted in buildings designated as smoke-free, classrooms, laboratories, theatres, restrooms, elevators, gymnasiums or enclosed stairways. Lobbies adjacent to these areas are designated smoking areas, except where posted "No Smoking." All hallways adjacent to faculty offices are designated "No Smoking" areas. A smoking area may be provided in a building otherwise intended to be smoke-free when it is requested and when it is feasible to do so (e.g. when proper ventilation can be provided at a reasonable cost).
2. Smoking is not permitted in the Library. Patrons and staff may smoke in the Library breezeway. Library staff may smoke on the patio outside the Staff Room.
3. In eating/drinking areas seating fifty (50) or more people, at least fifty (50) percent of the area must be set aside and posted for non-smokers.
4. Smoking is not permitted during formal meetings, which includes office hours. A formal meeting is defined as an assembly of two or more persons by prior announcement for the purpose of conducting business. Individuals responsible for conduct of formal meetings will, if possible, arrange for breaks at least every two hours to accommodate those who smoke. If the meeting is small (no more than four) and everyone agrees, an exception may be made. No exceptions are permitted during interviews.
5. Smoking may be permitted during informal meetings (gatherings of two or more persons in the course of daily work), provided no objection is made by any one of those present and smoking is otherwise permitted in that location.
6. In those events which are organizationally self-operated and held in the University Union or Hornet Foundation facilities, the individual organization may present a plan to ensure compliance with the intent of these rules (i.e., ensure recognition of the rights and health of non-smokers) to the responsible managers of the University Union and Hornet Foundation activities.

7. Each employee Staff working in any area where smoking is otherwise permitted is encouraged to may identify their his/her individual work spaces as either a non-smoking or a smoking area.
8. Supervisors/managers will pursue various options in an effort to accommodate everyone's needs in their respective work areas.
9. The office of Faculty and Staff Affairs Executive Vice President will have responsibility shall be responsible for this policy. The Environmental Health and Safety Officer or designee shall administer this policy and resolve conflicts which may arise.
10. All newly constructed buildings shall initially be designated as non-smoking.
11. Notwithstanding any of the foregoing, staff whose workplace is within a particular building may request in writing that the smoking/non-smoking status of that building be modified. In reviewing such requests the following shall be considered: The number of occupants making the request, the impact of the decision on smokers/non-smokers including options open to them, building ventilation, efforts to reach consensus and economic impact. Each such request will be considered on its merits and there shall be no "hard and fast" formulas. Rather, the goal shall be achievement of an environment which best satisfies the needs of all members of the University community.

NOTE: This policy does not apply to residence hall living quarters.

AS 89-35 /GPPC, Ex. CENTERS AND INSTITUTES, SELF-STUDY QUESTIONNAIRE AND REVIEW CRITERIA FOR

The Academic Senate recommends approval of the "Review Criteria and Guidelines" and "Self Study Questionnaire" for Center and Institutes shown in Attachment E.

AS 89-36/UARTP, Ex. UNIVERSITY ARTP POLICY--AMEND SECTION 5.05.B (Criteria for Retention, Tenure, and Promotion)

5.05 Criteria for Retention, Tenure and Promotion

- B. The following criteria are ~~the minimum~~ set by the university for retention, tenure, and promotion. Each primary evaluation level shall and each secondary level

may establish 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 quantitative statement. The first criterion, "Competent Teaching Performance," shall be the primary and essential, but not sufficient, criterion in the evaluation process at each review level.

AS 89-37A/Ex. UNIVERSITY ARTP POLICY--AMEND SECTION 5.05.B
(Criteria for Retention, Tenure and Promotion)
[**substitute motion for AS 89-37 below**]

5.05 Criteria for Retention, Tenure and Promotion

- B. The following criteria are the minimum set by the university for retention, tenure, and promotion. Each primary evaluation level shall establish 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 quantitative statement. The first criterion, "Competent Teaching Performance," shall be the primary and essential, but not sufficient, criterion in the evaluation process at each review level.

When making its substantive evaluation and final recommendation in a particular case, each secondary evaluation level shall apply the relative values established by the primary unit in which that case has arisen.

AS 89-37/UARTP UNIVERSITY ARTP POLICY--AMEND SECTION 5.05.B
(Criteria for Retention, Tenure, and Promotion)

5.05 Criteria for Retention, Tenure and Promotion

- B. ...Each primary evaluation level shall and each secondary level may establish 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 quantitative statement. The first criterion, "Competent Teaching Performance," shall be the primary and essential, but not sufficient, criterion in the evaluation process at each review level.

AS 89-38/AP, Ex. DISCIPLINARY ACTION NOTATION POLICY

The Academic Senate recommends approval of the "Disciplinary Action Notation Policy" as recommended by the Academic Policies Committee and amended by the Executive Committee (strikeover = deletion; underscore = addition):

Disciplinary Action Notation Policy

As a disciplinary sanction, students may be expelled, suspended, placed on probation or given a lesser sanction as provided in Section 41301 of Title 5, California Administrative Code.

In the event of expulsion or suspension, a notation is made on the student's transcript. No notations will be made for probation or lesser sanctions.

PROCEDURES FOR MAKING DISCIPLINARY ACTION
NOTATIONS ON TRANSCRIPTSWithout a disciplinary hearing:

The Coordinator of Judicial Affairs (CJA) will send a copy of the Disciplinary Action Notation Form to the Office of Admissions/ Records. This serves as notification to the Director of Admissions/Records that a student has been suspended or expelled and the proper notation needs to be made on his/her transcript.

With a disciplinary hearing:

After a disciplinary hearing and ~~the President has~~ after the student has been notified ~~the student~~ of Presidential action (if such action includes suspension or expulsion) the CJA will send a copy of the Disciplinary Action Notation Form to the Office of Admissions/Records. This serves as notification to the Director of Admissions/Records that a student has been suspended or expelled and the proper notation needs to be made on his/her transcript.

DISCIPLINARY NOTATION DELETIONS

Suspension

Disciplinary notations for suspension will remain on the transcript for ~~the duration of the~~ a minimum of three years from the date of suspension. ~~Once the~~ After this three year period ~~of suspension is over,~~ the student may make a written request to the GJA Dean of Students to have the disciplinary notation deleted from his/her transcript. The Dean of Students

will then empanel a three member Student Disciplinary Hearing Panel which will review the facts of the case and the student's subsequent record to determine whether the disciplinary notation should be deleted.

If the student's request is denied, the student has the right to file a written appeal of the denial with the President of the University. The President's decision shall be final.

Expulsion

Disciplinary notations for expulsions become a part of the student's permanent record and are typically not deleted. However, ~~five~~ seven years ~~from~~ after the date of expulsion, a student can ~~petition in writing~~ make a written request to the Dean of Students to have the disciplinary notation deleted. ~~The decision will be made by the Dean of Students and will be based on the facts or issues and the severity of the offense.~~ will then empanel a three member Student Disciplinary Hearing Panel which will review the facts of the case and determine whether the disciplinary notation should be deleted.

~~The Dean of Students will normally inform the student of the decision within ten (10) working days of the receipt of the written petition.~~

If the request is denied, the student has the right to file a written appeal of the denial, ~~in writing to~~ with the President of the University ~~or his/her designee.~~ The President's decision shall be final.

~~The student will normally be informed of the President's decision within ten (10) working days of the receipt of the petition.~~

Procedures for Deleting Disciplinary Notations

If the student's request for deletion is approved, the CJA will complete the Disciplinary Action Notation Deletion Form, give the student a copy, submit a copy to the Office of Admissions/Records, and retain a copy for the student's file.

Once the disciplinary transcript notation has been deleted, the student ~~will receive~~ may request an unofficial transcript ~~in about~~ after three (3) weeks from the Office of Admissions/Records. ~~This~~ Such an unofficial transcript will serve as verification that the disciplinary notation has been deleted. A copy of the unofficial transcript will also be sent to the Dean of Students Office to be placed in the student's file.

Any questions regarding the procedures or interpretation of this document shall be decided by the Dean of Students Office.

AS 89-31

ACADEMIC HOLIDAYS 1990-91

1990-91 ACADEMIC CALENDAR

Fall 1990	Pay Periods	Instr. Days	Exams	Other	Work Days	CAMPUS	
						Open	Closed
September	(8/27-9/30)	19	5 (Registration, Orientation, and other)	24			x
October	(10/1-10/30)	22		22	Labor Day	September 3, 1990 (Monday)	
November	(10/31-11/29)	20		20	* Admission Day	September 10, 1990 (Monday)	x
December	(11/30-12/31)	11	5	16	**Columbus Day Observed	October 8, 1990 (Monday)	x
January	(1/1-1/4)		3 (evaluation & grades)	3	**Veteran's Day Observance	November 12, 1990 (Monday)	x
Fall Total		72	8	85	Thanksgiving Day	November 22, 1990 (Thursday)	x

Spring 1991							
February	(1/23-2/28)	24	3 (Registration & Orientation)	27	Christmas	December 25, 1990 (Tuesday)	x
March	(3/1-3/29)	16		16	New Year's Day Observance	January 1, 1991 (Tuesday)	x
April	(4/1-4/30)	22		22	Martin Luther King, Jr. Day	January 21, 1991 (Monday)	x
May	(5/1-5/30)	13	4 (Commencement, evaluation & grades)	22	*Lincoln's Birthday	February 12, 1991 (Tuesday)	x
Spring Total		75	7	87	**Washington's Birthday Observed	February 18, 1991 (Monday)	x
ACADEMIC YEAR TOTAL		147	15	172	Spring Recess	March 25-29, 1991 (Mon-Fri)	x
Commencement	5/25/91				Memorial Day Observance	May 27, 1991 (Monday)	x

* Admission Day to be observed the day after Thanksgiving.
 ** Columbus Day, Veteran's Day, Lincoln's Birthday, and Washington Birthday to be observed December 24 and 26-28, 1990.

Last Day of Spring - 5/30/91

ACADEMIC CALENDARFALL 1990

May 7, 1990 (Mon) CAR Registration Materials Available
 July 12, 1990 (Thurs) Computer Assisted Registration Deadline
 August 27, 1990 (Mon) Academic Year Begins
 August 27-28, 1990 (Mon-Tues) Department & University meetings, etc.
 August 29, 1990 (Wed) Priority Add/Drop; Late Registration
 August 30, 1990 (Thurs) Open Add/Drop; Late Registration
 August 31, 1990 (Fri) Department Meetings, etc.
 September 3, 1990 (Mon) Labor Day (Holiday)
 September 4, 1990 (Tues) Instruction Begins
 September 10, 1990 (Mon) * Admission Day (Rescheduled)
 (Campus Open, Classes Held)
 October 8, 1990 (Mon) ** Columbus Day Observed (Rescheduled)
 (Campus Open, Classes Held)
 November 12, 1990 (Mon) ***Veteran's Day Observance (Rescheduled)
 (Campus Open, Classes Held)
 November 22, 1990 (Thurs) Thanksgiving Day (Holiday)
 November 23, 1990 (Fri) * Holiday (Admission's Day Observed)
 December 14, 1990 (Fri) Last Day of Instruction
 Dec. 17-21, 1990 (Mon-Fri) Final Examinations
 December 24, 1990 (Mon) ** Holiday (Columbus Day Observed)
 December 25, 1990 (Tues) Christmas (Holiday) Observed
 December 26, 1990 (Wed) *** Holiday (Veteran's Day Observed)

December 27, 1990 (Thurs) + Holiday (Lincoln's Birthday Observed)
 December 28, 1990 (Fri) ++Holiday (Washington's Birthday Observed)
 January 1, 1991 (Tues) New Year's Day (Holiday)
 Jan. 2-4, 1991 (Wed-Fri) Fall Term Grades Due
 January 4, 1991 (Fri) Last Day of Fall Semester
 Dec. 24, 1990-Jan. 22, 1991 (Mon-Tues) Winter Recess (Students)
 Jan. 7-22, 1991 (Mon-Tues) Winter Recess (Faculty)
 72 Days of Instruction; 85 Faculty Work Days
SPRING 1991
 November 26, 1990 (Mon) CAR Registration Materials Available
 December 7, 1990 (Fri) Computer Assisted Registration Deadline
 January 21, 1991 (Mon) Martin Luther King, Jr. Day (Holiday)
 January 23, 1991 (Wed) Spring Semester Begins
 January 23, 1991 (Wed) Priority Add/Drop; Late Registration
 January 24, 1991 (Thurs) Open Add/Drop; Late Registration
 January 25, 1991 (Fri) Department Meetings, etc.
 January 28, 1991 (Mon) Instruction Begins
 February 12, 1991 (Tues) + Lincoln's Birthday (Rescheduled)
 February 18, 1991 (Mon) ++Washington's Birthday (Rescheduled)
 (Campus Open, Classes Held)
 March 25-29, 1991 (Mon-Fri) Spring Recess
 May 17, 1991 (Fri) Last Day of Instruction

May 20-24, 1991 (Mon-Fri) Final Examinations
 May 24-25, 1991 (Fri-Sat) Commencement Ceremonies
 May 27, 1991 (Mon) Memorial Day Observance (Holiday)
 May 28-May 30, 1991 (Tues-Thurs) Grades Due
 May 30, 1991 (Thurs) Last Day of Academic Year

75 Days of Instruction; 87 Faculty Work Days

*, **, ***, +, ++ Holiday Observances Rescheduled

1991-92 ACADEMIC CALENDAR
(Monday start)

Fall 1991	Pay Periods	Instr. Days	Exams	Other	Work Days
September	(8/26-9/30)	20		5 (Registration, Orientation, and other)	25
October	(10/1-10/30)	22			22
November	(10/31-11/30)	20			20
December	(12/1-12/31)	10	5	1 (evaluation day)	16
January	(1/1-1/7)			2 (grades)	2
Fall Total		72	5	8	85

Spring 1992

February	(1/22-2/29)	25		3 (Registration & Orientation)	28
March	(3/1-3/31)	22			22
April	(4/1-4/30)	17			17
May	(5/1-5/31)	11	5	4 (Commencement, evaluation & grades)	20
Spring Total		75	5	7	87
ACADEMIC YEAR TOTAL		147	10	15	172

Last Day of Fall - 1/7/92

Commencement - 5/23/92

Last Day of Spring - 5/28/92

ACADEMIC HOLIDAYS 1991-92

Campus
Open. Closed

Labor Day	September 2, 1991 (Monday)		x	May 13, 1991 (Mon)	CAR Registration Materials Available
Admission Day	September 9, 1991 (Monday)	x		July 18, 1991 (Thurs)	Computer Assisted Registration Deadline
*Columbus Day Observed	October 14, 1991 (Monday)	x		August 26, 1991 (Mon)	Academic Year Begins
*Veteran's Day	November 11, 1991 (Monday)	x		August 26-27, 1991 (Mon-Tues)	Department & University meetings, etc.
Thanksgiving Day	November 28, 1991 (Thursday)		x	August 28, 1991 (Wed)	Priority Add/Drop; Late Registration
Christmas	December 25, 1991 (Wednesday)		x	August 29, 1991 (Thurs)	Open Add/Drop; Late Registration
New Year's Day	January 1, 1992 (Wednesday)		x	August 30, 1991 (Fri)	Department Meetings, etc.
Martin Luther King, Jr. Day	January 20, 1992 (Monday)		x	September 2, 1991 (Mon)	Labor Day (Holiday)
Lincoln's Birthday	February 12, 1992 (Wednesday)	x		September 3, 1991 (Tues)	Instruction Begins
Washington's Birthday Observed	February 17, 1992 (Monday)	x		September 9, 1991 (Mon)	* Admission Day (Rescheduled)
Spring Recess	April 13-17, 1992 (Mon-Fri)			October 14, 1991 (Mon)	(Campus Open, Classes Held)
Memorial Day Observance	May 25, 1992 (Monday)			November 11, 1991 (Mon)	** Columbus Day Observed (Rescheduled)
Admission Day to be observed the day after Thanksgiving.				November 28, 1991 (Thurs)	(Campus Open, Classes Held)
Columbus Day, Veteran's Day, Lincoln's Birthday, and Washington's Birthday to be observed December 26-27 and 30-31, 1991.				November 29, 1991 (Fri)	*** Veteran's Day (Rescheduled)
				December 13, 1991 (Fri)	(Campus Open, Classes Held)
				December 16-20, 1991 (Mon-Fri)	Thanksgiving Day (Holiday)
				December 24, 1991 (Tues)	* Holiday (Admission's Day Observed)
				December 25, 1991 (Wed)	Last Day of Instruction
				December 26, 1991 (Thurs)	Final Examinations
					** Holiday (Columbus Day Observed)
					Christmas (Holiday)
					*** Holiday (Veteran's Day Observed)

ACADEMIC CALENDAR

FALL 1991

December 27, 1991 (Fri) + Holiday (Lincoln's Birthday Observed)
 December 30, 1991 (Mon) ++Holiday (Washington's Brthdy Observed)
 January 1, 1992 (Wed) New Year's Day (Holiday)
 Dec. 23, 1991 and Jan. 6-7, 1992 (Mon-Tues) Fall Term Grades Due
 January 7, 1992 (Tues) Last Day of Fall Semester
 Dec. 23, 1991-Jan. 21, 1992 (Mon-Tues) Winter Recess (Students)
 Jan. 8-21, 1992 (Wed-Tues) Winter Recess (Faculty)

72 Days of Instruction; 85 Faculty Work Days

SPRING 1992

November 25, 1991 (Mon) CAR Registration Materials Available
 December 6, 1991 (Fri) Computer Assisted Registration Deadline
 January 20, 1992 (Mon) Martin Luther King, Jr. Day (Holiday)
 January 22, 1992 (Wed) Spring Semester Begins
 January 22, 1992 (Wed) Priority Add/Drop; Late Registration
 January 23, 1992 (Thurs) Open Add/Drop; Late Registration
 January 24, 1992 (Fri) Department Meetings, etc.
 January 27, 1992 (Mon) Instruction Begins
 February 12, 1992 (Wed) + Lincoln's Birthday (Rescheduled)
 February 17, 1992 (Mon) ++Washington's Birthday (Rescheduled)
 (Campus Open, Classes Held)
 April 13-17, 1992 (Mon-Fri) Spring Recess
 May 15, 1992 (Fri) Last Day of Instruction
 May 18-22, 1992 (Mon-Fri) Final Examinations
 May 22-23, 1992 (Fri-Sat) Commencement Ceremonies

May 25, 1992 (Mon) Memorial Day Observance (Holiday)
 May 26-28, 1992 (Tues-Thurs) Grades Due
 May 28, 1992 (Thurs) Last Day of Academic Year
75 Days of Instruction; 87 Faculty Work Days
 *, **, ***, +, ++ Holiday Observances Rescheduled

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-1846-89/GA
March 2-3, 1989

SUPPORT FOR EFFORTS TO MODIFY OR ELIMINATE
ARTICLE XIII-B (GANN LIMIT) OF THE CALIFORNIA STATE CONSTITUTION

- WHEREAS, Article XIII-B (Gann Limit) of the California State Constitution limits the growth of state expenditures to about 6.5% per year, while minimum required budget growth for CSU to maintain its programs' "status quo" is about 8.9% per year; and
- WHEREAS, It is very unlikely that the California State University will gain necessary additional funds in this era of fiscal constraints; and
- WHEREAS, According to the legislative analyst, recently adopted Proposition 98 requires that approximately \$400,000,000 be transferred from other state supported programs to augment K-14 education fiscal support; and
- WHEREAS, The adverse budgetary impact in the first year of Proposition 98 on the CSU has been estimated at \$135,000,000; and
- WHEREAS, The fiscal impact of both Proposition 98 and the Gann Limit on CSU is likely to grow larger as years pass; and
- WHEREAS, The CSU enrollment projection for the year 2005-6 is 406,000 FTE students, compared with an expected 267,000 FTE in the 1989-90 academic year; and
- WHEREAS, The CSU will shoulder additional responsibilities as a consequence of the revision of the California Master Plan for Higher Education amounting to approximately \$50,000,000 initially and growing as years pass; and
- WHEREAS, Costs of acquiring new equipment, buildings, library books, and periodicals are all increasing; and
- WHEREAS, Costs of compensation and support necessary to attract and retain a high quality faculty (especially women and minorities) will necessarily increase; and
- WHEREAS, The Academic Senate of the California State University has twice opposed Article XIII-B of the Constitution because of its fiscal impact on CSU programs; and

(OVER)

- WHEREAS, There currently are broad-based efforts such as "Project 90" to modify Article XIII-B of the California State Constitution; therefore be it
- RESOLVED: That the Academic Senate of the California State University urge the CSU Board of Trustees to support efforts such as "Project 90" to modify or eliminate Article XIII-B of the California State Constitution (Gann Limit); and be it further
- RESOLVED: That the Academic Senate CSU urge the Chancellor to lend her most vigorous effort to movements such as "Project 90" for the elimination or modification of Article XIII-B of the California State Constitution (Gann Limit); and be it further
- RESOLVED: That the Academic Senate CSU urge campus academic senates to support efforts such as "Project 90" to eliminate or modify Article XIII-B of the California State Constitution; and be it further
- RESOLVED: That the Academic Senate CSU urge the Alumni Council to support efforts such as "Project 90" to eliminate or modify Article XIII-B of the California State Constitution (Gann Limit); and be it further
- RESOLVED: That the Academic Senate CSU urge the California State Student Association to support efforts such as "Project 90" to eliminate or modify Article XIII-B of the California State Constitution (Gann Limit).

APPROVED UNANIMOUSLY

March 3, 1989

PROPOSED FUNDING CRITERIA FOR "UNIVERSITY PROGRAMS"

Background

The University budget includes a category called "University Programs" under which certain programs may receive "line item" central support from the University. According to guidelines contained in Presidential Memorandum 87-04, relating to Centers and Institutes, and on more general guidelines adopted by the University Resources and Planning Council in March, 1988, budgetary support for University Programs is typically provided for up to three years, after which such programs are intended to be self-supporting, be supported from program center allocations, or be discontinued. However, some University Programs may be supported indefinitely, as determined by the President, in consultation with the Vice President for Academic Affairs, the Council of Deans, and the Faculty.

Eligibility

To be eligible for consideration as a University Program, a program must satisfy all of the following conditions:

1. The program must satisfy the following definition of a "University Program" which is based on the March 25, 1988 definitions approved by the University Resources and Planning Council:

"University Programs are those academically-related programs that:

- (a) transcend the jurisdictional interests of, or generate benefits which go significantly beyond, any single Program Center;
- (b) are tied in significant and broad ways to the overall mission and goals of the University; and
- (c) promote the instructional mission of the University through faculty and student research and scholarship and/or public service."

This definition may apply to some Centers and Institutes, established through existing University procedures (PM 87-04), as well as other academically related programs and activities that are not established Centers and Institutes.

2. The program must fulfill reporting and review requirements specified by PM 87-04, in cases of Centers and Institutes, and, in the case of other programs which are not established Centers or Institutes, must submit annual reports of activities, expenditures, and progress toward meeting goals and objectives.

3. An annual budget request must be submitted through the Program Center that has been designated by the Vice President for Academic Affairs as the lead administrative unit for the program.

Priority for Funding

The selection of University Programs for funding will be made within available resources, according to the approved University budget process. In establishing priorities among programs which meet the eligibility criteria stated above, the following factors will be considered:

1. The degree to which the program speaks to one or more of the University's goals and objectives, and the breadth of its potential impact on the University community and the region;
2. Demonstration of distinction, or its potential, in either (1) scholarship, research, or creative activity, or (2) university or community service;

In addition to the above factors, continuing university programs must also provide information regarding the following:

3. Demonstration of significant achievements in fulfilling its stated goals and objectives;
4. Evidence that the program is administered efficiently;
5. Evidence that previously-allocated University funds have been spent effectively (if applicable) and that the budget proposal reflects real needs.

RECOMMENDED DEFINITIONS OF TERMS TO BE USED IN THE FUNDING OF ACADEMIC AND ACADEMICALLY RELATED PROGRAMS

Program Centers are a collection of campus academic or administrative units that have been combined for the purpose of planning and resource allocation. Each Program Center has a chief administrative officer that heads the unit. For example: School of Arts and Sciences, Division of Student Affairs, the Library.

University Centers and Institutes (titles used interchangeably on CSUS campus) are those entities or units created within the University to administer one or more activity which is related directly to the academic mission of the University, such as

- 1) enhance the conduct of faculty research and scholarship;
- 2) promote the instructional programs of the university;
- 3) enhance the university's ability to obtain external funding;
- 4) provide for and coordinate public service programs.

Instructional programs are not normally offered by a center although the activities of a center may be related to a

department's or school's instructional program. For example: Center for California Studies, Critical Thinking Resource Center, Real Estate and Land Use Institute.

Academic Departments/Units are those entities or units created within a School and organized around one or more related disciplines to administer academic programs. For example: Dept. Anthropology, Environmental Studies.

Academic Programs are courses of study leading to a specific educational or academic objective, e.g., a credential or certificate, a major, a minor, or a degree program. Academic Programs may be either disciplinary or interdisciplinary in nature.

Interdisciplinary Academic School Programs are developed by the faculty of more than one academic department/unit within a School and administered by that School. For example: Interior Design Major, Film Studies Minor, BA Degree Government/Journalism.

Interdisciplinary Academic Inter-School Programs are developed by the faculty of more than one School and administered through a School designated by the Vice President for Academic Affairs. For example: Women's Studies Minor, Gerontology Certificate, MA Degree in International Affairs.

Academically Related Programs are programs, including Centers and Institutes, that encourage or support scholarly and creative activities, promote student development, provide professional or community services, or otherwise support, but do not offer, academic programs.

Academically Related School Programs are those that are tied in a substantial way to one or more academic programs within a School. Such School programs are developed and administered by the faculty and staff within a single school. For example: English Tutoring Center, Center for Small Business, Achievement Institute, Polymer Research Institute.

Academically Related Inter-School Programs are those academically related programs that are tied in a substantial way to academic programs in two or more Schools, but whose jurisdictional interests are contained within the sponsoring Schools. Inter-School Programs may be developed and staffed by individuals from a number of Program Centers, but are administered through a School designated by the Vice President. For example: Accelerated College Entrance Center, Assistive Device Center, Gerontology Center.

University Programs are those academically-related programs that:

(a) transcend the jurisdictional interests of, or generate benefits which go significantly beyond, any single Program

Center; (b) are tied in significant and broad ways to the overall mission and goals of the University; and (c) promote the instructional mission of the University through faculty and student research and scholarship and/or public service.

This definition may apply to some Centers and Institutes, established through existing University procedures (PM 87-04), as well as other academically related programs and activities that are not established Centers and Institutes.

GUIDELINES FOR FUNDING ACADEMIC AND ACADEMICALLY RELATED PROGRAMS

1. Centers and Institutes may receive for up to three years support from University-wide resources to help establish their activities and functions. After the start-up period, Centers and Institutes are expected to be self supporting.* However, if Program Centers wish to help support these entities after University funding has expired, Program Centers may do so out of their own budgets. In determining what support, if any, is appropriate, Program Centers may consider how central the Center's or Institute's activities are to the mission and goals of the Program Center, and how these activities rank among its other program priorities.
2. Academic Programs, including Interdisciplinary Programs, are to receive funding through the Program Center that administers them.
3. Academically Related School Programs, including Inter-School Programs, are to receive funding, if any through the Program Center that administers them.
4. University Programs are those academically-related programs that:
 - (a) transcend the jurisdictional interests of, or generate benefits which go significantly beyond, any single Program Center; (b) are tied in significant and broad ways to the overall mission and goals of the University; and (c) promote the instructional mission of the University through faculty and student research and scholarship and/or public service.

This definition may apply to some Centers and Institutes, established through existing University procedures (PM 87-04), as well as other academically related programs and activities that are not established Centers and Institutes.

*Exception to the rule is noted in Guideline #4.

**BACKGROUND INFORMATION FOR RECOMMENDATIONS ON THE INTERIM
CHILD CARE ADVISORY COMMITTEE AND TASK FORCES**

RESULTS OF THE CHANCELLOR'S OFFICE STUDY

Scope of the Problem Systemwide: Students

17% are parents of children under 16, with the majority under 6.
12% use child care, at a cost of \$2400 per year. (Average cost
in CA. = \$3400.)
74% of student parents reported "severe difficulties" with cost
hours, or location of their child care.
70% of student parents missed classes (avg. = 3.4 per yr.) due to
breakdown in child care.
46% of student parents carry a reduced load because they cannot
find or afford appropriate child care.
17% of student parents wanted to enroll on campus but could not
afford the fees.
6% of student parents had dropped out for 1 or more semesters to
care for children.

Scope of the problem at CSUS: Students

The ASI Child Care Center can accommodate 145 FTE children. The
number of student parents who responded that child care on campus
would be their first choice was 2,535. Their need was for a
total of 1,068 spaces. THEREFORE, THE ASI CENTER IS MEETING ONLY
12.8% OF THE STUDENT NEED.

Scope of the Problem Systemwide: Faculty and Staff

31% have children under 16.
9% w/o children plan to have a child in the next 5 years; 82% of
them indicated on-campus care as their first choice.
22% use child care at an average cost of \$3400 per year (the
state average).
57% of employee parents reported "severe difficulty" with the
hours or location of their care provider.
64% of employee parents missed work (avg. # days = 5.4 per yr.)
due to problems with child care.

Scope of the Problem at CSUS: Faculty and Staff

129 employee parents selected on-campus care as their first
choice, and needed a total of 61 FTE spaces, with increasing
needs projected as the work force becomes younger.

THESE FIGURES ARE FOR CARE OF CHILDREN UNDER SIX YEARS ONLY.
THERE WAS MUCH GREATER DEMAND FOR CARE OF SCHOOL AGE CHILDREN

CENTERS AND INSTITUTES
SELF STUDY QUESTIONNAIRE

In conformity with PM88-06 (Procedures for Reviewing Centers and Institutes), PM87-04 (Process for Establishing Research Centers and Institutes), and PM85-15 (Policy on Centers and Institutes), the following Self-Study Questionnaire is the first phase of Center/Institute review.

I. Purpose of the Center: The Director will supply a brief statement of mission which details the Center's research and service goals and objectives. The Statement will outline its departmental links and synergies, if such exist, or alternatively its school and University role. In addition, the Statement will specify its extramural research and service commitments. Above all, the Statement will describe the basic needs and concerns which gave rise to the Center. The instruments which established the Center (initial proposal, original statement of purpose and charge, etc.) and subsequent annual reports will comprise the first appendix to the Self-Study.

II. Faculty: The Director will list the core and/or associated faculty who are formally linked with the activities of the Center. The curricula vitae of these faculty will form a second appendix to the Self-Study. In addition, the Director will list the Center's Advisory Board membership, charge, and activities. The members' vitae will form a third appendix to the Self-Study.

III. Response to Advisory Board Report: As prescribed in PM88-06, the Board will prepare a brief report which describes the activities of the Center, the relationship between the Center and relevant departments, the successes and failures of the Center, the criteria by which the Center should be judged over the next five years, and any other items the Board deems appropriate. This Report will constitute a fourth appendix to the Self-Study. The Directors will have an opportunity to comment on the Report, and these comments will comprise the third section of the Self-Study.

IV. Activities: The Director will detail the research and service projects undertaken by the Center during the past five years. This account will indicate their significance for the University and its external constituencies. The Director's account will therefore describe the participants, the publications which resulted, and the overall contribution to the various missions of the University. The more salient materials related to the Center's activities should comprise a fifth appendix to the Self-Study.

V. **External Funding:** The Director should indicate the following:

- a. the grants and contracts awarded to the Center each year during the previous five years and their dollar amount
- b. the number of graduate students, research scholars, and lectures supported through these monies each year and the tenor of their undertakings
- c. any equipment or material support purchased as a result of these monies
- d. dollar amount contributed to the Center from the University, School, and departmental budgets per annum during the past five years; indirect and otherwise "hidden" contributions should be included and described

VI. **Future Plans:** The Director will outline the major activities s/he anticipates her/his Center undertaking during the next five years. The Director's projection will indicate participants, sources of funding, and significance for the University and its constituencies.

CENTERS AND INSTITUTES REVIEW CRITERIA AND GUIDELINES

In conformity with PM88-06 (Procedures for Reviewing Centers and Institutes), PM87-04 (Procedures for Establishing Research Centers and Institutes), and PM85-15 (Policy on Centers and Institutes), the following review guidelines are for evaluating Centers and Institutes at the University.

As prescribed in PM88-06, all Centers/Institutes will undergo a review every five years. Centers affiliated with departments will be reviewed as part of the programmatic review regularly conducted under the auspices of the Curriculum Committee and the Graduate Policies and Programs Committee. Centers without departmental connection will be reviewed by a team appointed by the Vice President of Academic Affairs as specified in the Presidential Memorandum.

The Hornet Foundation will provide financial statements and reports for centers and institutes for which it serves as fiscal agent. In these cases, an official of the Hornet Foundation will be appointed to the review team, as a resource person.

I. **Mission:** What are the purposes of the Center and what expectations should the University (or School) have of it? What is the potential significance of the Center for research and service at the University? What ought it be contributing to the life of the University? What is its potential significance for the region? What is its potential significance, if any, for the

State or beyond? Are the objectives of the Center best met through such a structure?

II. Achievements: What has the Center actually accomplished during the past five years? How significant are these accomplishments? How does the Center compare with analogous structures at other Universities? Is the Center recognized within its field of research or, alternatively, for its service programs? Has the Center's research concerns, if it has them, attracted associates or collaborators from other institutions? Is the Center's research reshaping its discipline? How important to its constituencies are the Center's service programs, if it has them, and of what quality are they?

III. Costs: To what extent has the Center succeeded in becoming self-supporting? What is its actual (direct and indirect) cost to the University?

IV. Operations: How well is the Center being managed? Is the director providing adequate administrative leadership, using the advisory board effectively, showing fiscal responsibility?

V. Recommendations:

1. **Systemic:** Are there any organizational changes which would make the Center more effective? How coherent is the undertaking?

2. **Operational:** Does the Director provide the leadership required to make the Center a success? Are there new directions and opportunities he/she might consider?

3. **Fiscal:** What additional sources of external funding should the Center be pursuing? Is it realistic to expect the Center to become self-supporting? Should the University continue its current levels of support? Should it provide additional funding?

4. **Theoretical:** How well founded is the Center conceptually? Should its purposes and objectives be rethought or redefined?