

1994-95 ACADEMIC SENATE
OF
CALIFORNIA STATE UNIVERSITY
SACRAMENTO

Minutes

#19

May 18, 1995

ROLL CALL

Present: Alexander, Barrena, Burgess, Cajucom, Chopyak, Cintron, Cleveland, Dillon, Dokimos, Fitzgerald, Goldstene, Heffernan, Hill, Jacobs, Kando, Klucas, Kostyrko, Lewis, Luk, Lynn, Maria, Marshall, Martin, Meyer, Miller, Mulira, Murphy, Navari, C. Nelson, Ostiguy, Quattrin, Reardon, Rios Kravitz, Sullivan, Swift, Tooker, Valadez, Williams

Absent: Baldini, Bartlett, Bisset-Grady, Bradley, Carter, Dube, A. Jensen, C. Jensen, Long, Mitchell, Morrow, R. Nelson, Neuman, Nystrom, Park, Plummer, Pyne, Rice, Rodriguez, Russell, Seid, Shoemaker, Takeuchi, Tewell, Tobey, Tsai, von Meier, Wilcox

ACTION ITEMS

AS 95-46/Flr. MINUTES

The Minutes of the meeting of May 11 (#18), 1995, are approved as published.

Carried.

*AS 95-38A/AP, Ex., Flr. ACADEMIC CALENDARS

Resolved: The Academic Senate endorses in principle the scheduling of spring recess at a regular annual time independent of religious holidays; and, be it further

Resolved: The Academic Senate postpones actions on recommending a change in the scheduling of spring recess in order to assess the potential impact on faculty,

staff and student parents and explore ways to minimize conflicts with the spring recess schedules in the local schools; and, be it further

Resolved: The Academic Senate requests the President explore with local school districts the possibility of setting spring recess at a regular annual time independent of religious holidays.

Carried.

AS 95-43/FEFC, Ex., Flr. FACULTY ENDOWMENT FUND--FACULTY MERIT SCHOLARSHIP AWARD (revised AS 94-73)

The Academic Senate replaces AS 94-73 printed below:

An applicant for a Faculty Merit Scholarship must have:

- *completed at least one semester at CSU, Sacramento and be currently enrolled at least half time.*
- *a minimum 3.0 overall GPA and be in the top ten percent of GPAs in the student's major discipline.*
- *a letter of support from a faculty member providing an evaluation of academic achievement and promise of academic success*

Applications will be available from Financial Aid by October 1, 1994, with an application dateline of November 1, 1994. Financial Aid will forward those applications meeting the criteria to the Faculty Endowment Committee by December 1, 1994, for review and final selection before the final day of the Fall semester.

Award recipients shall be introduced and receive their checks at a Senate meeting.

with the following:

FACULTY MERIT SCHOLARSHIP AWARD PROGRAM

Program Description:

Each year, four Faculty Merit Scholarship Awards, each equal to the cost of resident registration fees for one semester, shall be made from funds generated from the Faculty Endowment Fund. Three of the awards shall be made to undergraduate students and one award shall be made to a postbaccalaureate (i.e., classified graduate or credential candidate) student. The awards shall recognize academic achievement and promise of continued academic success. Award recipients shall be selected by the Faculty Endowment Fund Committee and recognition of award recipients shall be made at an Academic Senate meeting.

Eligibility Criteria:Postbaccalaureate students:

1. Postbaccalaureate students must have completed at least one semester at CSUS as a postbaccalaureate student and have completed at least six units of course work as a postbaccalaureate student.
2. Postbaccalaureate students must be enrolled at least half-time (6 units) during the semester of application and have at least one semester remaining at CSUS.
3. Postbaccalaureate students must have an overall and CSUS postbaccalaureate GPA of at least 3.5 and be in the top 5% of GPA's in the student's major.
4. Previous recipients of the postbaccalaureate award shall not be eligible for a second award in this category (previous recipients in the undergraduate category may be eligible for a postbaccalaureate award).

Undergraduate students:

1. Undergraduate students must have completed at least one year at CSUS and have completed at least 15 units of course work at CSUS.
2. Undergraduate students must be enrolled at least half-time (6 units) during the semester of application and have at least one semester remaining at CSUS.
3. Undergraduate students must have a minimum overall and CSUS GPA of 3.5, and be in the top 10% of GPA's in the student's major discipline.
4. Previous recipients of an undergraduate award are not eligible for a second award in this category.

Supporting Documents:

1. Applicants must submit a Faculty Merit Scholarship Application Form (which shall be available in the Financial Aid Office, the Academic Senate Office, and other locations to be specified by the Academic Senate Chair).
2. Applications must include a "Personal Statement" in which the student describes his/her academic accomplishments and future educational goals.

3. Applications must include a letter of support from a CSUS faculty member in which the faculty member provides an evaluation of the student's academic achievement and promise of academic success.

Carried.

AS 95-44/FEFC, Ex. FACULTY ENDOWMENT FUND--FACULTY MERIT SCHOLARSHIP (TIMELINES FOR THE APPLICATION AND AWARDS PROCESS)

The Academic Senate approves the following guidelines for establishing timelines for the Faculty Merit Scholarship application and awards process:

TIMELINES FOR THE FACULTY MERIT SCHOLARSHIP APPLICATION AND AWARDS PROCESS	
Action	Date
1. Letter to Admissions and Records (A&R) requesting generation of a list of eligible students	First Monday of the Fall semester
2. Senate receipt of list of eligible students	End of third week of instruction
3. Mailing to eligible students and Department Chairs	One week after receipt of the list form A&R (end of the fourth week of instruction)
4. Announcements in <u>The Bulletin</u> and <u>The Hornet</u>	Fifth week of instruction
5. Application Deadline	Six weeks after mailing to students
6. Committee selection of award recipients	Four weeks after application deadline
7. Public presentation of award recipients	Last Senate meeting of the Fall or one at the beginning of the Spring Semester

Note: Based on the proposed guidelines, specific dates for the 1995-96 cycle would be as follows: 1. August 28; 2. September 15; 3. September 22; 4. week of September 25; 5. November 3; 6. December 1; 7. mid-December or mid-February.

Carried.

AS 95-45/Ex., Flr. COMMITTEE APPOINTMENTS--UniversityCSUS Foundation Board of Directors:

Nominees for appointment to a Faculty At-large position, 1995-1999, to be interviewed and appointed by President Gerth:

JEAN PIERRE BAYARD (Electrical and Electronic Engineering) or
SMILE DUBE (Economics) or
LLOYD GAVIN (Mathematics/Statistics) or
DAVID LEON (Ethnic Studies)
ZOLILI NDLELA (Physics and Astronomy) or
XIN REN (Criminal Justice)

Carried.

AS 95-46/Flr. WRITING PROFICIENCY

The Academic Senate refers to the General Education Policies/Graduation Requirements Committee the charge to re-examine the equivalencies between the ESL (English as a Second Language) and non-ESL courses that prepare students for or meet the University freshman composition requirement, and to also evaluate whether the standards established for passing the Writing Proficiency Examination (WPE) in both ESL and non-ESL readings represent writing proficiency at the junior level.

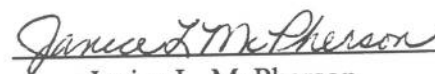
Carried.

AS 95-47/Flr. CLASS SCHEDULING

The Academic Senate endorses in principle the adoption of the following synchronized scheduling system with the accompanying guidelines and controls (see Attachment). The Academic Senate further requests that this system receive further study by the Executive Committee and be presented to the Senate as a formal proposal by the last Senate meeting of the Fall 1995 schedule.

Carried.

The meeting was adjourned at 4:30 p.m.


Janice L. McPherson

MEMORANDUM

DATE: April 25, 1995

TO: The Academic Senate and Department Chairs

FROM: ad hoc Committee on Alternative Scheduling (R. Cleveland, C. Miller, J. Murphy)

SUBJECT: A PROPOSAL FOR FLEXIBLE SCHEDULING

The following proposal is being submitted for discussion by departments, schools, faculty and administrators as a radical change in the way we schedule our classrooms. It comes from the Academic Senate Executive Committee as a result of two years of study of the problem. It is the outcome of some surveys of student opinion, as well as the needs of the faculty and staff of the university.

Based upon student opinion, the idea emerged that the current system is too inflexible and that what was needed was a system of scheduling that could accommodate more different kinds of student demand. It is hoped that this proposal will provide the necessary flexibility.

The proposed changes will open a large number of choices where there has heretofore been only one. The increase in flexibility can be a blessing or a curse, depending on how it is used. It is the intent of those who propose these changes that the increase in flexibility be used to increase the choices and opportunities of students to obtain the courses they want and need. However, if full and unchecked use of the flexibility is allowed, then the opportunities for the students can actually decrease because of the many conflicts created by a chaotic schedule. Furthermore, it is possible that there may be no reasonable way to devise a final examination schedule.

For these reasons, it will be necessary for the university to agree upon a number of controls to prevent chaos. This package contains the proposed time frames for a schedule, a set of guidelines for the implementation of the scheduling process and a set of suggested controls to keep the system viable. It is possible that some of the controls are superfluous; it is possible that some additional controls may be necessary. We hope that the discussion of these proposals by the faculty will lead to a workable system that improves the ability of the university to serve its students.

A PLAN FOR FLEXIBLE SCHEDULING

April 25, 1995

Rather than thinking about how long a class meets in a given room, think about how long the room is booked. The present method either books a room for 60 minutes or for 85 minutes. The Tuesday-Thursday schedules are completely incompatible with the MWF schedules for that reason. Consider a plan wherein the classes that meet 75 minute will book the room for 90 minutes rather than 85 minutes. While this does involve some "dead time," it turns out that it is more efficient than the present system, and makes it possible to make the MWF and TR schedules mesh better. Here is how the classrooms would be allocated on a daily basis:

Early A. M.	7:30 - 9:00	OR	7:00 - 8:00 8:00 - 9:00
A. M.	9:00 - 10:30	OR	9:00 - 10:00 10:00 - 11:00
	10:30 - 12:00		11:00 - 12:00
P. M.	12:00 - 1:30	OR	12:00 - 1:00 1:00 - 2:00
	1:30 - 3:00		2:00 - 3:00
Late P. M.	3:00 - 4:30	OR	3:00 - 4:00 4:00 - 5:15
	4:30 - 6:00		

I have incorporated the idea of Karen Munnerlyn that classes should start at 7:30 in order to lessen the congestion the morning traffic.

The system would work in the four blocks of times. There are 16 different ways each classroom can be used. If a one-hour class is scheduled for 9:00, the same room should take one-hour classes at 10:00 and 11:00. The same room may have a different schedule on different days. This not only makes it possible to schedule 3-unit classes on MW or TR, but also on MT or TW or WR or RF or MWF or MWR and so on. It also creates an efficiency for the 4-unit classes given in mathematics, statistics, and the foreign languages. In the present system, when such a class is given, it takes a classroom either on Tuesday or Thursday (which has been booked for 85 minutes) and conducts a 50 minute class, leaving the room unused and unusable for 35 minutes.

R. Cleveland

Notes:

- 1) According to Karen Munnerlyn, none of the other campuses have tried any drastic revisions of the scheduling system.
- 2) If flexibility is desired, then this system offers 80 different ways to schedule each classroom in such a way that different schedules do not clash with one another.

GUIDELINES

- 1.** The purpose of increased flexibility is to maximize the use of facilities while also increasing student retention and graduation rates. This will require optimal communication between departments, schools and other units of the university.
- 2.** Academic programs will be given top priority in the use of instructional space; use of instructional facilities by guest speakers, visiting scholars and community groups will be given second priority.
- 3.** Any scheduling system requires that departments, schools and the university solicit input from students on a regular basis regarding the types of courses and schedules that best meet their needs.
- 4.** It may be necessary for each department to submit a skeleton schedule two years in advance in order to guarantee a harmonious schedule with a viable schedule of final exams.

CONTROLS

1. The approved scheduling time frames must be enforced. Departments offering the two day 3 unit courses should do so on a MW, WF, MF or TR basis. Exceptions may be made with University approval only if they can be made consistent with the final examination schedule.
2. Departments using the 75 minute periods on MW, MF and WF must schedule classes during the same time period in the same classroom during the missing day.
3. Laboratory and other three - hour classes must stay within the time blocks of the schedule (i. e., AM or PM). Two - hour and shorter duration labs may be given in early morning or late afternoon.
4. Departments must offer 30% (at least 15%?) of their major courses outside of "prime time" (i. e., outside of the 9:00 AM to 2:00 PM period).
5. Departments that require courses from other departments must coordinate their schedules with those service units in order to minimize the number of scheduling conflicts.
6. Departments that serve other majors must coordinate their schedules in order to minimize the number of scheduling conflicts.
7. Multiple sections of courses must be offered at different times of the day.