1993-94
ACADEMIC SENATE
California State University, Sacramento

AGENDA
Thursday, February 10, 1994
Forest Suite, University Union
2:30-4:30 p.m.

INFORMATION

1. Spring Schedule of Meetings (tentative):
    February 10, 24
    March 10, 24 [*Spring Recess: March 28-April 1*]
    April 14, 21, 28 (2:30-3:00, 1994-95 Organizational Meeting #1)
    May 12 ((2:30-3:00, 1994-95 Organizational Meeting #2), 19

2. Spring Agenda

CONSENT CALENDAR

AS 94-02/Ex. COMMITTEE APPOINTMENTS--University

Lottery Fund Allocation Committee:
    JAMES NEAL, Education, 1996

Persons with Disabilities, Committee for:
    RONALD ERNST, Instructional Faculty, E&CS, 1995

Student Health Advisory Committee:
    CANDELARIA PEREZ-DAVIDSON, At-large, 1994

AS 94-03/Ex. COMMITTEE APPOINTMENTS--Senate

Committee on Diversity and Equity:
    JACKIE DONATH, A&S, 1994 (repl. D. Theordoratus)

AS 94-04/GPPC, Ex. PROGRAM CHANGES

The Academic Senate recommends approval of the Music Department's request [see Attachment A] to change the name of their graduate program from "Master of Arts in Music" to "Master of Music."

<u>AS 94-05/CC, GPPC, Ex.</u> CURRICULUM REVIEW--GRADUATE PROGRAM IN PUBLIC POLICY AND ADMINISTRATION

The Academic Senate receives the commendations and recommendations of the Curriculum Committee and the Graduate Programs and Policies Committee on the program review of the Graduate Program in Public Policy and Administration (see Attachment B[#]) and recommends that the Master of Arts degree in Public Policy and Administration be approved for six years or until the next program review.

<u>AS 94-06/CC, GPPC, Ex.</u> CURRICULUM REVIEW--WOMEN'S STUDIES PROGRAM

The Academic Senate receives the commendations and recommendations of the Curriculum Committee and the Graduate Programs and Policies Committee on the program review of the Women's Studies Program (see Attachment C[#]) and recommends that the Women's Studies Program be approved for six years or until the next program review.

REGULAR AGENDA

<u>AS 94-01/Flr.</u> MINUTES

Approval of the Minutes of the meeting December 16 (#14), 1993.

<u>AS 94-07/Flr.</u> EXECUTIVE COMMITTEE MEMBER--ELECTION OF

[Note: Senator Susan McGowan, a member of the Executive Committee, has resigned. An election will be conducted. Any elected senator is eligible to serve on the Executive Committee. The "By-Laws of the Academic Senate, California State University, Sacramento" Section III. state: "A vacancy in the voting membership of the Executive Committee shall be filled by nomination and election at the first meeting of the Academic Senate after the vacancy occurs. The nominee elected shall have received more votes than any candidate not elected." See Attachment D for a list of those eligible for election.]

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

AS 93-90

Carried

<u>Old Business</u>

<u>AS 93-77G.3</u>   *{Double underscore = Executive Committee's recommended addition to existing policy]*

<u>4</u>.   Evidence of scholarly and creative activity, including evidence of how such activity resulted in substantive interaction with peers in the practice of the discipline shall be a condition precedent to retention, tenure or promotion. *{Note: Preceding paragraph adopted in AS 93-77C on November 11.}*

    a.   A primary unit may specify in its ARTP document a requirement that the product of the scholarly or creative activity of faculty unit employees seeking retention, tenure or promotion shall be presented to an appropriate critical public within the University or beyond its confines as a condition precedent to retention, tenure or promotion. (*Amendment carried 12/16/93*)

    b.   In the absence of a primary unit's requirement for presentation permitted in subsection a. of this section, a faculty unit employee in that unit may decide without negative consequence to present the product of the faculty unit employee's scholarly or creative activity to an appropriate critical public either within or beyond the University. (*Amendment carried 12/16/93—Yes, 20; No, 15; Abstain, 2*)

Rigl Goldstene amend.

see sub. carried

    c.   In any case of required presentation permitted by subsection a. of this section, the faculty unit employee shall identify a critical public to which to make the presentation. The faculty unit employee shall state in writing the choice and the reasons for regarding the chosen public as sufficiently critical and appropriate and shall submit the statement to the primary unit. (*Amendment carried 12/16/93*)

    d.   The primary unit, acting by its peer review committee or another means specified in its ARTP document, shall review the faculty unit employee's choice of public and shall decide in each case of required presentation whether the public chosen by the faculty unit employee is sufficiently appropriate and critical to function as an audience for the product of the faculty unit employee's scholarly or creative activity. The primary unit shall make its decision known to the faculty unit employee in time to permit the faculty unit employee to complete a presentation to a sufficiently appropriate and critical public before the beginning of the evaluation cycle in which the faculty unit employee's retention, tenure or promotion will be determined. (*Amendment carried 12/16/93*)

e. Notwithstanding any provision of University ARTP policy, a secondary unit shall not adopt for itself presentation requirements that differ from those established by the primary unit. (*Amendment carried 12/16/93—Yes, 29; No, 3; Abstain, 2*)

f. ~~The secondary committee shall not determine for itself whether a chosen public within or beyond the confines of the University is sufficiently appropriate and critical to serve as an audience for the product of scholarly or creative activity in any case of evaluation of a faculty unit employee for purposes of retention, tenure or promotion. But in each case, the secondary committee shall take for its own the determination of the primary committee that a particular public is sufficiently appropriate and critical and shall proceed to make its recommendation in part on that basis.~~

. . . .

Proposed editorial changes made necessary by previous Senate action regarding AS 93-77:

Carried.

✓

f. The secondary committee shall not determine for itself whether a chosen public within or beyond the confines of the University is sufficiently appropriate and critical to serve as an audience for the product of scholarly or creative activity in any case ~~of evaluation of a faculty unit employee for purposes of retention, tenure or promotion. But in each case, the secondary committee shall take for its own the determination of the primary committee that a particular public is sufficiently appropriate and critical and shall proceed to make its recommendation in part on that basis~~ the required presentation permitted under subsection a. of this section.

. . . .

AS 93-77F/Flr.   UNIVERSITY ARTP POLICY--CLARITY OF ~~EXPECTATIONS~~ *requirements* (*Senator Dillon presents the following proposal to amend AS 93-77 to add new Section E, as follows and reletter subsequent sections; or in the event AS 93-77 is not adopted, amend currently approved Section 5.05 to insert new subsection C as follows and reletter subsequent sections. Motion requires a second from the floor.*)

Carried

E. No ~~performance~~ *requirements* not clearly and specifically stated and described in the discussion of Teaching Performance, Scholarly and Creative Activity, Service to the University or Service to the Community in a unit's ARTP document shall be ~~required of~~ *applied to* a faculty unit employee ~~for~~ *Seeking* retention, tenure or promotion.

AS 93-77H/Flr. UNIVERSITY ARTP POLICY--NOTIFICATION OF PERFORMANCE REQUIREMENTS AND ARTP PROCEDURES [*to be presented by Senator Dillon*]

AS 93-79/Ex. UNIVERSITY ARTP POLICY--AMENDMENTS (IMPLEMENTATION) ["Catalog rights"]

The Academic Senate recommends that when changes to existing RTP documents occur either at the primary or secondary level, those changes will become effective only after the unit documents have been approved by the President and will affect only those unit faculty hired after the effective date of unit document approval (i.e., changes to RTP criteria will not be applied to any unit faculty member already in the RTP cycle at the time the changes occurred unless the faculty member chooses to be reviewed under the new criteria).

[Note: On November 11, 1993, with Dillon/Ostiguy proposed substitute amendment to AS 93-79 (below) being discussed, action was postponed to the end of debate on University ARTP Policy revisions.]

Proposed substitution to AS 93-79/Ex.:

If the Academic Senate recommends the changes to Section 5.05 of University ARTP policy specified in AS 93-77 and AS 93-77A-E, Section 5.05 as it stood prior to those changes will remain in the University ARTP document and will be prefaced by the following language:

Faculty unit employees appointed before __(date)__ to full-time permanent positions or to full-time temporary positions convertible to full-time permanent positions without an intervening search shall continue to be subject to the performance requirements of unit policies and procedures approved before 31 August 1993 as being consistent with the provisions of Section 5.05 of University ARTP policy published August 1991 as follows:

Section 5.05 as amended by Senate action on AS 93-77 and AS 93-77A-E shall be added to the statement of University ARTP policy immediately below the currently approved Section 5.05 and will be introduced by the following language:

Faculty unit employees appointed after __(same date as above)__ to full-time permanent positions or to full-time temporary positions convertible to full-time permanent positions without an intervening search shall be subject to the performance requirements of unit policies and procedures approved after 31 August 1993 as being consistent with the provisions of Section 5.05 of University policy as set forth below. Faculty unit employees appointed before __(same date)__ may choose to comply with the performance requirements of unit policies and procedures approved as consistent with Section 5.05 as set forth below.

The date specified in each instance above shall be a suitable date following submission of units documents and their approval by the President, as determined by the President or the President's designee on the recommendation of the Senate.

<u>AS 93-90/CC, Ex.</u> INTERDISCIPLINARY SUBCOMMITTEE

The Academic Senate approves the Curriculum Committee's recommendation to reactivate the Interdisciplinary Subcommittee with the following charge and membership:

Interdisciplinary Subcommittee

<u>Charge:</u> The Interdisciplinary Subcommittee shall actively investigate and make recommendations to the Curriculum Committee regarding ways to facilitate interdisciplinary work on the CSUS campus.

Specific areas for investigation should include but not be limited to: *investig &* *reports*

- problems and opportunities associated with joint appointments;
- modifications in ARTP procedures such that they properly recognize and reward faculty doing interdisciplinary work;
- ways to stabilize budget and resource expectations of interdisciplinary programs, consistent with expectations enjoyed by traditional disciplinary units;
- means to bring together faculty with common interests across department and school boundaries; and
- appropriate ways to deal with interdisciplinary curriculum evaluation, program and course proposals and revisions.

The subcommittee will not deal with courses, proposals, or policies of the Extended Learning Program. Both policy and procedural recommendations may be made by the subcommittee.

The subcommittee will review and evaluate its need after two years, with a built-in termination clause if there is insufficient need. Review should include a judgment about the potential overlap between this subcommittee and other Senate committees. Review should be conducted at the beginning of the third year of the subcommittee's existence. The subcommittee should make an interim report at the end of its first year of existence, with a final report at the end of two years.

<u>Membership:</u> Seven members will comprise the subcommittee:
    Four members from Interdisciplinary Programs (one member representing a
        graduate interdisciplinary program), appointed by the Curriculum Committee
    Two members from the Academic Senate Curriculum Committee
    One member from the Academic Senate Graduate Policies and Programs
        Committee

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
PROGRAM CHANGE PROPOSAL

Academic Unit:_____Music Department_____ Date of Submission to School Dean:_____12/1/93_____

Requested Effective Fall_____ Spring__x__, 19_94_

Name of Faculty Contact Person, if not Department Chair:_____

Type of Program Change: Required Forms Attached:

_____Modification in Existing Program

      _____Substantive Change   _____Form C

      __x__Non-Substantive Change   _____Form B

_____Deletion of Existing Program   _____Form D

_____Initiation (Projection) of New Program
      onto Master Plan   _____Form E

_____New Degree Programs   _____Form F

_____Addition of New Minor, Concentration,
      Option, Specialization, Emphasis   _____Form G

_____Addition of New Certificate Program   _____Form H

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

The Department requests that the Master of Arts in Music be retitled the Master of Music. The professional title, Master of Music, better describes the contents and mission of the existing degree. Our accreditation agency, National Association of Schools of Music, has indicated also that the Master of Music is the correct title for our offerings.

DEC 1993

Approvals:

Department Chair:_____ Date:_12/1/93_

School Dean:_____ Date:_12/2/93_

University Committee:_Approved at GPPC_____ Date:_11/8/93_

After reviewing thoroughly the attached <u>Report of the Program Team for the Graduate Program in Public Policy and Administration in the School of Arts and Sciences</u>, prepared by the Review Team jointly appointed by our respective groups, the Academic Senate Curriculum Committee and the Graduate Policies and Programs Committee make the following responses in terms of commendations and recommendations, and directs these to the indicated units and administrative heads. (Page references refer to the documentation for the response in the Review Report.)

COMMENDATIONS AND RECOMMENDATIONS OF THE PROGRAM REVIEW TEAM
FOR
THE GRADUATE PROGRAM IN PUBLIC POLICY AND ADMINISTRATION
IN THE SCHOOL OF ARTS AND SCIENCES

COMMENDATIONS:

The Review Team commends Public Policy and Administration for:

1) its excellent Self Study and professional cooperation with the Program Review Team;

2) its dedicated and effective leadership;

3) the high quality of its faculty;

4) the high quality of graduating students; and

5) its efforts to improve its already-sound curriculum.

Recommendations to the Graduate Program in Public Policy and Administration

1. PPA should review its syllabuses and course content to ensure that instructors teach according to the catalog course descriptions and that those descriptions are properly specific in the guidelines they provide for instructors. Instructors teaching the same course should further agree on a list of topics to be covered. (p. 15)

2. PPA should investigate the special needs and strengths of its student body and adopt the teaching methods best suited to that special clientele. PPA should consult with current students in the consideration of this issue. (p. 15)

3. PPA should reevaluate its internship requirement; it should consider (1) making the internship an elective, (2) giving students exempted from the requirement credit for the course, and (3) associating its internship program with the California Studies fellowship program.   (p. 20)

4. PPA should evaluate the advantages and disadvantages of an administrative transfer out of the School of Arts and Sciences. (p. 27)

5. PPA should consider the advantages of reporting to (1) the Associate Vice President for Graduate Studies; (2) the Dean for General Education; (3) the President's office. (p. 27)

6. PPA should establish an on-campus discussion group of persons and units interested in policy studies and research.   (p. 28)

7. PPA should establish a community advisory group to advise it on how best to serve the Sacramento community and to help it develop contracts for research and executive training. (p. 28)

Recommendations to the Vice President for Academic Affairs

1. Academic Affairs should consider recommending an institute run by PPA, or the formal union of PPA with the Center for California Studies. The institute should seek contracts for policy studies and executive training.   (p. 27)

2. Academic Affairs should fund the institute with units to be used for released research time for PPA faculty. (p. 27)

3. Academic Affairs should consider recommending that departments contributing faculty to interdisciplinary programs receive .25 positions compensation for each faculty member teaching a course in an interdisciplinary program. (p. 28)

Recommendations to the Academic Senate

The Master of Arts degree in Public Policy and Administration be approved for six years or until the next program review. (p. 33)

Report of the Program Review Team for the Women's Studies Program In the School of Arts and Sciences

Commendations to the Women's Studies Program on:

1. an impressive set of courses with a varied, current, and academically sound curriculum;

2. a curriculum that successfully combines feminist outreach activities and personal growth with academic substance;

3. a program of impressive longevity, given the vicissitudes of politics, funding and fate to which women's studies programs, in particular, are subject;

4. a dedicated and talented core of faculty members who have seen the program through many years of challenges and difficulties;

5. the deep concern that faculty show toward their students;

6. an impressive dedication to attracting, retaining, and graduating underrepresented students;

7. an enthusiastic set of students who evince great loyalty toward and enthusiasm for the program, and high regard for its faculty;

8. an impressive array of outreach and networking activities toward groups dealing with feminist and women's issues both on and off campus, resulting in a higher profile and enhanced image for the WSP since the last Program Review;

9. vigorous and constructive responsiveness to the recommendations of the last Program Review;

10. a thorough and carefully crafted Self Study document;

11. a committed and vigorous coordinator.

Recommendations to the Women's Studies Program

1. that the WSP add to its list of objectives for the next five years, as one of its highest priorities, the stabilizing of the program's governance structure (7);

2. that the Coordinator of the WSP, the Dean, the Director of the Women's Resource Center, and the appropriate spokesperson for ASI meet as soon as possible to formulate a plan for assuring future funding for the WRC—one that clearly specifies lines of authority—and to devise alternate sources of funding for AY 1993-94 (9);

3. that the governing body should hold regular meetings, carefully timed to minimize scheduling conflicts, well publicized to all interested parties well in advance of the meeting time (10);

4. that procedures should be established and adhered to for placing items on the agenda for meetings, and that these agendas be widely circulated well in advance of meetings (10);

5. that procedures should be established and adhered to for deciding exactly who has authority for—and the degree of consultation necessary for—all types and levels of decisions, including those made by the program's coordinator and its standing committees (10);

6. that procedures should be established and adhered to that will facilitate the free exchange of a wide variety of opinion and ideas, so that all parties with an interest in the WSP have the opportunity to speak openly and be heard in an atmosphere of collegial respect (10);

7. that the WSP give careful consideration to the advantages of the University Academic Plan's recommendation to house it in a newly-formed interdisciplinary unit, and, if it identifies disadvantages in this plan that are too great, that it work together with the Dean and the Vice President for Academic Affairs to formulate another plan that will still manage to incorporate the advantages of this one (11);

8. that the WSP work together with a facilitator—such as Associate Vice President Jolene Koester, Dean Betty Moulds, Associate Dean Cecilia Gray, or Associate Dean Ann Weldy—to select from among the following suggestions those that seem to hold the most promise for solving its governance problems, and to devise others of its own (11-12):

• that the size of the Administrative Council be reduced to increase efficiency, on the model of an executive committee—as the program has had at times in the past;

• that the program not feel bound to select its coordinator only from within the ranks of full-time Women's Studies appointments—cross-listed faculty have served effectively in that capacity in the past—nor automatically to return the position of coordinator to Professor Steady, should she return in the Fall of 1993;

• that the program establish a pool from which coordinators can be drawn, and that it elect new coordinators periodically;

• that the program consider having a year's hiatus without a formal coordinator, during which time it could work together with an outside facilitator to formulate new governance plans;

• that the program consider merging, at least temporarily, with one or more other programs, both to share administrative and staff resources, and to shift some of

the heat and focus off of a single Women's Studies coordinator, thus freeing the group to work more collegially on common business; suggestions have included Ethnic Studies (with which Women's Studies is combined at, for instance, CSU Stanislaus and San Luis Obispo; Consultant Berry [5-6], however, fears that "the emphasis on women and feminist scholarship might get lost" in such a merger), Environmental Studies and/or other "politically-based areas of academic development" (Rice), Anthropology, or Sociology; Women's Studies could be viewed as a division housed within another department, on the model of Computer Science within Engineering, or a new entity could be created out of merging units, on the model of Foreign Languages (one chair, several area heads); varying degrees of conjoining and autonomy could be considered;

• that the WSP, the Dean of Arts and Sciences and the Academic Vice President discuss the possibility of returning the six units currently used for administration back to the program if it is merged with another unit, since six units for so small a program seems an inefficient use of resources, considering that Computer Engineering, for instance, with two hundred majors, allows three units for administration;

• that whatever the decision about administrative merger, the Vice President for Academic Affairs and the Assistant Vice President for Facilities Management give serious consideration to housing small and compatible programs together in one of the new buildings being planned, so that staff and facilities may be shared.

9. that the WSP confer with the Dean and the Vice President for Academic Affairs on ways to facilitate joint faculty appointments between the WSP and related programs (13);

10. that the WSP work with its cross-listed faculty to explore the possibility of formalizing some degree of ongoing commitment to its program (14);

11. that the WSP recruit new cross-listed faculty toward that end, especially among those whose own programs may now be facing serious cutbacks (14);

12. that faculty members currently occupying part-time positions be encouraged and helped by the Dean and the WSP Coordinator to explore ways of joining the full-time faculty (14);

13. that the WSP revisit the issue of departmental status, and, if it agrees that it wishes to pursue the matter, that it do so only after first focusing sustained attention on resolving the conflicts that impede effective self-governance (15);

14. that the WSP either try to schedule WOMS 170 more frequently, or discontinue the course (17);

15. that the WSP review the three major sections of the Women's Studies Minor to determine if the courses meet an established rationale which is sound and reflects currency in the field (18);

16. that the WSP review WOMS 110 and WOMS 115 for overlap in content and approach, perhaps focusing 110 more on social movements (18);

17. that the WSP regularly offer a full range of courses (19);

18. that the WSP establish ongoing, open communication with department chairs and faculty in departments across campus for the purpose of stabilizing and enhancing cross-listed offerings (20);

19. that the Dean work with the WSP on a plan to convert the Special Major into a regular major at the earliest opportunity (21);

20. that the WSP consider adopting procedures for administering student evaluations of faculty that will allay any concerns about their integrity—such as those used, for instance, in the Department of Foreign Languages: staff, student aides, or faculty colleagues come into the classroom ten minutes before the end of class to administer evaluations, and the professor being evaluated leaves (21);

21. that the WSP continue to monitor its grading standards, in view of the high number of A's and B's given relative to both the School and the University (23);

22. that faculty of the WSP be encouraged and supported in efforts to engage with the rapidly evolving field of feminist and gender theory, and to share the results with their students and their colleagues (24);

23. that the faculty of the WSP confer on and adopt a standardized format for vitae that offers both a concise overview of work and a system for grouping work into categories that provide an easily intelligible indication of its type, scope and significance (24);

24. that the WSP seek student evaluations of existing cross-listed courses, using its own instrument, rather than that of the home department (25);

25. that every effort be made by members of the WSP and those who work closely with it to base working relations on collegially defined principles of wide consultation and mutually agreeable descriptions of responsibility and lines of authority (26);

26. that the faculty of the WSP continue to remain alert to the dangers of any perceived conflict of interest concerning where their students should purchase their textbooks (27);

Recommendation to University Media Services

1. that the University Media Center investigate the feasibility of increasing the number of short-circuit channels available for VHS videos (29);

Recommendation to the Computer Center

1. that the Computer Center investigate the feasibility of increasing the number of terminals in its labs, increasing its lab hours; offering workshops on word processing; and familiarizing its student lab assistants with popular word processing programs commonly used by students (30);

Recommendation to the Director of the Women's Resource Center

1. that the Coordinator of the WSP, the Dean, the Director of the Women's Resource Center, and the appropriate spokesperson for ASI meet as soon as possible to formulate a plan for assuring future funding for the WRC—one that clearly specifies lines of authority—and to devise alternate sources of funding for AY 1993-94 (9);

Recommendation to the President, ASI

1. that the Coordinator of the WSP, the Dean, the Director of the Women's Resource Center, and the appropriate spokesperson for ASI meet as soon as possible to formulate a plan for assuring future funding for the WRC—one that clearly specifies lines of authority—and to devise alternate sources of funding for AY 1993-94 (9);

Recommendation to Space Management

1. that Space Management investigate the feasibility of assigning permanent use of a conference room in the Psychology Building—either one of the two existing rooms, or a third room to be specified—to Women's Studies, Ethnic Studies, Geography and Environmental Studies (33);

Recommendations to the Dean of Arts and Sciences

1. that the Dean, the Vice President for Academic Affairs, and the President agree not to grant further extensions of Professor Steady's leave of absence under any circumstances, and to allow the WSP to initiate a search to fill the position immediately in the event that Professor Steady does not return to work next Fall (6);

2. that the Coordinator of the WSP, the Dean, the Director of the Women's Resource Center, and the appropriate spokesperson for ASI meet as soon as possible to

formulate a plan for assuring future funding for the WRC—one that clearly specifies lines of authority—and to devise alternate sources of funding for AY 1993-94 (9);

3. that the WSP give careful consideration to the advantages of the University Academic Plan's recommendation to house it in a newly-formed interdisciplinary unit, and, if it identifies disadvantages in this plan that are too great, that it work together with the Dean and the Vice President for Academic Affairs to formulate another plan that will still manage to incorporate the advantages of this one (11);

4. that the WSP, the Dean of Arts and Sciences and the Academic Vice President discuss the possibility of returning the six units currently used for administration back to the program if it is merged with another unit, since six units for so small a program seems an inefficient use of resources, considering that Computer Engineering, for instance, with two hundred majors, allows three units for administration;

5. that the Dean, at the earliest possible opportunity, restore the third tenure-track position to the WSP that was lost at Professor Hadley's death (13);

6. that the WSP confer with the Dean and the Vice President for Academic Affairs on ways to facilitate joint faculty appointments between the WSP and related programs (13);

7. that faculty members currently occupying part-time positions be encouraged and helped by the Dean and the WSP Coordinator to explore ways of joining the full-time faculty (14);

8. that the Dean, upon receiving satisfactory evidence that the WSP has stabilized its governance procedures, work toward implementing the change in designation from Program to Department as soon as possible (16);

9. that the Dean work with the WSP on a plan to convert the Special Major into a regular major at the earliest opportunity (21);

10. that the Dean investigate the feasibility of scheduling more Women's Studies classes in rooms with permanent VCR facilities (29);

11. that the Dean supply the WSP with two new computers as soon as possible (30);

12. that the School do what it can toward providing funds to keep the Women's Studies department office open and staffed over the summer (34);

Recommendations to the Associate Vice President for Academic Affairs

1. that the Associate Vice President for Academic Affairs arrange for a review of the WRC in the near future, with particular attention to the lines of authority within the unit and between it and other units (9);

2. that the WSP work together with a facilitator—such as Associate Vice President Jolene Koester, Dean Betty Moulds, Associate Dean Cecilia Gray, or Associate Dean Ann Weldy—to select from among the suggestions on pp.11-12 those that seem to hold the most promise for solving its governance problems, and to devise others of its own (11);

3. that the WSP give careful consideration to the advantages of the University Academic Plan's recommendation to house it in a newly-formed interdisciplinary unit, and, if it identifies disadvantages in this plan that are too great, that it work together with the Dean and the Vice President for Academic Affairs to formulate another plan that will still manage to incorporate the advantages of this one (11);

Recommendation to the Vice President for Facilities Management

1. that whatever the decision about administrative merger, the Vice President for Academic Affairs and the Assistant Vice President for Facilities Management give serious consideration to housing small and compatible programs together in one of the new buildings being planned, so that staff and facilities may be shared (12);

Recommendations to the Vice President for Academic Affairs

1. that the Dean, the Vice President for Academic Affairs, and the President agree not to grant further extensions of Professor Steady's leave of absence under any circumstances, and to allow the WSP to initiate a search to fill the position immediately, in the event that Professor Steady does not return to work next Fall (6);

2. that the WSP, the Dean of Arts and Sciences and the Academic Vice President discuss the possibility of returning the six units currently used for administration back to the program if it is merged with another unit, since six units for so small a program seems an inefficient use of resources, considering that Computer Engineering, for instance, with two hundred majors, allows three units for administration (12);

3. that whatever the decision about administrative merger, the Vice President for Academic Affairs and the Assistant Vice President for Facilities Management give serious consideration to housing small and compatible programs together in one of the new buildings being planned, so that staff and facilities may be shared (12);

4. that the WSP confer with the Dean and the Vice President for Academic Affairs on ways to facilitate joint faculty appointments between the WSP and related programs (13);

Recommendation to the President

1. that the Dean, the Vice President for Academic Affairs, and the President agree not to grant further extensions of Professor Steady's leave of absence under any circumstances, and to allow the WSP to initiate a search to fill the position immediately in the event that Professor Steady does not return to work next Fall (6);

Recommendations to the Academic Senate

1. that the Academic Senate examine the issue of an untenured faculty member assuming the role of Chair or Coordinator (14);

2. that the Women's Studies Program be approved for another six years, or until the next program review (34).

Elected Member's Unit	Senator	1994 Term	1995 Term
Accountancy	Amer, Metwalli	X	
Anthropology	[Wheeler, Valerie]	X	
Art	Driesbach, John	X	
Athletics	~~Smith, John~~ Knapp, Greg		X
Biological Sciences	Heffernan, Laurel	X	
Chemistry	Noble, Paul	X	
Civil Engineering	[Moore, Joel] Kostyrko, G		X
Communication Studies	Miller, Christine		X
Communication Studies	Vande Berg, Leah	X	
Computer Science	Ernst, Ronald		X
Computer Science	Mitchell, William	X	
Counselor Education	Wilcox, Lynn	X	
Criminal Justice	Meier, Susan		X
Criminal Justice	Eden, Charles	X	
Economics	[McGowan, Susan] Kelly, E.	X	
Educational Admin. & Policy Studies	Jacobs, Lila		X
Electrical & Elect. Engr.	Nelson, Charles		X
English	Meyer, Sheree		X
English	Tucker, Stephanie	X	
Environmental Studies	Ostiguy, Nancy		X
Ethnic Studies	Mulira, Jessie		X
Foreign Languages	Klucas, Joseph		X
Foreign Languages	Serrano, Stela	X	
Geography	Dillon, Marsha	X	
Geology	Plummer, Carlos	X	
Government	Goldstene, Paul		X
Health & Physical Education	Seid, Melinda		X
Health & Physical Education	Baldini, Fred	X	
History	Swift, Thomas		X
History	Tobey, Jerry	X	
Human Environ. Sciences	Ware, Jeline		X
Humanities	Giles, Mary	X	
Journalism	Fitzgerald, Michael		X
Learning Skills	Tooker, Nancy		X
Library	Rios Kravitz, Rhonda	X	
Management	Jensen, Arthur		X
Management	[Swanson, Stoakley]	X	
Management Info. Science	Tsai, Nancy		X
Mathematics/Statistics	Schulte, Thomas		X
Mathematics/Statistics	Cleveland, Richard	X	
Mechanical Engineering	Zhou, Tong	X	
Music	Chopyak, James	X	
Nursing	Nelson, Robyn		X
Organiza. Beh. & Environ.	[Alvayay, Jaime]	X	
Philosophy	Pyne, Tom		X
Physics and Astronomy	Shoemaker, Gary	X	
Psychology	Burgess, Helene		X
Psychology	~~Work, Murray~~ Jensen, R.	X	
Rec. & Leisure Studies	Olson, Ernest	X	
Social Work	Carter, Robin		X
Social Work	Navari, Sylvia	X	
Sociology	[Kando, Thomas]		X
Special Education & Rehab.	Cook, Charlotte	X	
Speech Path. & Audio.	Dokimos, Liz		X
Student Services	Lewis, Nancy		X
Student Services	Bennett, Helena	X	
Teacher Education	Cintron, Jose		X
Teacher Education	Gunston-Parks, Cid	X	
Temporary Faculty Rep.	Martin, Linda		X
Temporary Faculty Rep.	Tewell, Ray		X
Temporary Faculty Rep.	Jakob, Sybil	X	
Temporary Faculty Rep.	Michael, Peter	X	
Theatre Arts	Rice, J. Pat		X
Women's Studies	Gonzalez, Bethania		X

EX OFFICIO MEMBERS (non-voting)

School Deans & Univ. Librarian (6)
Butler, J. Kent
Colen, John
Gregorich, Steve
Martell, Charles
Moorehead, Josef
Sullivan, William

Statewide Senators (3)
Barrena, Juanita (96)
Kelly, Erwin   (95)
Jensen, Arthur   (94)

Administration (2)
Koester, Jolene
Wayne, George

Staff (2)
Pearson-Rounds, Vicki (95)
White, Georgiana   (94)

Students (3)
Alabastro, Eddie (94)
Henderson, Stephen (94)
Murphy, Jill (94)

[] = resigned/awaiting replacement
1993-94.AS 2/1/94

OPINION

How to evaluate a college

In theory, the accreditation of colleges and universities is supposed to have a lot to do with the quality of the product. But for the most part, it's been perfunctory – dealing largely (and, for the most part quietly) with such mundane matters as the number of volumes in a college's library and the number of Ph.Ds on its faculty.

But two recent developments in the accreditation business – what some call a major overhaul – could make a major difference in encouraging accountability in a higher education system that's been subject to mounting criticism for its insularity, its neglect of undergraduate education, its inefficiency and its lack of initiative in reforming itself.

• The first is the agreement reached at a recent meeting by the six major regional accrediting associations – the private groups of college officials that evaluate colleges and universities – to make public their future evaluations of individual institutions. Heretofore, all that was ever disclosed was whether an institution was accredited, provisionally accredited or not accredited. That change alone could induce some institutional reform.

The other is an agreement, developed in the face of increasing pressure from professional critics, from the federal government and from a restive public, to develop a common set of new standards that would be as concerned with the quality of education – curricula, teaching effectiveness, perhaps even measures of outcome – as they now are with measuring an institution's resources.

None of that will be easy. There are now, to cite one example, battles brewing within WASC, the Western Association of Schools and Colleges, which covers California and other Western states, over two major issues. One concerns a rewording of WASC's diversity statement that's already generated controversy but which has since been softened to make it somewhat more acceptable: WASC has been trying to assure its critics that it is not edging toward demands for ethnic or other quotas in admission, hiring or in the composition of governing boards, but a number of institutions, Stanford among them, are not satisfied.

The other battle – and in the long run one that could generate even more heat – is a proposal that accreditation "be less preoccupied with the amounts of resources ideally available ... and more attentive to how well available resources are actually used." The accreditation process should focus "on the achievement of that portion of the institutional mission directly related to teaching." How much and how effectively do professors actually teach; how well do students learn? Although they don't sound revolutionary, those things represent a major change.

Underlying the proposed reforms is the slowly growing realization in at least some segments of higher education that the public's trust in the colleges and universities, to quote a WASC report, "has eroded in recent years, in part because of ... perceived abuses, but also in part because the mechanisms of education's self-regulation have been invisible or seem unresponsive." The faster that's corrected the better.

ACADEMIC SENATE
SPRING '94 AGENDA

Policy Issues

RTP

Structure/Function

Academic Plan

Program Review Process

Faculty Development/
Service to Faculty

Institutional Activities
(Requiring Faculty Involvement--Senate Committee Initiative)

- Self-Study
  Includes:
  Student Surveys
  Faculty Focus Groups
  Teaching Effectiveness
  Issues Raised by Untenured
  Faculty Survey

- StudentRetention/
  Educational Equity

- Academic Affairs--Goals,
  Objectives, Direction

agenda.s94

Move to amend Section 6.06.B (relating to probationary appointments) by adding new subsections G and H as follows:

G.   Each primary unit shall make clear to each applicant for a probationary appointment at the time of interview the performance requirements for retention, tenure and promotion specified in the currently approved ARTP document of the unit, the secondary unit which evaluates the faculty unit employees in the primary unit and the University.

H.   Each primary unit shall provide to each applicant who becomes a faculty unit employee a copy each of the currently approved ARTP policies and procedures of the unit, the secondary unit which evaluates the faculty unit employees in the primary unit and the University. The primary unit shall provide these copies before the end of the faculty unit employee's first pay period and shall expressly draw the attention of the faculty unit employee to their contents and significance in general and particularly with respect to the performance requirements for retention, tenure or promotion.