

1993-94
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, September 9, 1993
Forest Suite, University Union
2:30-4:30 p.m.

INFORMATION

1. Moment of Silence

VIRGINIA WELLS KOONTZ
1950 Graduate CSUS
First Manager, Hornet Bookstore

2. Please mark your calendars: Tentative Schedule--Fall 1993 Academic Senate Meetings, Thursdays, 2:30-4:30 p.m., Forest Suite (unless underwise indicated in bold), University Union:

September 16 (**Redwood Room**) and 23
September 30 (**Library 11**)
October 7--**John C. Livingston Annual Faculty Lecture,**
University Theatre
October 14, 21 and 28
November 4 (**Mendocino Hall 1003**), 11 and 18
December 2, 9, 16

CONSENT CALENDAR

AS 93-50/ConC COMMITTEE APPOINTMENTS

Academic Policies Committee:

ANITA HALL, Professional Services-Student Affairs, 1996
NANCY OSTIGUY, Senator, 1995
PAUL CAHILL, At-large, 1996
MELINDA SEID, Professional Schools, 1996

Committee on Diversity and Equity/AA:

LILA JACOBS, Senator, 1995
BONNIE WALKER, At-large, 1996
JOSE CINTRON, Education, 1996
RONALD ERNST, Senator, 1995

Curriculum Committee:

NANCY TOOKER, At-large, 1996
VINCE PANTALONE, Professional Services, 1996
THOMAS SCHULTE, Senator, 1995

Elections Committee

MARTHA DUKES, At-large, 1995
BETTE POLKINGHORN, At-large, 1995
BRENDA HANSON-SMITH, At-large, 1995
DONALD TAYLOR, At-large, 1995
JOSEPH DIGIORGIO, At-large, 1995

Faculty Affairs Committee:

MARJORIE GELUS, A&S, 1996

Faculty Endowment Fund Committee:

MARTHA DUKES, At-large, 1996
ERWIN KELLY, At-large, 1996

Faculty Professional Development Committee:

GERRI SMITH, A&S, 1994
MARILYN HOPKINS, H&HS, 1996
SHEREE MEYER, Senator, 1995
KAY MOORE, Education, 1996

Fiscal Affairs Committee:

JOHN CORLESS, Professional Schools, 1996
MARCOS SANCHEZ, Professional Services, 1996
ROBYN NELSON, Senator, 1995
ELIZABETH HANSON-SMITH, At-large, 1996
THOMAS KANDO, Senator, 1995

General Education Committee:

CID GUNSTON-PARKS, Senator, 1994

Graduate Policies and Programs Committee

CHARLOTTE COOK, Senator, 1994
ERNEST UWAZIE, At-large, 1996
CANDELARIA PEREZ-DAVIDSON, At-large, 1996

International Programs Committee:

ROBERT CURRY, A&S, 1996
PETER SHARP, At-large, 1996

Library Committee:

GERALD CARR, A&S, 1996

Military Studies Advisory Board:

PAUL CAHILL, At-large, 1996

ERWIN KELLY, At-large, 1996

Research and Creative Activities Committee:

FRED BALDINI, H&HS, 1995

ELIZABETH STRASSER, A&S, 1995

University Writing Committee:

JULIE YEN, English Faculty, 1996

ARLINE PRIGOFF, At-large, Prof Sch, 1996

Visiting Scholars Committee:

KATHRYN HOHLWEIN, A&S, 1996

MARGARET CLEEK, SBA, 1996

AS 93-51/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY

Administrative Performance Review Committee:

ARTHUR JENSEN, At-large, 1996

AIDS Advisory Committee:

THOMAS PHELPS, Senate Chair Designee, 1994

ASCUS Children's Center Parents Advisory Board:

DEBORAH METZGER, At-large, 1994

ASI Appellate Council:

DANIEL DECIOUS, At-large, 1994

ASI Budget Review Board:

MARY JANE LEE, Academic Senate Representative, 1994

ASI Elections Complaints Committee:

MELANIE LOO, At-large, 1994

Athletic Advisory Board:

MARCUS MARSH, Faculty Representative, 1995

CSU Governmental Affairs Specialist:

CRISTY JENSEN, At-large, 1994

CSUS Alumni Board:

ROBERT CURRY, Faculty Alumnus, 1994

Campus Educational Equity Committee:

JESSIE MULIRA, Senator, 1995

DONALD TAYLOR, A&S, 1996

Cost Recovery Committee:

RICHARD KORNWEIBEL, Consumer/Teaching Faculty, 1994

Copyright and Patent Committee, University:

JAMES RITCHEY, At-large, 1996

Council for University Planning:

LOU CAMERA, Non-Instructional Faculty, 1995

AS 93-52/Ex. PARLIAMENTARIAN

William Dillon shall serve as Parliamentarian for the 1993-94 Academic Senate.

AS 93-53/CC, GPPC, Ex. CURRICULUM REVIEW--DEPARTMENT OF SOCIOLOGY

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 Department of Sociology (Attachment A*) and recommends that:

1. The Bachelor of Arts degree in Sociology be approved for six years or until the next program review.
2. The Master of Arts degree in Sociology be approved for six years or until the next program review.

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

AS 93-54/CC, GPPC, Ex.**CURRICULUM REVIEW--SCHOOL OF BUSINESS
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 School of Business Administration (Attachment B[#]) and recommends that:

1. The Bachelor of Science Degree in Business Administration be approved for a period of six years or until the next program review.
2. The following Master's degrees be approved for a period of six years or until the next program review:
 - Master of Business Administration
 - Master of Business Administration with a concentration in Urban Land Development
 - Master of Science in Accountancy
 - Master of Science in Accountancy with a concentration in Taxation
 - Master of Science in Business Administration with a Management Information Systems option

AS 93-55/CC, GPPC, Ex.**CURRICULUM REVIEW--DEPARTMENT OF
COMMUNICATION STUDIES**

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 Department of Communication Studies (Attachment C[#]) and recommends that:

1. The Bachelor of Arts degree in Communication Studies be approved for six years or until the next program review.
2. The Master of Arts degree in Communication Studies be approved for six years or until the next program review.

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

CONSENT INFORMATION**AS 93-45/CC, Ex. CENTER FOR COMMUNICATION STUDIES AND SERVICES,
ESTABLISH**

The Executive Committee, on behalf of the Academic Senate, subsequent to revision of the proposal and approval by the Curriculum Committee, Academic Council and Dean of the School of Arts and Sciences, recommends approval of the proposal to establish a Center for Communication Studies and Services (see Attachment D) with the condition specified by the Dean of the School of Arts and Sciences in his January 28, 1993, memorandum to Vice President Burger that no budgetary support will be provided from the School.

AS 93-46/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY**Interim Vice President for Academic Affairs, Advisory Selection Committee for:**

CYNTHIA GUNSTON-PARKS (Teacher Education)
MARY JANE LEE (Computer Science)
SUSAN MCGOWAN (Economics)
MICHAEL SHEA (Physics/Astronomy)
LAURENCE TAKEUCHI (Management)

AS 93-47/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY**Interim Associate Vice President for Research and Graduate Studies, Advisory Selection Committee for:**

FRED BALDINI (Health and Physical Education)
RORY COOPER (Electrical and Electronic Engineering)
CHRISTINE MILLER (Communication Studies)
PAUL NOBLE (Chemistry)
THERESA ROBERTS (Teacher Education)

AS 93-48/Ex. COMMITTEE APPOINTMENTS--UNIVERSITY**Interim Associate Vice President for Academic Affairs, Advisory Section Committee for:**

CHARLOTTE COOK (Special Education, Rehabilitation, and
School Psychology)
CHRISTINE MILLER (Communication Studies)
JACK MROWKA (Geography)
ANNE-LOUISE RADIMSKY (Computer Science)
MARY ANN REIHMAN (Biological Sciences)

REGULAR AGENDAAS 93-49/Flr. MINUTES *approved*

Approval of the Minutes of meetings of April 29 (#1) and May 13 (#2), 1993 (organizational meetings of the 1993-94 Academic Senate) and the meeting of May 13 (#15), 1993.

AS 93-56/Flr. EXECUTIVE COMMITTEE MEMBER--ELECTION OF

[Note: Senator Jean-Pierre Bayard, 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 E for a list of those eligible for election.]

AS 93-58 Carried
AS 93-57/Ex. FACULTY PROFESSIONAL ETHICS, STATEMENT ON (Amends AS 91-50 and PM:FSA 91-15) [AS 93-57 is a revised version of AS 93-38 from the 1992-93 Academic Senate session]

[Note: At its meeting of May 13, 1993, the 1992-93 Academic Senate referred AS 93-38 to the Executive Committee to "broaden the section on community service(I.E)." The Executive Committee recommends the changes shown in the shaded portions under I.E and I.F.]

The Academic Senate amends AS 91-50, "Statement on Faculty Professional Ethics," as follows [underscore = addition; strikeover = deletion]:

STATEMENT ON FACULTY RESPONSIBILITIES AND PROFESSIONAL ETHICS

~~It is the purpose of this document to affirm the tenets of ethical professional conduct for faculty at California State University, Sacramento and to provide guidance to faculty in following these tenets.~~

~~The academic community of faculty, students and staff at CSUS shares a dedication to and a responsibility for protecting the right to free inquiry and autonomy, stimulating intellectual growth, and protecting the well-being of all its members. At times, a faculty member may need to make a choice between fulfilling a responsibility to him/herself and fulfilling his/her responsibility to the academic community. The decision made in such a circumstance may cause the faculty member's professional ethics to be called into question.~~

~~This statement affirms three main tenets of professional conduct which provide the basis of assessment of an individual's professional ethics. First, a faculty member bases evaluations and judgments regarding students and colleagues on observable evidence and equitable applied standards. Thus, the faculty member avoids exploitation, harassment, or discriminatory treatment of members of the academic community. Second, a faculty member gives priority to the fulfillment of his/her obligation to the academic community over off campus activities other than those associated with one's ordinary duties and responsibilities. Third, a faculty member honors his/her academic debt to the work of other scholars.~~

~~The responsibility for abiding by these tenets lies with the individual faculty member. It is the responsibility of the University to inform the faculty member if the perception has been created that a possible breach of ethics has occurred.~~

The faculty of CSUS recognize that education is a public service and a public trust. In this document we affirm our responsibilities to the public, to our students, and to our colleagues. The first section delineates our professional responsibilities; the second section specifies the aspects of these responsibilities that may call professional ethics into question. The "1987 American Association of University Professors Statement on Professional Ethics" was endorsed by the Academic Senate in February 1990 (AS 90-9) and is included as an addendum.

I. Primary areas of responsibility

- A. A faculty member must meet all assigned classes as scheduled, unless prior arrangements have been made with the Department Chair. A faculty member must also share the advisement responsibilities of the department, and hold office hours as scheduled. The primary criteria used in scheduling classes, office hours and advising should be based on serving the needs of the students.
- B. For each course, faculty will 1) provide a syllabus and adhere to it, 2) provide timely and relevant feedback to students on their performance, and 3) abide by existing campus policy, such as the campus calendar that provides for final examinations to be given during, not prior to, the sixteenth week of each semester.
- C. It is expected that faculty will regularly attend department meetings, and will, over the course of a career, provide significant service to a number of department, school or university committees to which they have been elected or appointed.
- D. Faculty are expected to remain current in their fields, as evidenced by such endeavors as research, creative/scholarly activity, curriculum development,

E. Faculty membership presumes service in the life of the society of which the University is a part. Discharge of these responsibilities may be evidenced by such activities as ~~serving as a consultant for industry or government agencies, performing research supported by outside agencies, providing assistance to pre-college educational institutions and to other community organizations,~~ serving as an officer in professional groups, or other service that draws on the faculty's professional expertise.

EF Membership on the faculty is a full-time position. (Article 35 of the faculty bargaining agreement specifies regulations governing outside employment.) Meeting the responsibilities involved in being a faculty member requires that the major portion of the faculty member's time and energies will be devoted to University work, participation in the professional life of their disciplines, dissemination of the results of research and scholarly activities, and performance in creative endeavors.

II. At times a faculty member may need to make a choice that could cause his/her professional ethics to be called into question. It is the responsibility of the University to inform a faculty member if the perception has been created that a possible breach of ethics has occurred.

Listed below are some examples of situations in which the choice made by a faculty member could make him/her vulnerable to the accusation that he/she has committed a breach of professional ethics.

1. Making decisions regarding other members of the academic community with whom there is an intimate relationship or when there is unresolved conflict regarding scholarly, pedagogical or other matters between the faculty member and the other individual. Such decisions may include but are not limited to:
 - Evaluating or influencing the evaluation of performance;
 - Assigning or influencing the assignment of work, including faculty teaching loads, schedules, staff responsibilities, and student assignments;
 - Awarding compensating time off to faculty and staff, including "assigned time";
 - Distributing professional development funds, including travel money.

- ~~2. Persistently failing to honor obligations of the teaching profession, such as meeting classes, being accessible to students during office hours, providing a course syllabus for students and adhering to it, providing students with timely and relevant feedback, or violating existing campus policy such as giving a final examination during the last week of instruction.~~
- ~~3. Undertaking off-campus commitments other than those associated with one's ordinary duties and responsibilities when these commitments conflict with one's obligations to meet classes, hold office hours, and fulfill responsibilities to department and campus committees and projects.~~
42. Establishing a significant financial or contractual obligation with another member of the academic community when the possibility exists that one member may have influence over the other's evaluation.
53. Choosing whom to credit for significant contributions to one's research/scholarly activity.
64. Revealing confidential, sensitive or negative information regarding any member of the academic community.

A member of the faculty who is found, after an investigation, to be in violation of the tenets of professional ethics is subject to an oral or written reprimand, and/or the appropriate disciplinary action as described in the Agreement Between the Board of Trustees of the California State University and the California Faculty Association, Unit 3-- Faculty.

Addendum: "1987 American Association of University Professors Statement on Professional Ethics"]

Carried AS 93-58/CODE, Ex. INDIGENOUS PEOPLES' DAY

Whereas, 1992 was the 500th Anniversary of the voyages of Christopher Columbus; and

Whereas, Many myths and erroneous assumptions regarding the voyages of Christopher Columbus, and subsequent events resulting from those voyages, persist in our society; and

Whereas, Some of those myths and assumptions are inaccurate and offensive to the indigenous peoples of the Western Hemisphere; and

Whereas, California State University, Sacramento is dedicated to the principles of free inquiry and the search for knowledge; and

- Whereas, The CSU, Sacramento Academic Senate supports efforts which will urge California State University, Sacramento to be culturally sensitive in its observances of historical events; therefore, be it
- Resolved: By the Academic Senate of California State University, Sacramento, that, in the spirit of free inquiry and the search for knowledge regarding the voyages of Christopher Columbus and subsequent events resulting from those voyages, that the Academic Senate of California State University, Sacramento endorse the observance of "INDIGENOUS PEOPLES' DAY" on the day commonly celebrated as Columbus Day; and be it also
- Resolved: That by endorsing "INDIGENOUS PEOPLES' DAY" the Academic Senate of California State University, Sacramento encourages offering the opportunity to provide a variety of programs and cultural events to allow students, faculty and community members to explore American history from a broadened perspective that includes the views and contributions made by all cultures involved in the evolution of the Americas.

FIRST READING

AS 93-59/Ex. CSUS STRATEGIC PLAN--ACADEMIC PROGRAMS THEME

[Note: AS 93-59 replaces AS 93-42 which received a first reading by the 1992-93 Academic Senate on May 13, 1993. Based on the comments received at that meeting, the Executive Committee has revised the theme and presents it to the 1993-94 Academic Senate for a first reading.]

The Academic Senate recommends that the Academic Programs theme (Attachment F) be adopted as a section of the CSU, Sacramento Strategic Plan.

9/9/93 Correction, page 8, a part of item D. was omitted in the published agenda. It should read:

- D. Faculty are expected to remain current in their fields, as evidenced by such endeavors as research, creative/scholarly activity, curriculum development, participation in the professional life of their disciplines, dissemination of the results of research and scholarly activities, and performance in creative endeavors.

Recommendations to the Department of Sociology:

1. The Review Team recommends that the Department seek ways of actively and formally receiving student input into the solving of the problems of the Department and the development of Department policies. (p. 6)
2. The Review Team recommends that the Department consider means of getting more faculty directly involved with the graduate program if in no other way than just increasing their participation as readers on the students' committees. (p. 10)
3. The Review Team recommends that the Department consider establishing some social gatherings between faculty and students and between the Department and alums. (p. 10)
4. The Review Team recommends the Department consider developing a course in Afro-American Community as it assesses its curricular needs for the next six years. (p. 11)
5. The Review Team recommends that the Department consider the inclusion in new student orientation information the role of research in the program and in the development of a trained sociologist. (p. 12)
6. The Review Team recommends the Department consider a more structured sequencing of courses in the concentrations to aid students in planning their programs and the Department in scheduling. (p. 13)
7. The Review Team recommends that the Department consider establishing more formal guidelines for establishing the designations of upper division and lower division. (p. 15)
8. The Review Team recommends that the Department provide the Social Science librarian with a list of references the purchase of which could alleviate the "spotty" condition of the holdings reported by the Reference Librarian. (p. 22)
9. The Review Team recommends the Department consider establishing more department advisors and a system that spreads the advising responsibilities among those advisors. The advisors could specialize in particular academic curricular areas. (p. 25)

After reviewing thoroughly the attached Academic Program Review Report for the Department of Sociology, 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 DEPARTMENT OF SOCIOLOGY
SCHOOL OF ARTS AND SCIENCES

Commendations to the Department of Sociology on:

1. its dedicated office staff;
2. bringing to the campus and sponsoring the journal, Teaching Sociology;
3. bringing to the campus the organizational offices of the Pacific Sociological Association;
4. developing and supporting the Institute for Social Research;
5. its involvement in the General Education program, in particular the international focus of its offerings;
6. its commitment to its service function to other campus programs;
7. maintaining program currency despite its inability to hire new faculty for the past 23 years;
8. its faculty's spirit of collegiality and community which has created a remarkably conflict-free environment in a discipline known for its divisiveness;
9. the quality of its graduate program, the only Masters-level program in Sociology in the Central Valley.

4. The Review Team recommends that the School of Arts and Sciences place on high priority the request of the Sociology Department for computers to allow the computer lab to operate more efficiently. (p. 28)

Recommendations to the Vice President for Academic Affairs:

1. The Review Team strongly recommends the continued support of the University and the School for the operation of the Institute for Social Research through monies, computer services, and the continued granting of faculty assigned time. (p. 23)
2. The Review Team recommends the University place on high priority the providing of a computer lab/Institute assistants room as specified by the Department. (p. 29)

Recommendation to the Deputy Director of Computing & Communication Services:

The Review Team recommends the restoration of the support contributed to the Institute by the computer center and which contributed to the success of the Institute. p. 23)

Recommendation to the Deputy Director of University Media Services:

The Review Team recommends that the Media Services Department allocate money from the next budget year for the purchase of a VCR on a cart which could be housed in the Department. (p. 22)

Recommendation to the Academic Senate:

1. The Bachelor of Arts degree in Sociology be approved for six years or until the next program review.
2. The Master of Arts degree in Sociology be approved for six years or until the next program review.

10. The Review Team recommends the Department establish a yearly orientation session for majors to alert them of the Department's plans for the year, the courses to be offered, and the suggested sequencing to help in scheduling. (p. 25)

11. The Review Team recommends that the Department establish an undergraduate student organization which could provide a continuous channel of communication between students and the Department. The organization could supply student representatives to Departmental standing committees and establish a team of peer advisors. (p. 25)

12. The Review Team recommends that the Department consider monitoring enrollments in the community college courses to assist in scheduling course offerings at CSUS. (p. 27)

13. The Review Team recommends the Department consider requesting space that could serve the dual function of providing a second classroom lab as well as a space for the Institute's assistants. (p. 28)

14. The Review Team recommends the Department consider preparing a job description for a clerical position whose duties could be divided between the office and the Institute. (p. 29)

Recommendations to the School of Arts and Sciences:

1. The Review Team recommends that the Curriculum Committee of the School of Arts and Sciences consider developing policies regarding discipline jurisdiction of course offerings and guidelines to be followed in establishing the curricular jurisdiction of a unit. (p. 14)

2. The Review Team recommends and urges the School of Arts and Sciences to allow the Sociology Department to initiate searches for faculty to fill the vacancies already generated by attrition and to prepare for future losses by retirements which if not prepared for will decimate the program. (p. 19)

3. The Review Team strongly recommends the continued support of the University and the School for the operation of the Institute for Social Research through monies, computer services, and the continued granting of faculty assigned time. (p. 23)

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

COMMENDATIONS AND RECOMMENDATIONS OF THE PROGRAM REVIEW TEAM FOR THE SCHOOL OF BUSINESS ADMINISTRATION

The Program Review Team commends the School of Business Administration for

1. its dedicated leadership, its excellent self-study, and professional cooperation with the Review Team;
2. its experienced faculty, committed to teaching excellence and to meeting imposing research standards;
3. its effective Degree Programs Center and Educational Equity efforts;
4. its important and effective centers and institutes;
5. its well organized and valuable internship program;
6. its commitment to high oral and written communications standards; and
7. its strict grading standards.

Recommendations to the Dean of the School of Business Administration:

1. SBA should ensure that it is actively represented on the General Education Committee. (p. 23)
2. SBA should increase its fundraising efforts. Those efforts should include (1) the organization of business advisory boards at the departmental or academic area levels and (2) attempts to raise funds specifically in support of SBA's educational equity programs. (p. 24)
3. The SBA Academic Council should evaluate the advantages of regular meetings with the academic councils of the other schools to discuss matters of common concern. (p. 24)

4. SBA should consider having its associate deans meet regularly with the associate deans of the other schools to discuss matters of common concern. (p. 24)
5. The Dean should consult with MIS regarding measures to resolve conflicts within the Department. Measures considered should include (1) the use of a facilitator, and (2) the Dean's cooperation in facilitating any necessary faculty retraining and accommodating any faculty requests for reassignment to other units in or outside the School. (p. 33)
6. SBA should request permission to allow Communications courses taken outside of the School to count both for major and for General Education upper-division credit. (p. 50)
7. The SBA Associate Dean for Academic Affairs should meet with General Education Dean Gray and representatives of the Learning Skills Center and the English Writing Program to (1) determine whether the writing assignments for the WPE disadvantage professional school students, and (2) consider measures for the early detection and assistance of students with serious writing problems. (p. 52)
8. SBA should outside of formal curricular procedures develop ongoing curricular discussions with departments and programs relevant to the School current and future plans. (p. 54)
9. SBA should by May 1, 1993 report to the Curriculum and the Graduate Policies and Procedures Committees on its plans to integrate international perspectives and a discussion of ethical issues into its curriculum. (p. 58)
10. SBA should consider a reorganization designed to (1) more evenly balance the size and responsibilities of departments; (2) improve curricular management and the variety of faculty available to teach graduate classes; and (3) allow chairs and other heads of curricular units to teach at least one class per semester. (p. 71)
11. The SBA Executive Committee should meet with the RCE Dean to discuss ways of enforcing SBA admissions standards for summer and intersession classes. (p. 75)
12. SBA should carry out a systematic investigation of the effect of large sections on learning and report results to the Academic Senate Curriculum Committee within two years (by the end of Spring 1995). (p. 81)
13. The School and departmental ARTP committees should invite a representative of Faculty and Staff Affairs to advise the committees on ways to update School ARTP procedures to ensure that they are consistent with the current MOU. (p. 84)

14. The Dean should meet with the School RPT evaluations committee to consider whether current RPT procedures should be modified in light of new AACSB standards. They should especially consider the question of the appropriate weight to be given to scholarly activities. (p. 84)
15. SBA and the University Affirmative Action Officer should meet in Spring 1993 and inform the Academic Senate Curriculum Committee of the results of the conference concerning the MERIT statement on or before Monday, May 10, 1993. (p. 93)
16. SBA should ensure that all new students are aware of the availability and value of OBE 9. (p. 94)
17. SBA should consider measures to ensure student access to faculty advising after 6:00 PM. (p. 98)
18. SBA should establish a separate advising center for graduate students. The center should arrange personnel and hours most suitable for SBA graduate students. (p. 98)

Recommendation to the Department of Management:

The Department of Management should consider ways of coordinating assignments to graduate instruction which will ensure that students will have a variety of qualified instructors in their graduate seminars. (p. 27)

Recommendations to the Department of Management Information Systems:

1. The Dean should consult with MIS regarding measures to resolve conflicts within the Department. Measures considered should include (1) the use of a facilitator, and (2) the Dean's cooperation in facilitating any necessary faculty retraining and accommodating any faculty requests for reassignment to other units in or outside the School. (p. 33)
2. MIS should investigate student complaints that its faculty are not properly available for advising. (p. 98)

Recommendation to the Dean of Regional and Continuing Education:

The SBA Executive Committee should meet with the RCE Dean to discuss ways of enforcing SBA admissions standards for summer and intersession classes. (p. 75)

Recommendation to the Dean of Faculty and Staff Affairs:

The School and departmental ARTP committees should invite a representative of Faculty and Staff Affairs to advise the committees on ways to update School ARTP procedures to ensure that they are consistent with the current MOU. (p. 84)

Recommendation to the Vice President for Academic Affairs:

The Academic Senate and Academic Affairs should review the current course classification system to clarify its financial and its curricular significance. (p. 83)

Recommendation to the Dean of General Education:

The SBA Associate Dean for Academic Affairs should meet with General Education Dean Gray and representatives of the Learning Skills Center and the English Writing Program to (1) determine whether the writing assignments for the WPE disadvantage professional school students, and (2) consider measures for the early detection and assistance of students with serious writing problems. (p. 52)

Recommendation to the Department of Learning Skills:

The SBA Associate Dean for Academic Affairs should meet with General Education Dean Gray and representatives of the Learning Skills Center and the English Writing Program to (1) determine whether the writing assignments for the WPE disadvantage professional school students, and (2) consider measures for the early detection and assistance of students with serious writing problems. (p. 52)

Recommendation to the English Writing Program:

The SBA Associate Dean for Academic Affairs should meet with General Education Dean Gray and representatives of the Learning Skills Center and the English Writing Program to (1) determine whether the writing assignments for the WPE disadvantage professional school students, and (2) consider measures for the early detection and assistance of students with serious writing problems. (p. 52)

Recommendations to the Academic Senate:

1. The Academic Senate and Academic Affairs should review the current course classification system to clarify its financial and its curricular significance. (p. 83)
2. The Bachelor of Science Degree in Business Administration be approved for a period of six years or until the next program review.
3. The following Master's degrees be approved for a period of six years or until the next program review:
 - Master of Business Administration;
 - Master of Business Administration
 - with a concentration in Urban Land Development;
 - Master of Science in Accountancy;
 - Master of Science in Accountancy
 - with a concentration in Taxation;
 - Master of Science in Business Administration
 - with a Management Information Systems option.

12. its revision of the undergraduate program on the advise of the last program review,
13. its newly completed revision of the revised undergraduate program under the pressures of the School's program priority report,
14. its proposal of and willingness to support the Center for Communication Studies and Services,
15. its dedicated, knowledgeable, and helpful office staff,
16. its procedure for hiring new faculty which includes the candidate giving a lecture to a class during the visit.

Recommendations to the Department of Communication Studies:

1. The Review Team recommends that Department prepare a mission statement aimed at eliminating all sources of conflicting messages regarding its role in the University. (p. 7)
2. The Review Team recommends that the Communication Studies Department reevaluate its RTP standards and the extent to which they are followed. A reconsideration of the role of the Chair in RTP procedures may be warranted. (p. 11)
3. The Review Team recommends that the Communication Studies Department investigate the need for a strong student organization for its undergraduate and graduate students. (p. 12)
4. The Review Team recommends that the Communication Studies Department take steps to insure student input into governance and curricular matters is easily received. The establishment of a student representative with full voting rights on Department standing committees would be a good step to take. (p. 12)
5. The Review Team recommends the Department devise ways of constantly monitoring the morale of the Department and interfaculty relations to assure the harmonious working of the Department and its progress. (p. 23)
6. The Review Team recommends the Department consider devoting one department meeting to an invited presentation by UMS during which they could provide the Department with assistance in using the available services. (p. 27)

After reviewing thoroughly the attached Academic Program Review Report for the Department of Communication Studies, 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 DEPARTMENT OF COMMUNICATION STUDIES
SCHOOL OF ARTS AND SCIENCES

The Department of Communications Studies is to be commended for:

1. the method it followed for producing its self study,
2. its aggressive pursuit of cultural diversity in its faculty,
3. its support of educational equity in the graduate program,
4. the involvement of its faculty in professional organizations and associations,
5. the involvement of its faculty in service to the University,
6. its support of faculty development as evidenced by the creation of a standing committee to deal with the issues related to faculty development and their development of colloquia in the Department,
7. its involvement in the peer coaching program,
8. its support of the excellent debate team, giving the debate coach a reduced teaching load through assigned time to work with the debate team,
9. its efforts to generate an advising program that will be adequate for the students but recognize time constraints of the faculty,
10. its revision of the graduate program since the last program review,
11. its development of the Graduate Document which clearly describes the program and advises the students on how to get through it,

7. The Review Team recommends that the Department increase its level of activities in educational equity at the undergraduate level and continue those efforts at the graduate level. This is less a recommendation than a concurrence with the Department's own recognition of its need to improve recruitment and retention of under-represented groups. (p. 29)
8. The Review Team recommends the Department continue its organization of an alumni group and utilize the services of the community advisory board in media. These two groups should be instrumental in assisting the Department in the development of scholarships for students. (p. 33)
9. The Review Team recommends the Department distinguish and prioritize those equipment needs which were allocated for the new building and request funding that will bring the new facilities up to their promised potential. (p. 35)

Recommendations to the School of Arts and Sciences:

1. The Review Team recommends that the School of Arts and Sciences approve the changes in the undergraduate program proposed by the Department of Communication Studies. (p. 14)
2. The Review Team recommends that the School of Arts and Sciences consider the allocation of three units of assigned time per year to the Department to assist in its efforts to increase the level of educational equity at the undergraduate level. (p. 29)
3. The Review Team recommends the School of Arts and Sciences in close consultation with the Department fund those pieces of equipment and space requests needed to assure the success of the new video production concentration will not be compromised in its infancy due to a lack of funding. (p. 34)
4. The Review Team recommends the School of Arts and Sciences grant permanent funding for the receptionist position in the Department. (p. 35)
5. The Review Team recommends that the School of Arts and Sciences regularly allocate support monies for the activities of the Department's successful forensics team. (p. 36)
6. The Review Team recommends that neither the media nor the organizational communications concentrations be eliminated as a means of controlling enrollment in Communication Studies. Rather, the Department should continue its own successful methods of lowering enrollments and, in addition, consider those suggested by Dr. King as well. (p. 38)

Recommendations to the Vice President for Academic Affairs:

1. The Review Team recommends that the University regularly allocate support monies for the activities of the Department's successful forensics team. (p. 36)
2. The Review Team recommends that neither the media nor the organizational communications concentrations be eliminated as a means of controlling enrollment in Communication Studies. Rather, the Department should continue its own successful methods of lowering enrollments and, in addition, consider those suggested by Dr. King as well. (p. 38)

Recommendation to the Assistant Vice President for Facilities Management:

The Review Team recommends that the University fund the construction project proposed by the Department to restore square footage of the Department office originally included in the Building Plans. (p. 35)

Recommendation to the University Librarian:

The Review Team recommends that the library administration assess the library's abilities to serve adequately a University which soon will experience an increase in scholarly activity on the part of faculty. Adjustments in policies regarding hours and staff funding as well as the adequacies of the facilities and holdings. (p. 26)

Recommendations to the Academic Senate:

1. The Review Team recommends that the Academic Senate approve the changes in the undergraduate program proposed by the Department of Communication Studies. (p. 14)
2. The Bachelor of Arts degree in Communication Studies be approved for six years or until the next program review.
3. The Master of Arts degree in Communication Studies be approved for six years or until the next program review.

Center for Communication Studies and Services

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for the Creation of the

CENTER FOR COMMUNICATION STUDIES AND SERVICES

January 19, 1993

Revised May 18, 1993

CENTER FOR COMMUNICATION STUDIES AND SERVICES

The Center for Communication Studies and Services is a self-supporting unit of the California State University system that furthers the public interest by providing studies and services related to problems and situations in organizations generally and in state government specifically. The Center generates consulting contracts, grants, and other sponsored projects as it serves important public service and nontraditional educational needs in the Sacramento area and northern California region. Affiliated with the Department of Communication Studies at the California State University-Sacramento, the Center provides coordination for the activities of diverse faculty, undergraduate students, graduate students, and experts from various private and public organizations.

The Center for Communication Studies and Services may be described by attending to six topics: The Center's (1) purposes, (2) Mission Statement, (3) Functions, (4) Organizational Profile, (5) Beginning Strategy, and (6) Long Term Goals.

PURPOSES

The general purposes of an academic "Center" at California State University are to:

- I. Promote and Enhance the University's Instructional Programs
- II. Provide for and Coordinate Public Service Programs
- III. Enhance Faculty Research, Creative Activity, and Scholarship
- IV. Enhance the University's Ability to Obtain External Funding

Each of these purposes helps constitute the explicit mission of the Center for Communication Studies and Services.

MISSION STATEMENT

The Center for Communication Studies and Services provides a practical linkage among the California State University at Sacramento, the California state government, and the region of northern California. As state government and northern Californians face the opportunities and challenges of the latter part of the twentieth century, the Center provides communication-based studies and services -- not only to those needing to adjust to current problems and situations, but also to those wishing to help shape the social, cultural, and economic realities of the next century.

The Center will employ and coordinate the diversity of expertise in the Department of Communication Studies and in the Sacramento campus of California State University to:

- stimulate and support communication research that serves clearly identifiable public interests
- disseminate practical and relevant knowledge of communication principles and processes
- apply -- and promote the useful application of -- communication skill and expertise
- enhance the public credibility, acceptance, and use of university instructional processes and
- provide opportunities for and support of nontraditional academic activities for faculty and students.

In fulfilling these aspects of its mission, the Center will become an increasingly important part of California State University's "Capitol Campus."

Moreover, this mission may be operationalized on the basis of four complementary functions.

FUNCTIONS OF THE CENTER

The Center for Communication Studies and Services acts as a complementary, affiliated unit of the Department of Communication Studies. While it enhances the educational opportunities of the Department, the Center also aids the Department in pursuing its mission to the campus, to state government, and to the regional community by enacting certain "functions." Some of these functions enhance educational opportunities, others establish the financial foundation that makes possible certain nontraditional educational opportunities, and still others are both educational and revenue-producing. Each of these functions may be expressed in terms of opportunities, goals, objectives, and projected results.

I. Function: To Promote University Educational Programs

A. Opportunity: Northern California and Sacramento as the seat of state government offer great potential for interaction between Communication Studies faculty members and nonacademic organizational units and people. Ongoing contact with the communication problems and processes of state agencies and other organizations serves to encourage the relevance, realism, and practicality of those who learn about and teach communication processes at the University. With such activity, students and instructors become more sensitive to the demands and expectations of the external environment.

B. Goal: By functioning as a channel for communication-related research and applied services, the Center will stimulate, provide, and coordinate service and research-based contacts involving communication problems and processes between Communication Studies faculty members and their external environment.

C. Objectives for the First Year:

1. Department of Communication Studies faculty working through the Center will:
 - a. become more sensitive to the communication-related needs and demands of their external environment;
 - b. learn to tailor and adapt their communication-oriented expertise to those in their external environment;

- c. use the external environment as a major context for "testing" the value, clarity, and limits of their communication research, their communication theory, and their instructional processes;
 - d. use interaction with the external environment as a major source of realistic examples and communication-oriented case studies for their teaching; and
 - e. use more frequently state agencies and other regional organizations as the focus for communication-related research and creative activity.
2. As they observe or work on Center-sponsored projects, Communication Studies undergraduates and graduate students will:
 - a. learn as they witness faculty applying communication research and theory to practical and significant public problems and issues;
 - b. serve as research assistants in applied communication research;
 - c. serve in work study roles in the various activities of the Center;
 - d. serve in internship capacities in the various activities of the Center;
 - e. use the Center's projects as a focus for student research projects, independent studies, master's projects, and master's theses; and
 - f. gain an appreciation for and a sensitivity to the communication-related demands and needs of those people and organizations in the external environment.
- D. Projected Results in First Year:** Furthering the goal of instructional enhancement, the Center's projects will result in:
1. participation by five Department of Communication Studies faculty members;
 2. five students serving as research assistants;

If the Center can be sanctioned by mid-spring (in order to benefit from the end of the fiscal year in state government), a number of objectives should be met in the first year:

1. The Center will conduct three communication audits for public service agencies at an average rate of \$30,000 per contract (Total = \$90,000, generating \$9000 for the Center);
2. The Center will design and deliver twelve training programs focusing on communication skills (e.g., conflict resolution, writing, motivation, gender issues in communication, intercultural issues in communication, issue management, and meeting facilitation). The average contract will be valued at \$6000 (Total = \$72,000, generating \$7200 for the Center);
3. The Center will facilitate and administer ten public meetings for public service agencies at an average contract rate of \$6000 (Total = \$60,000, generating \$6000 for the Center);
4. The Center will plan and conduct survey and focus group research on communication issues and problems for public service agencies at an average contract rate of \$25,000 (Total = \$100,000, generating \$10,000 for the Center); and
5. The Center will plan, design, and produce eight videotapes/films for orientation, information, etc. purposes for public service agencies at an average contract rate of \$10,000 (Total = \$80,000, generating \$8000 for the Center).
6. The Center will plan and conduct a two-part, two-day workshop on "The Management of Public Issues" for 100 people per session at \$65 per participant (\$13,000 - \$5000 in expenses = \$8000 for the Center).
7. The Center will conduct a quarterly series of "Public Workshops" featuring such topics as "Conflict Management," "Gender Issues in Communication," "Intercultural Issues in Communication," and "Image Management" for an average of 50 people per session at \$50 per person (\$2500 x 4 = \$10,000 - \$5000 in expenses = \$5000 for the Center).

3. one student serving the Center in a work study capacity;
4. five students serving as interns with the Center's client organizations; and
5. five students using the Center's client organizations for communication research projects, master's projects, and master's theses.

II. Function: To Provide for and Coordinate Public Service

A. Opportunity: California's capital city of Sacramento and the northern California region offer superb opportunities for faculty and student consulting that involves communication problems and processes. As a major metropolitan and media center and as the home of the one of the largest governments in the world, this area provides a multitude of needs for the application of communication-related research and theory. The services provided by the Center further important public interests while they result in a major source of financial self-support for the Center, especially in the first year of the Center's operation.

B. Goal: The Center, through its affiliated faculty and students, will apply communication research and expertise in order to improve the functioning of public service organizations and to increase the effectiveness of programs in the public interest.

C. Objectives for the First Year: The following estimates are grounded in the combined consulting background of the primary presenters of this proposal. That background includes more than forty collective years of consulting - including experience in four states and in international consulting situations. Even more specifically, the following estimates have been established by gauging how many projects each of these consultants undertakes, how many are channeled to others, and how many other projects seem available based on discussions with University Services in downtown Sacramento. In the words of one University Services official, "literally millions of dollars worth of projects could be 'channeled' through" a Center such as described in these pages.

- D. **Projected Results in the First Year:** In serving public interest needs with various consulting contracts, the Center will:
1. complete contracts, etc. worth \$425,000, and
 2. generate \$53,200 in income to support the ongoing functions of the Center.

III. Function: To Enhance Faculty Research and Creative Activity

- A. **Opportunity:** The Center's activities and its client organizations will provide a wealth of opportunity for Communication Studies faculty to pursue their diverse individual research interests in media, intercultural studies, public relations, organizational communication, and public communication.
- B. **Goal:** The Center's activities will provide situations and organizational clients suitable for the diverse research and creative interests of the Communication Studies faculty.
- C. **Objectives in the First Year:**

1. four faculty members will generate published or conference/convention papers that are outgrowths of the projects awarded to the center; and
 2. faculty members will use client organizations or situations related to projects done through the Center as the basis for two media presentations or productions.
- D. **Projected Results in the First Year:** Faculty research and creative activity will have been enhanced because of opportunities provided by the Center; that is, at least six professional projects will have been directly attributable to involvement with the Center.

IV. Function: To Enhance the University's Ability to Obtain External Funding

- A. **Opportunity:** The Center's focus on both providing services and coordinating the service and expertise of the Department of Communication Studies makes it a stable unit, capable of serving as a focal point for grants and research awards.

- B. **Goal:** As it becomes self-sustaining through the acquisition of contractual consulting work in communication-related situations, the Center will complement that part of its activities with grants for sponsored research, equipment relevant to the Center's functions, and ultimately even facilities.

C. **Objectives in the First Year:** The Center will:

1. begin to accumulate information on communication-related sponsored research;
 2. begin generating grant applications for two projects totalling at least \$50,000; and
 3. work with the Office of Research and Graduate Studies and the Hornet Foundation to stimulate faculty interest in sponsored projects and to facilitate applications for communication-related projects.
- D. **Projected Results in the First Year:** The Center will have served as a stimulus, provider of information, and agent for application in regard to sponsored communication research. In so doing, the Center lays the foundation for its role as a focal point for grants and sponsored programs.

ORGANIZATIONAL PROFILE

- I. **Location:** For the time being and until more space is justified and can be afforded, the Center for Communication Studies and Services will be housed on the fifth floor of Mendocino Hall (in office space designated for the Department of Communication Studies, the sponsoring unit of the Center).

- II. **The Center and the Department of Communication Studies:** The Center has the unanimous endorsement of the Department of Communication Studies faculty (January 1993) and it remains affiliated with the Department. The administrations of the Department and the Center, however, are separate processes. The Executive Director of the Center, whose performance is evaluated when the Center itself is reviewed, is accountable to and reports to the Dean of the School of Arts and Sciences.

III. The Center and Other CSUS Entities

The Center complements the functions of various segments of the University community without creating redundancy. The University itself is the locus of knowledge creation by researchers and dissemination by instructors to students; some of this knowledge creation and dissemination is inherently "communication-related." The Center will provide professors of Communication Studies with the opportunity to "test" that knowledge, to apply their communication theories, and to reach a far wider audience for the dissemination of knowledge. For Communication Studies students, the University and the Department provide structured and guided learning and access to the most recent research and theory; for these students, then, the Center provides the opportunity of application and exploration in the world beyond the classroom as students assist in research and consulting projects, perform their own research, and grasp the linkage between education and projects in the public interest.

The proposed Center provides a focus and a coordinating unit for activities now already done on a private, ad hoc basis by professors and part time instructors in the Department of Communication Studies. Importantly, then, the Center does not involve discussion of any new or expanded activities; instead, it involves formalization and coordination of current activities.

Still, it is appropriate to explicate the proposed role of the Center as these activities relate to those of other, already existing CSUS entities:

- A. **The Institute for the Study of Media and Politics:** This Institute deals with telecommunications policies, research, applications, etc. -- none of which overlaps with the proposed activities of the Center, but at times the two units might find reason to co-sponsor projects.
- B. **The Center for Public Dispute Resolution:** The proposed Center would not concern itself with the kinds of legal, regulatory, etc. issues that seem clearly the focus of this very active CSUS entity. While "conflict management" within organizations is a course-area, consulting activity, and specialty of some Communication Studies faculty, public dispute resolution is a complementary, not overlapping kind of focus.

C. **The Institute for Social Research:** This current CSUS entity provides a very clear example of how units on campus may complement one another. This Institute might well be called on for assistance as projects of the proposed Center yield masses of data that might best be processed outside of Center. Data analysis and even the existence of the Institute's CATI interview system might be of great value in the consulting and research projects of the Center.

D. **The Center for California Studies:** There are obvious points of similar concern between the proposed Center and the Center for California Studies: each works a great deal with California state agencies, each prides itself on "cutting edge" approaches to existing problems and situations, and each unabashedly seeks the help of other existing CSUS entities.

On the other hand, there are important differences. Based on its annual reports, the Center for California Studies appears to focus on state-wide issues and development, on ways in which California may deal with its present and help shape its future, and on how the work of other associations and private/public research (etc.) agencies may be brought to bear on the state's problems.

The sphere of activity of the Center for Communication Studies and Services is more limited. It is a Center proposed by the Department of Communication Studies precisely because it applies the processes we teach and the research methods we use to specific organizational and program problems experienced (primarily, but not exclusively) by state agencies. California Studies' concerns for public policy development, state issue resolution, and general ways of helping California meet and mold its future -- all these are far more broad than the proposed Center's concerns for specific communication-related problems, processes, and situations.

The differences, then, form the basis for the promise of a complementary relationship. At times, the work of the proposed Center may in fact provide data and analysis for the more global and policy-oriented concerns of the Center for California Studies.

IV. Equipment: To begin operations, the Center's office will use an available telephone and a computer already in place (not the department's or an individual faculty member's equipment). An answering machine will be purchased.

V. Staff Positions, Staff Members, and Compensation:

- A. Executive Director:**
Dr. Richard E. Crable (no compensation)
- B. Associate Director and Interim Administrator:**
Dr. Michael Dues (no compensation)
- C. Director of Operations and Marketing:**
To be named; annual salary for one-half time: \$17,000
- D. Advisory Committee (no compensation):**

Dr. William Owen, Department of Communication Studies

Dr. Paul Cahill, Department of Communication Studies

CSUS Associate Vice President William Pickens

Two other members to be named in consultation with CSUS officials

E. Community Board (no compensation):

Initially, eleven members of the community representing various businesses, interest groups, and governmental agencies will be asked to serve on the Community Board.

The roles of Board Members will be to insure the Center's ongoing commitment to public service projects; to provide continual links among the Center, the community, and CSUS; and to enhance the Center's sensitivity to diverse interests in Sacramento and northern California.

F. Associates of the Center (no compensation from the Center itself; participating CSUS faculty)

VI. Organizational Chart:

To clarify the structure of the Center for Communication Studies and Services and its relationship to other entities at California State University at Sacramento, an organizational chart appears as an addendum to this proposal.

VII. Three-Year Financial Projection:

To provide a context and comparison for the financial projections for the first year contained in the earlier sections on "Functions," the following three-year projections may be instructive. Both projections assume the Center is created early enough in the spring of 1993 to take advantage of the end of the 1992-93 fiscal year in state agency budgets.

- A. Revenue-Producing Activities of the Center: \$2.2 Million**
- B. Income from Revenue-Producing Activities: \$175,000**
- C. Center and Staff Expenses: \$98,000**
- D. Available for Assigned Time, Grants, etc.: \$77,000**

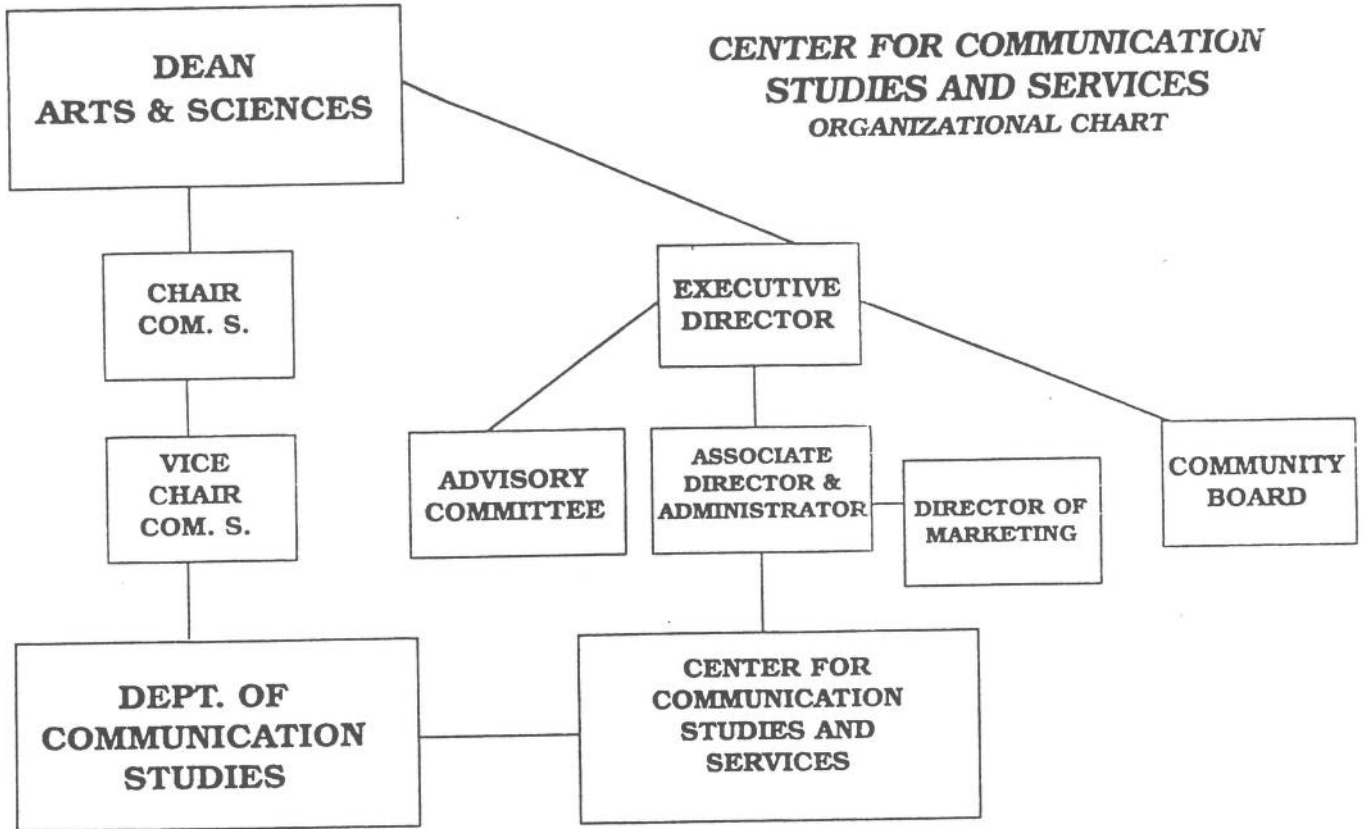
BEGINNING STRATEGY

Once the Center is established as a part of the CSUS, external funding and nontraditional sources of support will be sought immediately to provide the funds necessary to begin formal operation of the Center. Since these "start-up" costs are comparatively small, the Center should begin operation almost immediately after its creation by the University.

The Center's beginning strategy will be to emphasize the delivery of revenue-producing training and consulting "services." Though grants and other types of sponsored project efforts (the "Studies" part of the Center name) will be begun in the first year, those constitute longer range objectives.

The Center will collect 10% of consultation fees as the primary source of revenue. The remainder of the consulting fees would be applied to the direct costs of the project, the fees of faculty and students engaged in the consulting, the indirect costs of 15% to the Hornet Foundation, and indirect costs of 10% to University Services (this latter, only when involved in the contracts).

Absolutely critical to the expectation that the Center can be self-supporting in one year is an aggressive marketing campaign. Though there are ample opportunities for the Center to contract work in public service agencies, the officials who manage those decisions must be contacted by someone representing the Center. Consequently, the pivotal part of the Center's beginning strategy involves both promotional information and an individual who can "market" the expertise of the Center and its affiliates -- factors that necessitate an already begun search for external and nontraditional sorts of funding.



LONG RANGE GOALS

Having secured a firm financial foundation in the first year of operation, the Center will begin to balance its concern for "Services" with a concern for "Studies;" that is, it will become involved in following years in even more sophisticated activities, including:

- I. awards of "assigned time" for communication research and creative activity by faculty;
 - II. awards of "research assistantships" to Communication Studies graduate students;
 - III. acquisition of larger and more complex grants and other sponsored projects related to communication problems and processes;
 - IV. acquisition of grants for communication-related equipment and facilities; and
- Ultimately, the Center also will be able to use its secure financial base for the:
- I. provision of comparatively small faculty grants (\$500) for communication research and creative projects; and
 - II. sponsorship of lectures and visiting "fellows" to the Center.

IN CONCLUSION

In its focus on communication "studies and services," in its great potential for self-support, and in its "fit" with the vision and goals of the University, the Center for Communication Studies and Services promises to be a substantive and valuable addition to the CSUS community.

1993-94 CSU, SACRAMENTO ACADEMIC SENATE

<u>Elected Member's Unit</u>	<u>Senator</u>	<u>1994 Term</u>	<u>1995 Term</u>	
Accountancy	Amer, Metwalli	X		
Anthropology	Wheeler, Valerie	X		EX OFFICIO MEMBERS (non-voting)
Art	Driesbach, John	X		
Athletics	Smith, John		X	<u>School Deans & Univ. Librarian (6)</u>
Biological Sciences	Heffernan, Laurel	X		Butler, J. Kent
Chemistry	Noble, Paul	X		Colen, John
Civil Engineering	Moore, Joel		X	Gregorich, Steve
Communication Studies	Miller, Christine		X	Martell, Charles
Communication Studies	Cahill, Paul	X		Moorehead, Josef
Computer Science	Ernst, Ronald		X	Sullivan, William
Computer Science	Freund, Dwight	X		
Counselor Education	Wilcox, Lyn	X		<u>Statewide Senators (3)</u>
Criminal Justice	Meier, Susan		X	Barrena, Juanita (96)
Criminal Justice	Eden, Charles	X		Kelly, Erwin (95)
Economics	McGowan, Susan	X		Jensen, Arthur (94)
Educational Admin. & Policy Studies	Jacobs, Lila		X	
Electrical & Elect. Engr.	[Bayard, Jean-Pierre]		X	
English	Meyer, Sheree		X	
English	Tucker, Stephanie	X		
Environmental Studies	Ostiguy, Nancy		X	
Ethnic Studies	Mulira, Jessie		X	
Foreign Languages	Klucas, Joseph		X	<u>Administration (2)</u>
Foreign Languages	Serrano, Stela	X		Koester, Jolene
Geography	Dillon, Marsha	X		Wayne, George
Geology	Plummer, Carlos	X		
Government	Goldstene, Paul		X	
Health & Physical Education	Seid, Melinda		X	
Health & Physical Education	Baldini, Fred	X		
History	Swift, Thomas		X	<u>Staff (2)</u>
History	Tobey, Jerry	X		Pearson-Rounds, Vicki (95)
Human Environ. Sciences	Ware, Jeline		X	White, Georgiana (94)
Humanities	Giles, Mary	X		
Journalism	Fitzgerald, Michael		X	
Learning Skills	Tooker, Nancy		X	
Library	Metzger, Deborah	X		
Management	Jensen, Arthur		X	<u>Students (3)</u>
Management	Swanson, Stoakley	X		_____ (94)
Management Info. Science	Tsai, Nancy		X	_____ (94)
Mathematics/Statistics	Schulte, Thomas		X	_____ (94)
Mathematics/Statistics	Cleveland, Richard	X		
Mechanical Engineering	Zhou, Tong	X		
Music	Chopyak, James	X		
Nursing	Nelson, Robyn		X	
Organiza. Beh. & Environ.	[Alvavay, Jaime]	X		
Philosophy	Pyne, Tom		X	
Physics and Astronomy	Shoemaker, Gary	X		
Psychology	Burgess, Helene		X	
Psychology	Work, Murray	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, Cyd	X		
Temporary Faculty Rep.	_____		X	
Temporary Faculty Rep.	_____		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	

[] = resigned/awaiting replacement

1993-94.AS 8/30/93

ACADEMIC PROGRAMS

The mission of California State University, Sacramento (CSUS) is to provide academic programs that prepare graduates "to live internally rewarding lives, to live lives of service to others as well as themselves, and to be able to come to terms with the personal, moral, and social problems that any society inevitably presents to each person" (Preamble to the General Education Program, 1990).

OPPORTUNITIES AND CHALLENGES

By the year 2000, not only will more high school graduates than ever before be eligible to attend the CSU, significantly more of them will be ethnically non-European: the University will look more like California. **CSUS' greatest strength is the potential for mirroring these demographics**, providing new opportunities for upward mobility and community service to underrepresented citizens of the state it serves. In periods of national economic and social uncertainty, the benefits of diversity in student body, faculty, and programs are especially apparent. Evolutionary advantage lies in that diversity and the flexibility and opportunity it offers. Rigidity in the face of change means eventual institutional failure.

Historically characterized by both growth and innovation, CSUS is challenged by at least temporary limits to growth. While fiscal constraints are real, innovation in institutional structure, curriculum, pedagogy, and instructional delivery becomes even more valuable.

By the year 2005, 65 percent of the current professoriate will be retired. We are, as in other universities across the country, an aging faculty, and hiring in the younger ranks has been severely curtailed by the fiscal crisis. Long term difficulty may also arise from first, rents in the social fabric of the university because of the early retirements of experienced scholars and teachers who carry the institutional memory; and second, generational (and thereby cultural) differences in academic experiences between the junior and remaining senior faculty, unmediated by any middle group. The abrupt transition to a younger generation whose complement may be significantly reduced due to chronic fiscal problems may drive the shape of the University itself, a situation to be recognized and avoided.

Finally, new communications technology is bringing profound cultural changes to college instruction. Pedagogical benefit must outweigh the economic cost of this technology. Meanwhile, arguments continue over the nature and desirability of technology's effects on the classroom and the curriculum. These arguments concern the heart and intent of teaching as a profession and necessarily will not be easily resolved.

INSTITUTIONAL STATUS

The University has many distinguished academic programs that provide educational experience required by society. Over the years, programs have come and gone reflecting changes in California's needs; some programs have thrived, some have seen enrollments dwindle, many have achieved distinction, and all have made valuable contributions to the students and region they serve. At the end of four decades of growth, CSUS has 44 academic

departments, 73 undergraduate majors, 16 teaching credential programs, and 59 Master's degree programs. Approximately one-half of student enrollment is in the School of Arts and Sciences; the rest is distributed among the four professional schools. Approximately 80 percent of CSUS students are undergraduates.

Although CSUS' programs are organized around undergraduate education, the University also offers Master's degrees in several programs. Neither the old (1960) nor the new (1989) version of California's Master Plan for Higher Education distinguishes between Bachelor of Arts and Master of Arts instructional levels in the CSU. Graduate instruction is more demanding in time and labor than undergraduate, as discussed at length in the 1989 report of the Advisory Committee to Study Graduate Education in the CSU (Graduate Education in the California State University: Meeting Public Needs Consistent with Educational Priorities), but the distinction is not supported.

The quality of University programs is maintained through periodic local program review, faculty participation in the scholarly and creative activities of their disciplines, and conformity to the standards of the Western Association of State Colleges (WASC) and relevant professional accreditation bodies. Additional mechanisms to assess program quality and faculty scholarship are under consideration.

Stradley?

VISION

The power of a university's vision depends upon its capacity to identify and accommodate change while maintaining academic excellence. In the 1990s and beyond, the California State

provide leadership in the region's efforts to cope with the changing nature of its own social, economic, and cultural needs.

This vision embraces change and the university's capacity to affect positive responses to the myriad changes facing the educational community and the region of CSUS. Our future depends on being vigilant and sensitive to change and our capacity to respond to all changes in creative and innovative ways.

STRATEGIC OPTIONS

The University has already decided to scale down or enhance programs according to established priorities. The option remaining is whether or not to invest significant resources in "centers of excellence" or to concentrate more broadly on maintaining or enhancing the quality of the newly ranked curriculum. The University must also decide to what extent programs will integrate multicultural, regional, international, and interdisciplinary perspectives in the curriculum. We must decide on the role of communications technology in instruction. We must further decide on the optimum way to realize these substantive and pedagogical changes.

RECOMMENDATIONS

1. Develop curriculum in a culturally sensitive way: including, but not limited to--
 - a. incorporating critical thinking, writing, and the diversity of community experiences into coursework;

- b. incorporating multicultural content into coursework;
 - c. encouraging development and implementation of interdisciplinary courses and programs;
 - d. developing and expanding study abroad programs for students, international exchange programs for faculty, and international perspectives in the curricula;
 - e. encouraging unambiguous, relevant, and culturally sensitive decision criteria throughout the academic program review process.
2. Encourage and provide for support for faculty professional development, particularly in the area of retraining towards culturally sensitive instructional methods and curricula: including, but not limited to--
 - a. supporting faculty self-assessment and self-education;
 - b. promoting pedagogical innovation;
 - c. designing and implementing training programs in the use of instructional technology;
 - d. developing ARTP procedures that encourage an array of professional development endeavors.
3. Attend to and improve broad student outcomes (retention, graduation, employment, and doctoral studies) with specific attention to the recruitment, retention, and development of underrepresented students on the CSUS campus: including, but not limited to--
 - a. insuring high quality academic and financial support to students;
 - b. developing means to support student involvement in scholarly activities beyond the classroom.
4. Recruit and retain new faculty to counter high levels of retirements and to insure diversity in the faculty.