

You'll need May 3 and May 10, 1990, Agenda and 2/7/90 memorandum re "G.E. Program--Part II."

1989-90
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, May 17, 1990
2:30 - 4:00 p.m., 1989-90 Academic Senate
4:00 - 4:30 p.m., 1990-91 Academic Senate Elections
Forest Suite, University Union

INFORMATION

1. Catastrophic Leave Donation Program
2. 1990-91 Academic Senate Retreat, Tuesday, August 28, 1990

CONSENT CALENDAR

AS 90-64/Ex. COMMITTEE APPOINTMENTS--SENATE

ad hoc Committee to Develop a Statement of Faculty Rights and Responsibilities (per AS 90-9):

LORRAINE HEIDECKER, Department Chair
DON CARPER, Department Chair
TOM PYNE, At-large
HARRIET NEAL, Faculty Affairs Committee Member
LINDA MARTIN, Temporary Faculty

ad hoc Committee on Criteria for Department Status:

(Pending), Designee of VPAA
JEAN TORCOM, Department Chair
CHARLOTTE COOK, Senate Chair/Designee
MICHAEL BALLARD-CAMPBELL, Designee of Curriculum

AS 90-65/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

Administrative Fellows Program Review Committee:

DAVID MARTIN, At-large, 1991
JEAN TORCOM, At-large, 1992

Committee for Diversity Awards [recommends on Affirmative Action Faculty Development Grants, Doctoral Incentive Forgivable Loans, Minority Graduate Fellowships, and Pre-Doctoral Program]:

JOHN MAXWELL, At-large faculty member
JANELLE REINELT, At-large faculty member
RICARDO TORRES, At-large faculty member (Student Affairs Professional)

--continued on page 2

Committee for Diversity Awards: (continued)

(Pending), faculty member, Affirmative Action Committee ?
JEANNE PFEIFER, faculty member, Faculty Professional
Development Committee
ROBYN NELSON, faculty member, Graduate Policies and
Programs Committee
MARJORIE LEE, faculty member, Campus Educational Equity
Committee

Multicultural Center, Search Committee for the Director of the:

FRED FURUKAWA, At-large
FRANK LAPENA, At-large
JUAN HERNANDEZ, Affirmative Action Committee Member
PATRICIA KEARLY, At-large

Task Force on Child Care Needs of Student Parents:

PATRICIA ACKERMAN, Instructional Faculty

AS 90-66/Ex. PARKING TASK FORCE REPORT

The Academic Senate endorses the report of the Parking Task Force (Attachment A).

AS 90-67/FEFC, Ex. FACULTY ENDOWMENT FUND COMMITTEE

The Academic Senate approves of increasing the membership of the Faculty Endowment Fund Committee from three to five faculty members. Further, whenever possible, an effort shall be made to have appointments from each of the five schools.

AS 90-68/FisA, GPPC, Ex. PROGRAM CHANGESa. **Mathematics, M.A.:**

The Academic Senate recommends approval of revision of the Mathematics M.A. to require a written comprehensive examination as the culminating requirement for all M.A. candidates. [FisA: 3/6/90, No Fiscal Impact]

b. **Interior Design Major:**

The Academic Senate recommends approval of the program changes in the Interior Design major [i.e., replacement of Art 122 (Art and Microcomputers) and Drama 122 (Intro. to Lighting Design) with two new courses, IntD 122C (Computer Application in Interior Design) and IntD 127 (Lighting Design), respectively]. As recommended by the Fiscal Affairs Committee, the Academic Senate requests that the School of Arts and Sciences address the issue of multiple coverage of basic introductory computer material in various courses applied to the same major, e.g., IntD 122C as a

required course and Art 122 as an elective) and report the result of its analysis of the issue to the Senate's Curriculum and Fiscal Affairs Committees. (FisA: 3/14/90, No Fiscal Impact)

BOLD c.] Social Work B.A.:[

The Academic Senate recommends approval of the program change in the B.A. in Social Work (i.e., to reduce the upper division Social Science content requirement from nine units to six units in order to increase the field education unit requirement by three units). (FisA: 3/20/90, No Fiscal Impact)

AS 90-69/FisA, CC, Ex. AFRICAN STUDIES MINOR AND CERTIFICATE

The Academic Senate recommends approval of a new minor and certificate of academic achievement in African Studies subject to the following: 1) that the Department of Ethnic Studies, in consultation with other departments offering courses in the program, develop and publish a two-year schedule of courses that will insure that students can complete the certificate or minor in two years, and 2) that enrollment in this program be monitored closely by the Dean of Arts and Sciences to insure either that sufficient resources are allocated to support the program or that enrollment is kept to a level that is supported adequately by the available resources. (FisA: Refer to Attachment B)

AS 90-70/FisA, GPPC, Ex. INSTITUTE FOR SOCIAL ~~SCIENCE~~ RESEARCH

The Academic Senate recommends approval of the establishment of a CSUS Institute for Social ~~Science~~ Research (described in Attachment C-1) and forwards the report of the Fiscal Affairs Committee (Attachment C-2) to the President for consideration of the recommendations contained in that report.

AS 90-71/Ex. COOPER-WOODSON COLLEGE, ESTABLISH

The Academic Senate endorses the establishment of the Cooper-Woodson College program described herein (Attachment D) as a component of African-American student recruitment and retention at CSU, Sacramento.

AS 90-72/GPPC, Ex. SOCIAL SCIENCE M.A., DISCONTINUE

The Academic Senate recommends discontinuation of the Social Science M.A. (Attachment E).

AS 90-73/Fisa, Ex. LOTTERY FUNDS

In adopting the following resolution, the CSU, Sacramento Academic Senate joins with the CSU Fullerton and San Jose State Academic Senates in seeking more campus-based flexibility in the use of lottery funds:

Campus Response
to
1990/91 Lottery Revenue Budget Developmental Process

- Whereas, Lottery funding is a helpful source of resources to support the academic programs offered by the campuses of the California State University, providing funds for the instructional equipment and projects that might not otherwise be available; and
- Whereas, The CSU arrangements for the administration of lottery funds include reporting requirements which exceed the need for reasonable accountability thereby taxing campus time and resources required for other important instructional purposes; and
- Whereas, The CSU allocates lottery funds to the campuses in categories, providing little flexibility to transfer funds among categories, thereby limiting the ability of campus faculty, students, and administrators to determine the most productive use of the funds; therefore be it
- Resolved, That the CSU, in consultation with the campuses, identify ways to simplify campus reporting requirements associated with lottery funds; and be it further
- Resolved, That the CSU provide the campuses with broader discretion over lottery fund allocations, such as the allocation of a lump sum, single category amount to each campus; and be it further
- Resolved, That copies of this resolution be sent to the Academic Senate CSU, the Chancellor, and to the senates and councils of the other CSU campuses and CFA and CSSA.

AS 90-74/AP, Ex. REPEAT GRADE POLICY--IMPLEMENTATION

[Related to AS 89-141; see memoranda from G. Shannon, Attachment F]

The Academic Senate recommends the following modifications of procedures for implementation of the repeat grade policy to effect fully the general intent of the policy and specific amendments recommended in AS 89-141.

A. Transcript Notation

Revise the current practice of leaving the grade in the grade column and placing the notation "R" in the comments column to inserting the notation "R" in the grade column and transferring the original grade to the comments column.

B. Petition Forms

1. Revise the repeat grade petition form to:
 - a. include the notation that the signature of the major or academic adviser must be obtained before the student requests the approval of the chair, and include a place for the adviser's signature.
 - b. include a "comments" section so that the chair may indicate his/her comments about why the repeat is or is not appropriate.
2. Revise the current practice of allowing students to turn in the form to:
 - a. allowing students to turn in the form when only an adviser's signature is required, and
 - b. having departments turn in the form when a department chair's signature is required.

REGULAR AGENDA

Old Business

- AS 90-56/Ex. G.E. CONTENT AREA REVISION--LIBRARY COMPONENT
(responds to AS 89-81) [pg. 8, 5/3/90 Agenda]
- AS 90-36/Ex. G.E. ADMINISTRATOR, LOCATION AND TITLE (responds to
AS 89-74) [pg. 3, 5/3/90 Agenda]

AS 90-61/AP, Ex. ENTRY LEVEL MATHEMATICS (ELM) PLACEMENT AND QUANTITATIVE REASONING REQUIREMENTS-- SUBSTITUTION FOR STUDENTS WITH SELECTED LEARNING DISABILITIES

[pg. 4, 5/10/90 Agenda]

New Business

Approved

AS 90-63/Flr. MINUTES

Approval of the Minutes of meetings of March 29, April 5, April 19, April 26, and May 3, 1990.

Carried

AS 90-75/Ex. ROTC

[The following motion is recommended by the Executive Committee. The Military Studies Advisory Board is considering the issue and may recommend a substitute motion for introduction at the meeting.]

The Academic Senate of CSU, Sacramento endorses AS-1929-90, "CSU Policy on Non-discrimination and Reserve Officer Training Corps (ROTC) Programs," approved unanimously by the CSU Academic Senate on May 4, 1990, as presented below:

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-1939-90/AA
May 3-4, 1990

CSU POLICY ON NON-DISCRIMINATION
AND RESERVE OFFICER TRAINING CORPS (ROTC) PROGRAMS

WHEREAS, Any policy or practice of improper discrimination against California State University students is inimical to the values of the University; and

WHEREAS, The U.S. Department of Defense's policy and regulations* exclude homosexuals from military ranks including commissioning programs involving the Reserve Officer Training Corps (ROTC) of various branches of the armed services; and

WHEREAS, There is no scholarly evidence that the policy of discrimination on the basis of sexual orientation is beneficial to the national defense; and

- WHEREAS, Department of Defense regulations categorically exclude homosexual students on CSU campuses from the ROTC stipends available to other students; and
- WHEREAS, The CSU is a public institution supported by the tax dollars of its citizens, including its homosexual citizens; and
- WHEREAS, It would be a violation of California law and CSU policy for the CSU system, or any part of it, to discriminate in employment or access on the basis of sexual orientation; and
- WHEREAS, The Department of Defense policy and practice of discrimination on the basis of sexual orientation is inimical to the values of the university; and
- WHEREAS, The CSU should not assist the Department of Defense so to discriminate or to facilitate such discrimination through the extension of university academic credits or otherwise; and
- WHEREAS, Allowing the extension of CSU academic credits to ROTC courses and the publication in university catalogs and bulletins of information regarding programs from which some students are excluded gives support to Department of Defense's discriminatory practices; and
- WHEREAS, The awarding of faculty status to instructors who teach in ROTC programs lends institutional support and respectability to the Department of Defense's policy of discrimination; therefore be it
- RESOLVED: That the Academic Senate of the California State University condemn the discriminatory regulations of the Department of Defense that exclude homosexuals from military service; and be it further
- RESOLVED: That the Academic Senate CSU urge the Governor, California legislators, the members of the CSU Board of Trustees, the Chancellor, and the campus President's to join with other leaders in government and higher education in using the moral force of their offices to cause the Department to abandon its discriminatory policy against homosexuals serving in the military; and be it further
- RESOLVED: That the Academic Senate of the California State University call upon the President of the United States, the Congress of the United States, and the

Secretary of Defense of the United States to end the discriminatory policy based on sexual orientation against United States citizens desiring to serve their country in the military; and be it further

RESOLVED: That the Academic Senate CSU urge the campus senates to consider the following if the military's policy discriminating against homosexuals is not rescinded by January 1, 1991:

- (a) the elimination of the granting of academic credit for ROTC courses and programs;
- (b) the withdrawal of faculty status accorded to ROTC instructors;
- (c) the exclusion of advertisements, notices, listings, and other references to the ROTC programs in university catalogs, bulletins, and announcements;
- (d) the termination of contracts with the U.S. military regarding the offering of ROTC programs at the University;
- (e) the refusal in the interim to initiate any new ROTC program at the University;

and be it further

RESOLVED: That the Academic Senate CSU review this issue in the 1990/91 academic year.

* "Homosexuality is incompatible with military service. The presence in the military environment of persons who engage in homosexual conduct or who, by their statements, demonstrate a propensity to engage in homosexual conduct, seriously impairs the accomplishment of the military mission. The presence of such members adversely affects the ability of the Military Services to maintain discipline, good order, and morals; to foster mutual trust and confidence among servicemembers; to ensure the integrity of the system of rank and command; to facilitate assignment and worldwide deployment of servicemembers who frequently must live and work under close conditions affording minimal privacy; to recruit and retain members of the Military Services; to maintain the public acceptability of military service; and to prevent breaches of security."

(32 C.F.R., part 41, App. A part H)

AS 90-76/UARTP, FA, Ex. UNIVERSITY ARTP POLICY--ADD SECTION 6.08

The Academic Senate recommends amendment of the University ARTP document by adding a new section as follows:

6.00 APPOINTMENT

6.08 Appointment to a Faculty Position with the Duties of Department Chair

A department may decide to recommend to the School Dean the appointment of a department chair from outside of the University. The department shall decide whether to recommend a search outside for a chair by a vote of the probationary and tenured members of the department, including those on the Faculty Early Retirement Program (FERP) and those on leave.

For the purpose of searching for a chair outside of the University and recommending whom to appoint, a department may constitute itself a peer review committee of the whole in a manner consistent with University ARTP policy pertaining to such committees. (Please see the Note appended to Section 6.06.B.2 of this document.) If a department has not provided for doing so in its currently approved ARTP document, it shall ask the University ARTP Committee and the Vice President for Academic Affairs in writing to approve that departure from its ARTP policy. Its written request shall contain a description of its procedures for constituting a peer review committee of the whole and its screening committee, if any. The request shall be approved if the described procedures are consistent with the provisions of this document.

After screening applications initially for consistency with the department's published vacancy announcement, the department peer review committee shall make available to every probationary and tenured member of the department in or near the department office each qualified applicant's resume and the materials which the committee is not required to keep confidential. It shall then invite those members to submit written, signed statements of evaluation based on those materials to the applicants' files before determining whom to interview.

The department peer review committee shall also invite every probationary member and those tenured faculty members, if any, who are ineligible to serve on the peer review committee to attend any classroom

presentation or other event scheduled in connection with the committee's interview of each applicant selected for an interview. After the peer review committee has conducted its interviews and held events scheduled in connection with them, it shall invite each probationary and tenured member of the department, including those members on FERP or on leave, to submit to the file of the applicants interviewed written, signed statements of evaluation based on the portion of the file available to him or her for review and the events in which he or she and the subject of the statement have participated.

After permitting a suitable interval for the preparation and submission of these statements, the peer review committee shall review the files of the applicants interviewed, conduct its deliberations and make its recommendation to the appropriate administrator. The recommendation may take the form of a ranked list.

[Renumber existing sections: 6.09 - 6.11 as 6.10 - 6.12.]

AS 90-77/FA, Ex. DEPARTMENT CHAIR, ROLE AND RESPONSIBILITIES OF THE--Amends PM 89-14

The Academic Senate recommends amendment of the policy on "Role and Responsibilities of Department Chair" (PM 89-14) by addition of a new section on "Outside Searches for Department Chairs," as follows:

NOMINATION PROCEDURES FOR PERIODIC SELECTION OF DEPARTMENT CHAIRS

...

OUTSIDE SEARCHES FOR DEPARTMENT CHAIRS

In order to recommend the appointment of a Chair from outside of the University, a department shall proceed as directed by Section 6.08 of the University ARTP Policy.

VACANCY

...

AS 90-78/AP, Ex. GRADE CREDIT FROM FOREIGN INSTITUTIONS, POLICY ON

The Academic Senate recommends revision of the policy on grade credit from Foreign Institutions (page 45, 1988-90 Catalog) for implementation in 1990.

Credit ~~is~~ may be granted from recognized overseas institutions. Awarding of letter grade credit or advanced standing varies dependings on the educational system of the country and will be based on information obtained by the Evaluations Office and the International Center about standards at the specific institution. ~~CSU students planning to attend overseas institutions should check acceptance of credit prior to departure.~~ Letter grade credit for college level courses taken at overseas institutions will be awarded if the student receives prior approval from the Evaluations Office and the International Center, with the concurrence of the Academic Standards Committee. If the courses are to be applied toward the major, approval of the major department is also required. A student who is interested in obtaining letter grade credit for overseas courses should obtain and file the appropriate form with the Evaluations Office prior to departure¹.

Upon completion of the course, ~~certified~~ copies of transcripts, in English translation, and degrees must be submitted in English translation to the Evaluations Office.

If a student fails to request prior approval, or if a student initially enrolls at CSUS after attending a foreign institution, then the student may petition and may receive letter grade credit if retroactive approval (as described above) is obtained.

¹Implementation Note: The Academic Senate recommends internal routing of the petition form (rather than student trekking) as follows: 1) The form is submitted by the student to the Evaluations Office. 2) The Evaluator will note his/her approval/disapproval and forward the petition to the International Center for consideration. 3) The director/designee of the International Center will note his/her approval and forward the petition to the academic department (if the course is to be applied to the major) or to the Academic Standards Committee. 4) The academic department will note its approval/disapproval and return the form to the International Center for forwarding to the Academic Standards Committee. 5) Approval/disapproval by the Academic Standards Committee shall constitute the final action.

AS 90-79/AP, Ex. DROP POLICY

The Academic Senate recommends revision of the drop policy (page 60, 1988-90 Catalog) for implementation in 1992:

No change in a student's original class registration will be recognized unless it is made on an official form and accepted by the Registrar's Office. ~~Forms should not be left in academic department offices.~~ Students who are absent from

class may be replaced on class rolls by students from a waiting list in accordance with individual instructor's policy.
However, Sstudents will not always be "automatically" dropped if they do not attend a class for which they register.
Add/drop practice varies among instructors, departments, and schools. You should inquire about the practice in each of your courses. Failure to drop a course according to University policy as stated below is likely to result in the assignment of a penalty grade of "U" in that course.

Within the first two weeks of instruction, students may submit a drop form signed by the instructor or department office. Unless approved drop forms are submitted to the Registrar's Office, students will receive a final grade of U or F in the course(s).
During the first two weeks of the semester, a student may drop a course by filing a drop form at the Registrar's Office. Dropping a course during the first two weeks does not require the approval or acknowledgment signature of the instructor or the department. During the third and fourth weeks of the semester, students must inform the course instructor or the department of their intention to drop a course, and must obtain the instructor or department's acknowledgment signature on the drop form. Students are responsible for submitting drop forms to the Registrar. Forms should not be left in academic department offices.

All drops after the second fourth week and prior to the end of the twelfth week must have the approval of the instructor and Department Chair and are allowed only for "serious and compelling reasons" (usually illness, change in employment schedule, etc). Poor academic performance, in and of itself, is not an acceptable reason for dropping. The instructor may require that the student obtain official written verification (e.g., physician's note) and/or the recommendation of the student's academic or major advisor. In addition to the drop form, the student must submit (to the Registrar's Office) a drop petition which includes a statement of the "serious and compelling reasons" and the necessary approvals.

Drops shall not be permitted during the final three weeks of instruction except in cases, such as accident or serious illness, where the cause of withdrawal is due to circumstances clearly beyond the student's control and the assignment of an Incomplete is not practicable. Ordinarily, drops of this sort will involve total withdrawal from the University, except that credit, or an Incomplete may be assigned for courses in which sufficient work has been completed to permit an evaluation to be made. All drops during the final three weeks of instruction must have the approval of the instructor, the Department Chair and School or Division Dean and are allowed only in extenuating circumstances.

Courses officially dropped during the first four weeks of instruction will not be recorded on the student's permanent record. A grade of W will be recorded for courses in which a drop has been authorized after the fourth week of instruction.

The Schedule of Classes list deadlines, dates, and procedures for each semester.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
SCHOOL OF ARTS AND SCIENCES
Office of the Dean

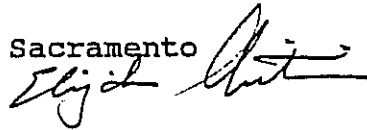
M E M O R A N D U M

TO: Donald R. Gerth, President
California State University, Sacramento

FROM: Elijah Christian, Convener
CSUS Parking Task Force

DATE: December 20, 1989

SUBJECT: Final Report



The attached document is the final report of the CSUS Parking Task Force. The document is divided into two basic parts. The first part lists the assumptions that the Committee used as a working base for its recommendations. The second part is a listing, under six sub-sections, of the Committee's specific recommendations on campus parking. During its study, the Task Force became acutely aware of the complexity of the forces impacting on the campus parking issue. The Task Force, therefore, is not presenting these recommendations as final solutions or, if you will, silver bullets to all of the problems involved with campus parking. It is our hope, however, that these recommendations will make things work better and, equally important, will be supportive of the people who actually do the work of parking control.

Two recommendations, the institution of an appeals process and negotiations to move the entire system of parking fines onto campus, deserve emphasis as needing special support. Executive Vice President Robert O. Bess is currently negotiating with the County of Sacramento to move the entire system of collection of parking fines onto campus. The Parking Task Force has approached the Sacramento Municipal Court for a reading on the concept of an on-campus appeals committee. Success in both of these efforts should be considered high-priority objectives.

Within the text of the Task Force's recommendations, several suggestions have been made concerning parking decal renewals. It should be noted that if the recommendations on color, location, and frequency of renewal of decals are to be implemented for Fall, 1990, the process must begin by February 1, 1990, which is the date when new decals are ordered.

Because the Task Force recommendations involve both immediate and long-term objectives within a complex set of interrelationships, the Task Force has made as its final recommendation a continuance of the Task Force Charge for three to five years. This would provide a small working group through which to focus parking issue concerns during the implementation period for adopted recommendations.

EC:gm

Attachment

cc: Robert O. Bess
Donald K. Yelverton
Charlotte H. Cook
Karen O. Hardy
Brian K. Smith
P. Peter Urone

CSUS PARKING TASK FORCE REPORT
December 18, 1989

The CSUS Parking Task Force has gathered data and makes the following recommendations regarding various issues associated with parking at CSUS. During its work, the Task Force reached several conclusions that form the underpinnings of its recommendations. These include the following:

1. The shortage of parking spaces on campus is a source of stress for all members of the campus community, and especially for the parking officers, who operate under extreme pressure. A major goal of changes in parking procedures must be to make their work both more effective and less controversial.
2. It is possible, through changes in procedures, to enable the patrolling of parking areas to be more efficient and effective, and to assure the legitimacy of citations issued.
3. The issues of parking connect to broader issues of transportation, traffic congestion on and off campus, housing, and regional air quality. The parking task force needs to be articulated with the campus groups dealing with these aspects of campus planning.
4. An on-campus appeals process for parking citations would be desirable for both parking officers and those receiving citations.
5. Efforts to reduce the current shortage of parking spaces must include both (1) increasing the number of spaces, and (2) reducing the number of cars coming onto campus each day.

Task Force recommendations are organized into five clusters, as follows:

1. Reduction in number of cars driven daily to and from campus;
 2. Publicizing and enforcement of parking regulations;
 3. Establishment of an on-campus appeals process for citations;
 4. Reduction in improper use of decals; and
 5. Continuation of the Task Force.
-
1. Reduction in number of cars driven daily to and from campus:
 - A. Revive or expand the bus-pass subsidy.
 - B. Expand the shuttle service's number of routes and number of vehicles. The shuttle is now serving 1,150 riders per day, with the back-up vehicle already being used for regular service. There is clearly additional demand on the four routes in current operation, and potential ridership on new routes needs to be determined.

- C. Develop additional parking off campus or on the periphery for both cars and bicycles (such as park-and-ride facilities), with shuttle service to the campus center. This would reduce traffic congestion near classroom buildings and dormitories, thereby reducing the competition between vehicles and pedestrians on campus roadways.
- D. Differentiate parking fees, depending on proximity of the location to the center of campus, and whether or not the space is covered. For example, access to the new parking structure could require a higher fee than that assessed for outdoor parking; access to spaces in outlying areas serviced by a shuttle could be purchased for a reduced fee.
- E. Increase the number of parking spaces allotted to day use coin lots.
- F. Revive the Ride Share bulletin board and take other measures to encourage carpooling (such as guaranteed access to premium parking spaces).
- G. Establish covered bicycle parking at the parking garage and at other sites around the campus.

2. Publicizing and enforcement of parking regulations:

- A. Publicize the following more extensively: parking regulations, dates for decal renewals, availability of temporary handicapped parking in cases of illness or injury, legal liability for use of decals reported lost or stolen, etc. For example, distribution of parking information to faculty and staff could be done on renewal, as it is now for students. The Hornet and the University Bulletin could also publicize parking information.
- B. Continue and expand the use of student parking aides.
- C. Equip each parking officer with a simple camera to take photos of vehicles receiving citations. Photos could provide objective evidence of the facts of a case, and avoid conflicts in which a parking officer's word is disputed by the recipient of a citation.
- D. Equip each parking officer with a hand-held computer capable of storing registration information, including the numbers of lost and stolen decals. The campus police have investigated and shown an interest in a system specifically designed for this purpose at universities. This system would have many applications that would make parking patrols more effective and efficient and could also facilitate collection of fines. For example, the University could implement a process for

recording multiple citations and unpaid fines. There is substantial evidence that a significant level of payment default on multiple citations now exists.

- E. Display all decals in the rear of all four-wheel vehicles, so parking officers will not need to leave their vehicles to scrutinize laminated decals that hang from the rear view mirror. Require permanent decal buyers to purchase transparent envelopes with their decal, and affix them to the right or left side of the rear window for display of the decal. A bumper display will also be permitted.
 - F. Change the color of lettering on decals every year, for ease of recognition by parking officers. Increase the ease of recognition of student vs. faculty/staff decals with major differences in color and/or shape. (Black and green are not easily distinguishable on dark days.)
 - G. Consider reviving a warning ticket system for relatively minor, first-time violations; for example, parking in areas where "no parking" signs are not clearly visible.
 - H. Consider towing for serious and/or multiple violations such as parking in front of fire plugs or in handicapped spaces.
 - I. Consider establishing guidelines for frequency of patrols in each lot, to counter the current perception that some lots are almost never ticketed. For example, a guideline could be to ticket within one to two weeks, in every lot, any vehicle consistently parked without a proper decal.
 - J. Consider establishing guidelines for frequency of "special" ticketing days (i.e., days to (1) identify illegal decals, (2) patrol during evening hours, (3) ticket in red zones only, etc.).
3. Establish an on-campus appeals process for contested parking citations, consistent with AB 1032.

Specific recommendations on appeal procedures must be developed in conjunction with the Sacramento Municipal Court. This effort is still in process.

4. Continue the negotiations with Sacramento County to move the entire system of collection of parking fines onto campus.

5. Reduce improper purchase and use of parking decals.

- A. Renew decals yearly to minimize use of expired decals. Include the expiration date on decals and require renewal by September 1.
 - B. Charge a fee for replacement of mailed decals claimed as not received. (Currently, the University replaces 200 to 300 decals each semester, without charge, to students claiming non-receipt of their decal with the presumption that it was lost in the mail. This number defies credibility and raises suspicions of fraudulent claims.)
 - C. Inform students replacing decals claimed to be lost in transit that the original decal, if it arrives, must be destroyed, and will be subject to a fine if used. The University should publicize penalties for the possession and use of stolen or illegal decals.
 - D. Increase the fine for use of stolen or illegal decals. Currently the fine is \$50--less than the \$54 purchase cost for a decal. The Task Force recommends establishing a current fine of \$150 to \$200 and maintenance of the fine at a level three to four times the purchase cost of a parking decal.
 - E. Establish lots with card-operated gates. This would be most appropriate for Faculty/Staff parking.
6. Continue the CSUS Parking Task Force for three to five years in order to provide follow-through and oversight for implementation of whichever of the above recommendations are adopted by the campus community. (Note: the charge to the existing parking sub-committee of the Public Safety Advisory Committee does not provide for oversight of specific operations. Existing committee structure does not provide a mechanism for policy input from the broader University community.)



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

M E M O R A N D U M

DATE: March 20, 1990

TO: Andrew Banta, Chair
Curriculum Committee

FROM: *Anne-Louise Radimsky*
Anne-Louise Radimsky, Chair
Fiscal Affairs Committee

SUBJECT: African Studies Minor and Certificate

=====

In Fall 1989, the Fiscal Affairs Committee received the original proposal for the African Studies Minor and Certificate. Subsequently, an updated proposal was received by the Curriculum Committee but was not forwarded to Fiscal Affairs. The Fiscal Affairs Committee reviewed the new proposal on March 6 and approved the attached report. It still appears that a majority of the courses have either not been taught or taught infrequently. Consequently, the School of Arts and Sciences should be made aware of the additional cost associated with regular offerings of these courses to insure the viability of the program should this program be approved.

ALR/CD

Attachment

cc: Dean Elijah Christian
J. Koester, Interim Vice President
M. Robbins, Chair, Graduate Policies and Programs Committee
✓ J. Barrena, Chair, Academic Senate

Fiscal Impact Evaluation

March 2, 1990

This proposal calls for a certificate program in African Studies and the establishment of a minor in African Studies. The new minor and the certificate program both would have the same requirements:

I. Social Sciences (12-15 units)

Group A (9 units)

Anthropology 148

Government 142

Sociology 162

Peoples of Africa (3 units)

Government and Politics in Africa
(3 units)

Middle Eastern Societies and
Culture (a substantial portion of
this course focuses on North
Africa) (3 units)

Group B (3-6 units)

History 7

History 141

History of African Civilizations (3
units)

History of Africa Since 1800 (3
units)

II. Arts and Humanities (6 units)

African Lang 180

Art 112

English 190H

English 190N

Ethnic Studies 174

Humanities 178

Traditional Means of Communication
in Africa (3 units)

African Art (3 units)

Supernatural in Lit. (3 units)

Afro/Caribbean/Black American Lit.
(3 units)

Oral Lit. in Africa (3 units)

African Religions and Philosophy
(cross listed as Ethnic Studies
171) (3 units)

Staffing

The proposal states that no additional faculty will be needed for this program. However, after reviewing class scheduling (see attachment) if most of the courses in this program are offered every semester with the exception of Govt 142, Ethnic Studies 174, and Humanities 178 which are now offered almost every other semester, this program will need an additional 18 WTU (1.2 positions based on 15 WTU).

If most of the courses in this program are offered every other semester this program will need an additional 9 WTU (.6 of a position based on 15 WTU).



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

MEMORANDUM

DATE: March 2, 1990

TO: Anne-Louise Radimsky
Fiscal Affairs

FROM: Marla Harris
Jerry Helland
Institutional Studies

Here is the information you requested. Please call us at x6566 if you have any questions.

	Spring 88	Summer 88	Fall 88	Spring 89	Summer 89	Fall 89
ANTH 148	not taught	not taught	23/40*	not taught	not taught	not taught
GOVT 142	not taught	not taught	21/40*	not taught	not taught	29/40
SOC 162	31/40*, 36/40*	26,22,31	36/40*, 38/40*	33/40*	22,25,40	40/40*, 40/40*
HIST 7	45		41	41		51
HIST 141	not taught	not taught	50/40*	not taught	not taught	41/40*
AFR L 180	not taught	not taught	not taught	not taught	not taught	not taught
ART 112	not taught	not taught	not taught	not taught	not taught	not taught
ENGL 190H	12/20*	not taught	not taught	14/20*	not taught	not taught
ENGL 190N	not taught	not taught	not taught	not taught	not taught	not taught
ETHNC 174	not taught	5	not taught	not taught	6	not taught
ETHNC 171	not taught	not taught	33/40*	not taught	not taught	25/40*

*actual enrollment/maximum enrollment

MAR 12 1990

Academic Senate Received
413

A PROPOSAL FOR A
CSUS INSTITUTE FOR SOCIAL RESEARCH
CAROLE BARNES, DEPARTMENT OF SOCIOLOGY

PURPOSE

This is a proposal to establish an interdisciplinary "Institute for Social Research" which would serve the research needs of businesses, government agencies, non-profit organizations, and community groups in the Sacramento region. In so doing, the Institute would provide training and practical experience in applied social research for our students and would serve as a conduit for sharing faculty expertise with the community. Resources of the Institute would be available to faculty engaged in non-proprietary, funded research. These resources include the availability of computer-assisted telephone interviewing (CATI), self-administered computerized questionnaires, interview schedule and questionnaire development, sampling and research designs, computerized sample selection, data coding, processing and analysis, statistical analysis and the production of reports. External funding, including grants or contracts with public or private agencies, would cover the costs and provide a pool of funds that would be used to establish graduate assistantships in participating departments and to buy additional equipment and software as needed.

The proposed institute would be a joint scholarly activity of the second type described in Presidential Memo 85-15. It would formalize and encourage scholarly collaboration on both basic and applied research as well as public service projects. Institute activities would generate resources through grant and contract awards. A base level of University support would be justified by the enhancement of scholarly activity, the instruction of students in research and writing skills, financial support of our graduate programs through the provision of graduate assistantships, and the sponsoring of related enrichment programs.

An Institute for Social Research would meet the objectives identified in PM 85-15 and benefit the University in a number of ways:

- 1) It would enhance the conduct of faculty research and scholarship by formalizing relationships among faculty with complementary expertise and by centralizing the human and technical resources which facilitate research. Such an institute would also serve to focus the community's awareness of individual faculty contributions, producing a multiplier effect for what is now disparate efforts. An identifiable unit is more apt to build bridges between the University and the region it

seeks to serve, improving opportunities for sharing the University's intellectual and technical resources with the community.

2) It would promote the university's instructional programs by providing invaluable experience and training for our students in not only research, data management and statistical skills, but in supervisory responsibilities, budget construction, report writing, and oral presentations. In addition, it would strengthen our graduate programs through the creation of a funding base for students requiring financial support in order to complete their studies. Finally, it would enrich the intellectual life of the university through lectures and seminars devoted to furthering the research skills of faculty and students, and through the sharing of problems and results by those actively involved in research.

3) It would enhance the university's ability to obtain external funding by encouraging a team approach to research, facilitating cooperation among faculty with different areas of expertise. The same goal would be furthered by the provision of technical resources not generally available, and support in their use. More indirectly, the existence of such an institute, with its facilities and research services, would help to attract skilled and energetic young faculty in the future as our maturing university loses increasing numbers of faculty to retirement.

4) Much of the applied research conducted under the auspices of this institute would fulfill public service functions. In addition, the Institute could serve the research needs of the University (e.g., surveying alumni, analyzing student course patterns, degree completion rates, etc.) While the Institute's resources would be available to government agencies, private businesses, and private, non-profit organizations, fees would vary depending upon the client. With university support and a sufficient amount of funded research, some unfunded projects could be sustained as a contribution to the community.

ORGANIZATION

An Institute for Social Research would be housed within the School of Arts and Sciences, administratively responsible to its Dean. A standing advisory committee, appointed by the Dean in consultation with the director of the Institute, would help to establish policies of the Institute and evaluate its effectiveness. A community advisory board could be established to provide input from those representing the Institute's clientele.

SUPPORT

External funding for the Institute is being sought from several private foundations. In lieu of that support, the university would need to provide \$248,532 over a period of three years, or until such time as the Institute is self-supporting. (Please see Appendix III for a detailed, three-year budget.) In any case, space would be needed to house staff members and equipment.

Initially, the Institute could share the Sociology Department's new lab in Psychology 257. It is equipped with eleven PC-ATs (one of which is a file server) and a 386 supervisor's station, a Computer-Assisted Telephone Interviewing (CATI) system with a Nouvelle network, and 3 printers. The Institute's secretary could be housed in the department's new graduate student/senior workroom which contains 2 MACs, two PC-ATs, and graphics, plotting and desk-top publishing capabilities. These resources could also be shared with the Institute. However, as usage of the lab and workroom intensify, and as Institute activities multiply, it will be necessary to separate and expand the facilities. By that time, however, several new buildings will have been completed on campus and space may not be at such a premium.

STAFF RESPONSIBILITIES

An Institute director would be responsible for advertising the Institute's services, both on campus and within the community, and would actively seek opportunities for faculty and student involvement in applied research. This research might include projects for the University's Institutional Research Office, Alumni or Student Affairs, individual Schools or Departments, or any other subdivision of the University. It might include RFP's advertised by the State or research needed by community agencies, such as the County Commission on the Aging, the Community Services Council, the Community Arts Council, the Sacramento Board of Realtors, Regional Transit, or the Sacramento Symphony. Governmental bodies, such as the Sacramento City Council, the County Board of Supervisors, the Sacramento Community Planning Council, the County District Attorney's or the Public Defender's office are potential clients. Finally, the private sector offers additional opportunities for faculty and student research.

The secretary would be responsible for the normal clerical functions, including maintaining the Institute's budget. The staff analyst would assist in writing proposals, develop research instruments, collect and analyze data, write and produce reports. This person would also supervise use of the equipment and software, be knowledgeable in the use of the large data bases stored on central cyber in the Chancellor's office (e.g., the

U.S. Census, Field and Gallup Polls, etc.), and be responsible for archiving the data collected under Institute auspices, integrating these archives with those already existing in Oracle and the Chancellor's office. The technical assistant would be responsible for maintaining the Nouvelle network, which runs the CATI program, and managing the files stored on the file server and attached PCs.

APPENDIX I

The following faculty support the formation of this Institute:

George Rich, Anthropology
Rahul Sood, Communication Studies
Laurie Alden, Economics
Jerry Shelton, Economics
Jack Mrowka, Geography
Tammy Bourg, Psychology
John Schaeuble, Psychology
Angus Wright, Environmental Studies
Carole Barnes, Sociology
Jeff Hubbard, Sociology
Robert Kloss, Sociology
Rodney Kingsnorth, Sociology
Frank Darknell, Sociology
Ken Owens, History
Gregg Campbell, History
Paul Goldstene, Government
Peggy Cavaghan, Home Economics
Doris Beard, Home Economics
Ann Moyland, Home Economics
Jo Lonan, Home Economics
Doraiswamy Ramanchandran, Mathematics
Geetha Ramanchandran, Mathematics
John Colen, Dean, School of Social Work
Manny Gale, Social Work
Larry Hannah, School of Education
Steve Gregorich, Dean, School of Education
Christy Jensen, Masters in Public Administration
Joe Moorehead, Dean, School of Business Administration
Arthur Williamson, Dean of Graduate Studies
Don Gerth, President

APPENDIX II

PAST AND FUTURE GRANTS AND CONTRACTS

1988 CONTRACT ACTIVITY

To illustrate the types of projects that could be brought through an Institute for Social Research and to indicate the demand for research services in Sacramento, I have listed below the contracts which my students and I have fulfilled in the past year (1988-89).

a) analyzed the representativeness of jury panels in Placer County, in People vs. Silverbrand and Lee;

b) completed a telephone interview of a random sample of Delta and Northwest flight attendants for a civil suit in San Francisco (Airline Services Unlimited vs. Verdi Luggage);

c) analyzed data collected by the California Association for Tort Reform and prepared tables for presentation to the legislature.

d) analyzed data collected by Paratransit on its patrons and their patterns of use.

e) designed a questionnaire to determine interest in Girl Scouting among residents of Oak Park;

f) prepared a proposal to analyze changing patterns of subscription to the Sacramento Symphony over the past 7 years.

g) provided the Federal Court's Pretrial Services Agency with an analysis of their recommendations in federal cases following the Bail Reform Act of 1984.

h) designed, administered and analyzed a survey of drug and alcohol use among students in the Vacaville school system;

PRIOR GRANTS RECEIVED

Carole Barnes and Rodney Kingsnorth, CSUS Research and Scholarly Activity Grants, 1984-85, 1985-86, and 1986-87, approximately \$1500 each plus assigned time.

Carole Barnes, CSUS Chancellor's Mini-Grant Program for Innovative Teaching, \$3193 award for introduction of a course, Systems Analysis and Design, Spring 1981.

Carole Barnes, Project Research Director, US Department of Transportation Research and Demonstration Grant, CAL-MTD-10, 1968 - 71, with the Sacramento Transit Authority (now Regional Transit). Total received: \$500,000.

Frank Darknell, "Science and Engineering Faculty in Canada: Domestic and International Connections." This is a survey of Canadian Science and Engineering faculty with special emphasis on foreign origins and foreign contact networks in research and consulting. Funding by the Canadian Embassy, Washington, D.C., the Government of Quebec, and the Canadian Science Council, Ottawa, Canada. Total received: \$8,500.

Frank Darknell, National Science Foundation grant, 9/1/83 to 11/30/86. "Consulting as a Science Indicator: A method for measuring and monitoring scientific and technology input or transfer by Science and Engineering faculty in the United States." SRS-8307778.

Amount received: \$131,434

Frank Darknell, National Institute for Education grant. 1981. "Peripheral Professors: a study of faculty at teaching universities."

Amount received: \$17,000

Frank Darknell, National Science Board, Washington D.C. 1981. Paper prepared with Edith C. Darknell, "State College Faculty and Consulting."

Amount received: \$8,000

Frank Darknell, Office of Policy and Management of the National Science Foundation. 1979. Data and report on Science and Engineering Faculty with Ph.D. degrees in state colleges.

Amount received: \$8,500

CURRENT AND EXPECTED FUTURE GRANTS

Please see the attached memo summarizing the 1989-90 academic year's activities.

APPENDIX III

Proposed budget -- 1989-90 to 1991-92

FIRST YEAR, 1989-90

Half-time director (Full Professor, Step V)	\$28,073
Half-time secretary (CA II)	9,339
Full-time staff analyst (Instructional Support Assistant)	23,320
Quarter-time technician	6,625
Telephone, postage and supplies, \$275/month	3,300
Printing and duplicating, \$75/month	900
Total	\$71,557

SECOND YEAR, 1990-91

Half-time director (Full Professor, Step V)	\$29,757
Half-time secretary (CA II)	9,899
Full-time staff analyst (Instructional Support Assistant)	24,719
Quarter-time technician	7,023
Telephone, postage and supplies, \$300/month	3,600
Printing and duplicating, \$100/month	1,200
Total	\$76,198

THIRD YEAR, 1991-92

Three-fourths-time director (Full Professor, Step V)	\$44,637
Half-time secretary (CA II)	10,493
Full-time staff analyst (Instructional Support Assistant)	26,202
Half-time technician	14,045
Telephone, postage and supplied, \$325/month	3,900
Printing and duplicating, \$125/month	1,500
Total	\$100,777

GRAND TOTAL \$248,532



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

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

M E M O R A N D U M

APR 26 1990

DATE: April 26, 1990

Academic Senate Received
413,

TO: Mina Robbins, Chair
Graduate Policies and Programs Committee

FROM: Anne-Louise Radimsky, Chair
Fiscal Affairs Committee

Anne-Louise Radimsky

SUBJECT: Proposed Institute for Social Research

On April 24, 1990, the Fiscal Affairs Committee approved the fiscal impact evaluation report for the proposed Institute for Social Research (attached). The evaluation is now forwarded to the Graduate Policies and Programs Committee for its consideration.

Please call me if you have any questions.

ALR/CD

Attachment

cc: J. Koester, Interim Vice President
A. Williamson, Dean, Graduate Studies
A. Banta, Chair, Curriculum Committee
J. Barrena, Chair, Academic Senate

April 24, 1990

CSUS INSTITUTE FOR SOCIAL RESEARCH
FISCAL IMPACT EVALUATION

This is a proposal to establish an interdisciplinary "Institute for Social Research" which would serve the research needs of businesses, government agencies, non-profit organizations, and community groups in the Sacramento region.

Resources of the Institute would be available to faculty engaged in non-propriety, funded research. These resources include the availability of computer-assisted telephone interviewing, self-administered computerized questionnaires, interview schedule and questionnaire development, sampling and research designs, computerized sample selection, data coding, processing and analysis, statistical analysis and the production of reports.

Staffing

The proposed budget to 1993 includes the following:

FIRST YEAR, 1990-91

.5 FTEF
.5 Secretary
.5 Staff Analyst
.25 Support Technician

SECOND YEAR, 1991-92

.5 FTEF
.5 Secretary
.5 Staff Analyst
.25 Support Technician

THIRD YEAR, 1992-93

.75 FTEF
.5 Secretary
.5 Staff Analyst
.5 Support Technician

OE

The proposed budget to 1993 includes the following:

<u>FIRST YEAR, 1990-91</u>	\$4,200.00
<u>SECOND YEAR, 1991-92</u>	\$4,800.00
<u>THIRD YEAR, 1992-93</u>	\$5,400.00

Space

Initially, the Institute state that it can share the Sociology Department's new lab in Psychology 257 which is equipped with equipment which the Institute needs. The Institute's secretary could be housed in the department's new graduate student/senior workroom which also has equipment the Institute needs. These resources could be shared with the Institute according to the proposal. However, as usage of the lab and workroom intensify, and as Institute activities multiply, it will be necessary to separate and expand the facilities.

Equipment

No equipment cost was listed in budget.

Recommendations

The proposal states that external funding, including grants or contracts with public or private agencies, would cover the costs and provide a pool of funds that would be used to establish graduate assistantships in participating departments and to buy additional equipment and software as needed. The proposal also states that in lieu of external funding, the university would need to provide support over a period of three years, or until such time as the Institute is self-supporting.

The Fiscal Affairs agrees with this figure in regard to staffing and office OE, but would also point out that equipment, equipment OE, and software needs could increase that estimate considerably. The Sociology Department is now sharing equipment needed by the Institute with the Institute, but because of Department needs there is already a problem with the Institute's access to needed equipment.

The Institute also will requires additional space in regard to labs, workrooms, and office space in the future.

The Fiscal Affairs committee feels that costs stated by the proposal be considered only part of the cost of the Institute of Social Research. Current and future equipment, equipment OE, and software needs (all unstated) should be supplied by the Institute so that the University will be able to fund the Institute at a level which meets its needs.

MAYO 9 1990

CWC COMPONENTS

Academic Senate Received
413

The major purpose of Cooper-Woodson College is to create an environment where African American students will flourish. In order to develop that environment CWC will institute a number of specific programs. This statement describes those programs designated for the College's first year.

CWC will undertake outreach to recruit African American students both to CWC specifically and to CSU Sacramento at large.

Students will apply to CWC and be selected for admission contingent upon their admission to CSU Sacramento and on the basis of criteria established by CWC, including a willingness to make a commitment to CWC purposes.

The major substance of CWC will initially take place in eight broad areas. They are: initiation, support services, forming linkages, seminars and workshops, social/cultural activities, award recognition events, required courses, and fundraising.

The specific elements involved in each of the broad areas are as follows.

Initiation

Initiation will include students' formal initiation to the College. It will include processes and structures which involve parents, churches, and the community at large. The initiation will explain CWC's vision of the reciprocal responsibilities between students and the College and between students and the community. It will designate the role faculty, staff, other students, and residents of the community are expected to play during a student's CWC tenure. It will introduce students to support services and explain how students can thrive in the contemporary university--community environment. Each student will sign an individual contract with CWC specifically identifying reciprocal goals and expectations.

Support Services

CWC will refer students to existing services in a regular and systematic fashion. Those services include, but are not limited to: testing; tutorials; academic advising; the counseling registration program; preparation for EPTL, WPE, GE requirements. CWC will also be active in identifying new needs for support services.

Forming Linkages

Each student will be assigned a support team consisting of one each faculty, staff, and student members. The teams will be based on major interests, as well as teams for undeclared students. The teams will monitor student contracts and will refer students to support services and check on the use of support services. The support teams will

also make use of community resources for students. Student members of support teams will have spent at least one semester in CWC. Student support team members will each work with only one student. The support teams will perform a mentoring role. CWC will develop means for career exploration and will develop linkages with Los Rios.

Seminars and Workshops

CWC will offer specific workshops on financial aids, skills development (reading, writing, math), test anxiety, learning styles, mentoring, self-esteem, money-management, time-management, parenting, leadership development. Support services will present workshops for specific needs, e.g., WPE, GE. Workshops will be conducted throughout the academic calendar. They will include workshops for CWC faculty and staff, as well as for students. CWC will host faculty lecture forums targeted for specific majors and for schools of the university. CWC will also feature presentations from people in the community.

Social/Cultural Activities

Included in this component are picnics, socials, field trips, community connections, linking students up with churches, family link ups. Overlaps with the category, Award Recognition Events.

Award Recognition Events

CWC will conduct annual African-American graduation ceremonies, Black History Month, Black Women's History Month, and the CWC will sponsor awards for a Dean's Honor list, an Essay contest, Leadership, Academic excellence, and a Cooper-Woodson Award for Outstanding Achievement. CWC will provide specific recognition for Mothers, Fathers, and Guardians.

Required Courses

CWC faculty will offer specific non-credit seminars which will be required for the college's students. CWC faculty will require a for-credit leadership development course offered through the appropriate department(s) for all of its students. CWC students will be required to take designated GE courses in Pan African Studies.

Fundraising

The primary objectives of CWC fundraising shall be for scholarships, student travel, and for general support of the College. Fundraising shall include but not be limited to raising money from the community, faculty, staff, alumni, the broad private and public sectors, and grants.



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

April 30, 1990

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

MEMORANDUM

MAY 1 1990

To: Juanita Barrena, Chair
Academic Senate

Academic Senate Received
413

From: Mina Robbins, Chair *ml*
Graduate Policies and Programs Committee

Re: Deletion of Social Science M.A. Program

The Graduate Policies and Programs Committee unanimously approved the deletion of the Social Science M.A. program.

MR:ch

Attachment



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95818-2694

APR 20 1990
RECEIVED
CSU, SACRAMENTO
GRADUATE STUDIES

SCHOOL OF ARTS AND SCIENCES
OFFICE OF THE DEAN
FAX (916) 278-5787

M E M O R A N D U M

April 20, 1990

TO: Arthur H. Williamson, Dean
Graduate Studies

FROM: *Cecilia D. Gray/ph*
Cecilia D. Gray, Associate Dean
School of Arts and Sciences

SUBJECT: Deletion of Social Science M.A. Program

I am sending you a proposal to delete the Social Science M.A. degree.

The proposal has been reviewed by all relevant committees in the School with favorable recommendation.

I concur with the committees and recommend approval.

CDG/ph

Enclosures

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
PROGRAM CHANGE PROPOSAL

Academic Unit: Social Science

Date of Submission to School Dean: March 15, 1990

Requested Effective Fall _____ Spring _____, 19__

Type of Program Change: _____ Required forms attached: _____

- | | |
|---|--|
| <input type="checkbox"/> Modification in Existing Program | |
| <input type="checkbox"/> Substantive Change | <input type="checkbox"/> Form C |
| <input type="checkbox"/> Non Substantive Change | <input type="checkbox"/> no form required |
| <input checked="" type="checkbox"/> Deletion of Existing Program | <input checked="" type="checkbox"/> Form D |
| <input type="checkbox"/> Initiation (Projection) of New Program | <input type="checkbox"/> Form E |
| <input type="checkbox"/> Implementation of New Program | <input type="checkbox"/> Form F |
| <input type="checkbox"/> Addition of New Minor, Concentration, Option, Specialization, Emphasis | <input type="checkbox"/> Form G |
| <input type="checkbox"/> Addition of New Certificate Program | <input type="checkbox"/> Form H |



Briefly describe the change requested and the justification for the change:

1. Delete M.A. Program in Social Science.
2. This program should be deleted since it has had few graduates in recent years (two in 1984-1985; one or two expected in 1990); increasingly limited access to disciplinary courses and limited or no interest by participating departments.

Transaction: _____

School Review Completed (date): _____

University Review Completed (date): _____

Chancellor's Review Completed (date): _____

Approvals: _____

Department Chair: Ron [Signature] Date: 3-16-90

School Dean: Cecilia Gray Date: 4-23-90

Associate Vice President-Curriculum: _____ Date: _____

Procedures for Requesting Discontinuation of Existing Programs

1. **Name of Academic Unit:** Social Science
School of Arts and Sciences
2. **Full Title of Degree Program to be Discontinued:**
Master of Arts in Social Science
3. **Reasons for the Program Discontinuation:**
 - A. Low Productivity: Two degrees 1984-1985 and two expected 1990.
 - B. Program relies on graduate courses in Anthropology, Communication Studies, Economics, Government, History, Psychology and Sociology. All areas except Government and History now impose prerequisites that now effectively prevent most students without substantial preparation in the area from enrolling. (Alternative would be creation of at least three additional graduate classes.)
 - C. Participating departments wish to concentrate on their disciplinary programs.
 - D. Availability of Programs in Anthropology, Communication Studies, Economics, Government, International Affairs, History, Public Policy and Administration, Psychology and Sociology offer options to potential students.
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.**
 - A. We anticipate that growing enrollments in graduate programs of participating departments will more than replace students from the Social Science Program.
 - B. Consultation has included the program graduate committee and the department chairs.
5. **Provisions to ensure that currently enrolled students have a reasonable opportunity to complete the program.**
There will be a continuing Social Science coordinator with five years experience in graduate program administration to supervise student programs.
6. **Indicate what resources will be freed up or shifted to other programs as a result of the program discontinuation.**
The program offers one graduate course per term. Redistributing these resources to other Arts and Sciences graduate programs will provide some relief to a severe lack of resources.



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-2694

HISTORY DEPARTMENT

M E M O R A N D U M

Date: February 14, 1989

To: William Sullivan, Dean
School of Arts and Sciences

Arthur Williamson, Dean
Graduate Studies

Chairs of Departments
Lorraine Heidecker, Anthropology
David Martin, Communication Studies
Robert Curry, Economics
Jean Torcom, Government
Margaret Goodart, History
John Schaeuble, Psychology
Judson Landis, Sociology

From: Richard Kornweibel, Acting Coordinator
Social Science Program

Subject: Graduate Program in Social Science

As most of you know, I have had a long time association with the undergraduate Social Science program and for the past five years have directed the graduate program in International Affairs. Responsibility for the Social Science programs has come to me as a consequence of a leave granted to my colleague Joan Moon. After initial review of some of the materials associated with the graduate program I concluded that there was reason to seriously consider its abandonment. After preliminary discussion with members of the Social Science Graduate Committee I am prepared to propose that the program be abandoned. With the support of committee members Larry Meyers, Psychology; Gene Knepprath, Communications Studies; Mel Weiss, Anthropology; Bob Kloss, Sociology; and Al Gutowski, Economics I therefore request that you formally consider a recommendation to the Academic Vice President that effective immediately the program accept no new students and that the Social Science Graduate Committee see that current students have the opportunity to complete the program prior to its abandonment.

Further comments in this letter are mine and do not necessarily reflect the thinking of the above mentioned faculty. One colleague, Frank Garosi, who has contributed a great deal to the program and the teaching of one of its courses is on leave this semester and would not likely support the end of the program.

About 15 classified graduate students took courses leading to a degree in the program last semester. Two or three were disqualified. As few as two theses are under active development. Two students wish to submit thesis proposals. These small numbers should yield a few completions but, I was stunned to learn, the program has not produced a degree since 1984-1985 when two were awarded.

For several years Psychology has wished to drop out of the program. Sociology now wants to drop out. Economics appears to have no interest in the program and the interest from Government is low. Furthermore, admission into the program requires the O.K. of one of the participating departments so that the student may use that subject as an area of concentration. At least Communication Studies and Psychology use the same standards and criteria as they use for admission to their own program. The reasons given parallel concerns from Anthropology and Sociology: Graduate classes in those departments today are quite specialized and require prerequisites in the discipline. It is then harder and harder for a potential student to be accepted into the program and if accepted harder and harder to take courses in more than one discipline. The program then has become less interdisciplinary and to a large degree redundant. At the same time it seems that because faculty associated with the program are scattered and there has been no formal program office, students have been without a great deal of guidance.

It would be unfair of me to attempt to characterize the students currently in the program since I do not know them and have had only limited opportunity to review their records. Since however the program has had no graduates since 1984-1985 and currently has only a couple of actively working thesis students, it would be fair to suggest that for whatever reason students either do not stay with the program or move toward a degree very slowly.

It is important to recognize that this very weak program has had a superb two course core sequence and to recognize the quality instruction provided by Professors Kloss and Garosi. They and a few other faculty have loyally served as the program committee. In spite of the quality of the core classes and the work of the committee it is hard to justify a program with two graduates in five years when other graduate programs in Arts and Sciences are crowded and growing.

Because a discussion on the termination of a program is unsettling to students I request that you move quickly to a decision on the program.

RK:dp

cc: Graduate Committee
Frank Garosi, History Department

	1984-85 Graduates		1985-86 Graduates		1986-87 Graduates		1987-88 Graduates		1988-89 Graduates	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
04011 Biological Sciences	4	3	7	3	5	3	4	7	1	2
05011 Business Administration	64	39	103	35	71	49	52	101	59	94
05021 Bus Adm (Accounting)	0	0	0	0	0	2	4	6	0	0
05065 Bus Adm (Public Management)	0	0	0	0	0	0	0	0	0	0
06011 Communication Studies	2	7	9	1	12	2	12	14	2	3
07011 Computer Science	11	3	14	9	4	7	7	14	10	13
08011 Education	39	101	140	17	64	30	88	118	18	93
08081 Special Education	0	0	0	0	1	0	0	0	0	0
08231 Child Development	0	1	1	0	0	0	0	0	0	0
08232 Early Childhood Education	0	0	0	1	1	0	0	0	0	0
08261 Counseling (Generic Counseling)	20	47	67	18	55	22	43	65	17	39
08351 Physical Education	6	2	8	1	0	2	1	3	5	10
08371 Health and Safety Studies	1	0	1	1	1	0	1	1	0	0
09011 Engineering	2	0	2	0	0	0	0	0	0	0
09051 Biomedical Engineering	8	0	8	6	1	7	1	8	2	4
09081 Civil Engineering	13	1	14	10	3	13	6	4	10	15
09091 Electrical Engineering	0	0	0	0	0	0	0	0	0	0
09093 Electrical+Electronic Engr	10	1	11	10	3	13	14	0	14	5
09101 Mechanical Engineering	11	0	11	3	4	2	0	2	3	0
10021 Art	6	7	13	0	14	4	13	17	2	5
10051 Music	1	5	6	3	4	2	1	3	0	2
10071 Drama	1	0	1	1	1	1	0	1	0	0
11021 French	0	0	0	1	1	1	0	1	0	0
11031 German	0	0	0	0	0	0	0	0	0	0
11051 Spanish	4	7	11	0	11	3	7	10	1	4
12031 Nursing	0	0	0	0	0	0	1	1	0	1
12201 Speech Pathology and Audiology	1	9	10	0	8	2	14	16	0	12
15011 English	7	25	32	7	13	20	5	19	5	8
15991 Humanities	0	0	0	0	0	0	0	0	0	0
17011 Mathematics	0	0	0	3	1	4	2	1	3	1
19051 Chemistry	2	2	4	1	2	2	0	2	1	2
20011 Psychology	9	20	29	5	3	8	11	23	4	14
21021 Public Policy/Administration	10	9	19	6	6	12	5	7	1	4
21031 Recreation Administration	3	7	10	6	6	3	5	8	3	0
21041 Social Work	19	92	111	10	70	80	27	109	34	100
21051 Criminal Justice	8	4	12	3	0	3	11	16	14	2
22011 Social Science	2	0	2	0	0	0	0	0	0	0
22021 Anthropology	1	1	2	0	1	2	4	6	4	2
22041 Economics	5	1	6	0	3	2	1	3	4	3
22051 History	4	0	4	3	2	5	1	2	2	1
22071 Government	7	4	11	1	2	3	2	5	7	9
22081 Sociology	1	0	1	1	1	1	1	2	0	2
22101 International Affairs	16	1	17	6	1	7	6	9	2	4
49012 Liberal Studies	0	1	1	0	0	0	0	0	0	0
49033 Government - Journalism	0	0	0	0	0	0	0	0	0	0
49993 Special Major-Arts and Sci	6	4	10	1	2	3	5	8	2	7
* Total *	304	404	708	170	332	502	240	666	230	581

1850 2103 3953 1666 2037 3703 1802 2173 3975 1947 2356 4303 1964 2527 4491
* Grand Total *



California State University, Sacramento

6000 J STREET, SACRAMENTO, CALIFORNIA 95819-2694

DEPARTMENT OF MATHEMATICS AND STATISTICS

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

MAR 27 1990

Academic Senate Received
413

M E M O R A N D U M

March 27, 1990

TO: Juanita Barrena, Chair
Academic Senate

FROM: *Gary Shannon*
Gary Shannon, Chair
Academic Policies Committee

SUBJECT: A Proposed Amendment to the Repeat Policy

At its meeting of March 20, the Academic Policies Committee passed the proposed amendment to the Repeat Policy that is given below. I am forwarding it to you with the recommendation that this amendment be approved by the Executive Committee and the Academic Senate.

If a student completes a course at CSUS, and then (in accordance with the Repeat Policy) repeats that course either at CSUS or at another accredited college/university then on the student's transcript, the notation 'R' will be inserted in the grade column of the original attempt, and the original grade will be inserted in the comments column.



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MAR 27 1990

Academic Senate Receiver
413

M E M O R A N D U M

March 27, 1990

TO: Juanita Barrena, Chair
Academic Senate

FROM: Gary Shannon, Chair
Academic Policies Committee

SUBJECT: Implementation of the Repeat Policy

As part of the new advising policy, Rita Gilbert and I held three workshops in order to advise staff and faculty regarding the academic policies at CSUS. At these workshops (and at other times) some faculty expressed concerns about the form that will be used for the new repeat policy. The concerns that I have heard are the following:

- (1) The form should include a "comments" section so that the chair may indicate his/her comments about why the repeat is or is not appropriate.
- (2) The form should include a place for the student's major or academic advisor to sign, and the form should indicate that the signature of the major or academic advisor should be obtained before the student requests the approval of the chair.
- (3) Departments should be given samples of the new form.
- (4) The University should consider having departments turn in the forms rather than the student - so that a student cannot forge the signature of the chair. (Perhaps this concern can be addressed with the design of the form.)

Proposed substitute for AS 90-75/Ex.; adopted by the Military Studies Advisory Board on May 9, 1990:

Defeated
AS 90-75A/MSAB ROTC

WHEREAS, It is important to have ROTC on campuses throughout this country to insure a future officer corps representative of the ethnic, cultural, and geographical diversity of our society; and

WHEREAS, CSU, Sacramento, seeks the participation in all its activities of all individuals without regard to race, ethnicity, religion, national origin, sex, sexual preference, marital status, pregnancy, age, disability, or Vietnam veteran status; and

WHEREAS, Discrimination based on any of these factors is specifically prohibited by University policy; and

WHEREAS, The Army and Air Force ROTC Programs are available to students seeking to obtain a commission in the Army or Air Force; and

WHEREAS, Neither the ROTC programs on campus nor Department of Defense policy prohibit any CSUS student from enrolling in, attending, or receiving academic credit for ROTC classes; and

WHEREAS, Sexual preference (i.e., homosexuality) is specifically cited as a mandatory ground for exclusion from the commissioning process; and

WHEREAS, Both the Army and Air Force Programs received recognition for outstanding performances in the Academic Program Reviews conducted by the University in 1985; therefore, be it

RESOLVED, The Academic Senate of CSU, Sacramento, urges the President to seek the support of the Chancellor and the Council of President's in petitioning the Congress of the United States, its individual members (particularly the local representatives), and the Department of Defense to remove the discriminatory clauses associated with the commissioning process; and, be it further

RESOLVED, The Academic Senate of CSU, Sacramento, requests that the President establish an umbrella Task Force to examine all contractual arrangements between the University (including the Foundation) and outside agencies (public and/or private) to determine if affirmative action guidelines are being followed and/or investment is being conducted in South Africa.

Where there is found to be a violation, the Task Force should recommend to the President steps to address the violation.

News Release

THE CALIFORNIA STATE UNIVERSITY



OFFICE OF THE CHANCELLOR • 400 GOLDEN SHORE • LONG BEACH 90802-4375 • PUBLIC AFFAIRS (414) 390-5731

Contact: Steve MacCarthy

REYNOLDS RESIGNATION ACCEPTED;
McCUNE APPOINTED ACTING CHANCELLOR

May 16, 1990
90-28

The Board of Trustees of the California State University today accepted the resignation of Chancellor W. Ann Reynolds, to be effective July 31st. Reynolds announced her plans to retire last month.

In accepting Reynolds' resignation, the Board appointed Ellis McCune, retiring President of CSU Hayward, to serve as Acting Chancellor, effective immediately.

"Ellis McCune has been a president with in the CSU system for 23 years," said newly elected Board Chairman William Campbell. "He has a wealth of experience and with his retirement this summer from Hayward, we felt it was an ideal opportunity to utilize his great administrative talent."

Reynolds, who has been Chancellor since 1982, will accept a Trustee Professorship, which will enable her to become current within her academic discipline. Reynolds is a professor of biology at CSU Dominguez Hills.

(MORE)

McCune was appointed President of CSU Hayward in 1987. He is credited with bringing stability and unity to a campus which experienced social and political unrest in the late 1960s. Under McCune's leadership, Hayward was the first CSU campus to develop an affirmative action plan.

McCune earned B.A. and Ph.D. degrees in Political science from UCLA. He held instructional and administrative positions at Occidental College prior to joining the faculty of What was then called San Fernando Valley State College, now CSU Northridge, in 1959. He served in administrative positions at Northridge and later became State College Dean of Academic Planning at the office of the Chancellor.

"I care very passionately about the CSU," said McCune. "The system has been through some difficult times lately, but I'm confident we can put that behind us. I look forward to doing all that I can to help during this transition period."

After the Board appointed McCune as Acting Chancellor, Board Chairman Lansdale appointed a search committee to begin the process of recruiting a new chancellor. The search is expected to take about six months.

In a related matter, CSU Vice Chancellor and General Counsel Mayer Chapman announced his resignation, to be effective June 30. Chapman has been with the CSU for more than 27 years, and will accept a Trustee Professorship upon his retirement. A search for his replacement will also begin immediately. Bruce Richardson, Assistant General Counsel, was appointed acting counsel by the Board.

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San Jose State University • California State University, Chico • San Diego State University • San Francisco State University • California Polytechnic State University, San Luis Obispo • California State University, Fresno • Humboldt State University • California State Polytechnic University, Pomona • California State University, Los Angeles • Central State University, Sacramento • California State University, Long Beach • California State University, Fullerton • California State University, Hayward • California State University, Bakersfield • State University, Northridge • Bennett State University, San Bernardino • California State University, Dominguez Hills • California State University, Bakersfield

CSU Executive

TEL: 213-590-5781

May 16, 90 17:34 No.032 P.05/CE

May 16, 90 17:34 No.032 P.04/CE

TEL: 213-590-5781

CHANCELLOR'S SEARCH COMMITTEE

CSU Executive

TRUSTEES

J. Gary Shansby, Chair
Ralph Pesquiera, Vice Chair
Marianthi Lansdale, Alternate
Marian Bagdasarian
John Kashiwabara
James Gray

PRESIDENTS

Robert Corrigan, San Francisco
Hugh Labounty, Pomona
James Rosser, Los Angeles

FACULTY

Ray Geigle
One faculty to be named from among Outstanding Faculty recipients

CSSA

Aristide Collins

ALUMNI

One representative to be named

TRUSTEES' AD HOC COMMITTEE TO REVIEW STATE UNIVERSITY HOUSE

James Gray, Chair
Anthony Vitti
Roland Arnall

RESOLVED by the Board of Trustees of the California State University that this Board accepts the resignation of W. Ann Reynolds as Chancellor, effective July 31, 1990. Chancellor Reynolds shall use all paid leave to which she is entitled, including vacation, holiday credit, and personal holiday, by that date; and be it further

RESOLVED, that until July 31, 1990, the Chancellor shall have use of an office in the headquarters building, secretarial staff, and a state car and that she may remain in the State University house until she makes other living arrangements, but no later than August 31, 1990; and be it further

RESOLVED, that effective immediately, direct management of the California State University be relinquished to an Acting Chancellor appointed by the Board.