

STATEMENT OF QUALIFICATIONS AND INTENTIONS

Bob Buckley

Nominee for Chair of the Faculty Senate

I am a member of the Computer Science faculty in the College of Engineering and Computer Science. I joined the faculty on a part-time basis in the late 70s while still a graduate student at UCD and then on a full-time basis in 1981. I have served regularly on number of departmental committees and became a member of the College Academic Council in the late 80s. I was a member of the Council for over ten years, serving at least half of that time as chair. While I have served on a number of University committees, my Senate service began four years ago as a member of the committee that recommended the constitutional and by-law changes which were adopted and have resulted in major changes in the manner in which the Senate and its committees operate. I joined the Executive Committee during the 1998-99 academic year, was elected Senate Chair beginning in the 1999-00 academic year, and am currently completing my second term.

In the coming year the Senate will again deal with a number of mundane, albeit important, policy issues. However, the somewhat volatile issues associated with growth and its actual and projected impacts will again generate considerable concern and discussion. We must work with the administration to better understand these impacts and the planning necessary to provide our students with a quality education in the year's ahead. For example, the growth in student enrollment and the increasing numbers of retirements, will make the recruitment, hiring and retention of a sufficient number of new faculty problematic for some programs and a challenge for most. Furthermore, with the decline in the proportion of full-time faculty throughout the 90s as retiring faculty were not replaced in equal number, the result has been that the fewer full-time faculty have been required to do more at the department, college and university level. For the new and continuing members of our faculty workload demands are at an all time high. This structural change has clearly affected the quality of our educational programs. Our challenge is to strengthen the commitment of the university to both the new and continuing faculty and to work hard to strengthen, and in some cases rebuild, the bonds between the faculty and the university.

While these are the important if not critical issues we need to address, external events may consume our time and energy and demoralize our efforts. One such event involves current contract negotiations. Expectations are high that no settlement will be reached and impasse will result – a replay of 1998-99. In addition, there is no indication that there will be a drop in the number of interrupts caused by top-down, bureaucratic initiatives emanating from the Chancellor's office. Another potential event involves the energy crises and its potential impact on our budget. Next year will be challenging, but then again, each year is a challenge.

I continue to believe that working collaboratively and collegially with the administration is the most effective way to represent our faculty and to serve our University community. The following quote, which I found in an article on faculty leadership, provides what I believe is a critically important guide for faculty engaged in shared governance. The quote: "Pertinacity is a critical value, and the need for change, often not self evident, becomes clear only through repeated contact. Achievement of governance objectives is won less by intensity than by integrity, less by aggressive assault than by concentration prolonged over some time." There are many opportunities for faculty participation in the critical decisions that will affect our university. I believe the faculty through its Senate representatives should be represented "at the table" and actively engaged in the decision making. As chair I will do the best I can to facilitate this engagement.

I am honored to serve as Chair and will do my best to represent the Senate, and all members of the faculty, in a manner that will reflect positively on all of us.

Candidate: Art Jensen
Management Department, College of Business Administration
Position: Vice Chair, Faculty Senate

Past Experience: I am beginning my sixth two-year term as a senator from the Management Department. During my ten years of service on the faculty senate, I have served seven years on the Executive Committee, with two of those years as the Vice Chair of the Faculty Senate (1997-98 & 1998-99). I also have had the pleasure of serving a two-year term as one of the three Academic Senators to the State-wide Academic Senate (1993-95).

I have a strong attachment to California State University, Sacramento and the faculty on this campus. My campus roots go back to being an entering freshman a long time ago, receiving a bachelors and masters degree from this institution and joining the faculty in 1976.

I am familiar with the workings of faculty governance and the Faculty Senate, having chaired the latest revisions of the "Constitution of the Faculty" and the "By-Laws of the Faculty Senate." In addition, I created and have served as the web master for the Faculty Senate web pages since the inception in 1998.

Expectations for the coming year: As the Vice Chair of the Faculty Senate for the 2001-02 academic year, I expect to fulfill the constitutional duties of the Vice Chair, as well as help in the make-over of the Faculty Senate web pages. I also commit to the completion of the long over-due revision of the "Standing Rules of the Faculty Senate."

STATEMENT OF QUALIFICATIONS AND INTENTIONS

Thomas Krabacher

Candidate for Academic Policies Committee Chair

I write this as a nominee for the position of Academic Policies Committee (APC) chair for the upcoming (2001-2002) academic year. My name was placed in nomination by this year's Academic Policy Committee at its meeting on April 6th.

I will bring to the position considerable experience in faculty governance and policy development at CSUS. From 1997-1999, I served as CSUS Faculty Senate chair. More recently, I have been a member of the Academic Policy Committee for the last two years and during the past year (2000-2001), I have served as its chair. During my time on the APC, the Committee has dealt with a number of major issues, including revision of university grade appeal procedures (which has occupied the committee for close to two years), development of academic readmission procedures, clarification of the university syllabus policy, review of the academic calendar, and a preliminary review of policies on academic dishonesty. This background means that I already have experience in those areas that the primary responsibilities of the Committee chair: committee management, service on the Senate Executive Committee, and serving as a member of CUP (Council for University Planning).

If re-elected Committee chair, my goal for the upcoming year will be to ensure that the Committee works as an efficient component of the overall faculty governance structure. This means ensuring that business is dealt with promptly and that recommendations are reported out in a timely fashion. This is necessary in order that the full Senate have the opportunity to consider such items without rush and in a systematic manner. If re-elected, I will also bring continuity to APC leadership; this is relevant in that two major items the Committee will take up in the fall – a comprehensive review of academic dishonesty policies and the scheduling of spring break – are carry-overs of business from the current academic year.

It is a privilege to have been nominated for the position and I will attempt to carry out its responsibilities as diligently as possible. Thank you for your support.

Curriculum Policies Committee

Statement of Qualifications and Intentions

Tom Kando, Sociology
April, 2001

I am honored to have been nominated to chair the Curriculum Policies Committee again during academic year 2001/2002.

I. Qualifications:

1. Many years of experience with University governance, including CPC membership for the past 5 years and *chair* during past AY.
2. *Chair* of many program review teams, including Foreign Languages, Asian Studies, Geography and RCE, plus a member of additional program review teams.
3. Very collegial mentality: I enjoy excellent relationships with many faculty members across the entire University and with members of the administration. I work effectively and pragmatically.
4. Good communications and social skills, good sense of humor (according to some).

II. Intentions:

Although I had been a member of the CPC for many years, becoming chair of it this past year turned out to be a challenging, rewarding and at times surprising experience. While I had, previously, been involved in many key curricular issues, from the review of the GE program to writing in the major, from assessment to changes in program review policies, from Cornerstones to degree requirements, I was surprised by the amount of work and re-tooling required for this job, particularly the collateral responsibilities associated with membership in CUP, in the Senate Executive Committee, and in a host of other (sub)committees.

Since the start-up costs have now been incurred, it seems reasonable that I continue to chair the CPC at this time, providing continuity and increased understanding of curricular issues. I will continue to rely on the brain power of the committee members, many of whom have much expertise in curricular affairs and in University governance. I believe that together, we can continue to expedite the committee's business with increasing effectiveness, even though we function in an increasingly complex and bureaucratized environment.

My intentions? To get those things done that we are charged with, and to get them done expeditiously.

**Self Statement of Qualities and Intentions of
Louise Timmer, Professor of Nursing
For the position of
Chairperson of the Faculty Policies Committee
California State University, Sacramento**

I have been a faculty member of CSUS for 25 fast-paced, highly productive, and very satisfying years of teaching nursing students. In addition to teaching, I have served as a member of the campus Faculty Policies Committee, the Executive Committee of the Faculty Senate, and a member of the Faculty Affairs Committee, CSU Academic Senate. On both the Faculty Policy Committee and Faculty Affairs Committee, I was a member of the subcommittee on scholarship and faculty development. I am currently a member of the Advisory Board for the CSU Institute for Teaching and Learning.

The campus Faculty Policies Committee is responsible for the development and oversight of the policies and programs relating to faculty development and professional activities. Faculty Policies Committee has oversight responsibilities for the Center for Teaching and Learning, the Pedagogy Enhancement Awards, the Visiting Scholars Program and the Wang Family Excellence Award Committee. I have had experience with all of the programs serving as a member of the Faculty Policies Committee. I intend to pursue further development and enhancement of these subcommittees for faculty development, especially for the new faculty who serve CSUS in tenure-track and lecturer positions. I believe continued faculty professional development and the enhancement of a community of scholars are essential to sustain academic excellence in teaching and the mentoring of students.

NOMINEE FOR 2001-2002 GENERAL EDUCATION POLICY/GENERAL EDUCATION
REQUIREMENTS CHAIR

Mary Ann Reihman

I have been chosen as a nominee for General Education Policy/Graduation Requirements Committee (GEP/GRC) Committee Chair for 2001-2002.

I have served on the GEP/GRC for all academic years since 1990-91 except for 1992-93. I have served as GEP/GRC chair for the past five years. My experience in both serving as committee member and chair is my primary qualification as nominee for 2001-2002 chair.

During the past five years, GEP/GRC developed and administered GE area assessment questionnaires for Area B2 Life Forms, Area B1 Physical Science, Advanced Study, and Race and Ethnicity. During 2000-2001, Area B assessment questionnaires were developed and administered in Areas B1, B2, and B4 and a revised, questionnaire was developed and administered in Race and Ethnicity courses.

In 1998-99, GEP/GRC developed, administered, and assessed the results of a faculty GE poll, a faculty GE questionnaire CASPER registration, a student questionnaire used during CASPER registration on the GE program and graduation requirements, and a Student GE Questionnaire. Additionally, GEP/GRC members interviewed department chairs and college deans. All of the data gathered with these questionnaires and interviews were used in drafting the GE Program Review Self Study.

One of the primary tasks of GEP/GRC in 1999-2000 was the preparation of the General Education program self study document. (Drafts of this document were written by Jackie Donath, GEP/GRC member and former GE Faculty Coordinator, and myself.) The Self Study document was completed in Spring 2000.

In Fall 1999, GEP/GRC sent a proposed a GE Area Review Procedure to the Senate in Fall 1999. This was approved and was implemented in Fall 2000. In 2000-2001, GEP/GRC proposed and the Senate passed a new process for GE assessment. GE Area Coordinators were appointed and, with the guidance of the University Assessment Coordinator, the Coordinators have proposed GE learning outcomes for each GE Area and Sub-Area.

The primary issue before GEP/GRC in 2001-2002 will be consideration of the recommendations made by the GE Program Review Team, formulation of motions on proposed changes in GE for consideration by the Senate, and initiating assessment of GE Area C.

My intention with regard GEP/GRC is to continue the ongoing work of the committee and to oversee the committee's role in the program review process.

May 2, 2001

To: Bob Buckley

From: Dick Kornweibel, Professor of History
Social Science Subject Matter Program Coordinator

Statement re: Chairing the GE/Grad Requirements Committee

In my current assignment supervising 190 majors, I regularly do ge advising since the social science program somewhat uniquely permits overlap. My skill in understanding ge, working with students on their ge program and the development of a policy perspective comes from energetic:

- Service on the GE committee in three eras (including chairing)
- Service on the Faculty Senate in two eras
- Service on the Executive Committee
- Service on a CSU committee to develop an external degree program
- Service on an inter-segmental committee

In addition I have:

- Worked in the advising center and on the summer orientation staff
- Worked regularly with staff in the Registrar's office on both student issues and Articulation matters
- Wrote an earlier GE program review self study.

My operational understanding of the general education program begins with familiarity with the CSU documents that establish general education and other graduation requirements and an understanding of the CSU system and inter-segmental agreements that govern matters of transferability and certification of ge credit. These provide a framework within which the CSUS program must function. However, an understanding of and operation of the CSUS program must at all times reflect current CSUS policy and I am familiar with that as well.

Three issues will likely dominate the ge agenda in the next few years: (1) further elaboration of the relationship between the ge committee and the ge coordinator leading with luck to a more visible presence for the program; (2) participation in campus discussions on how to change ge and other campus requirements and (3) bringing assessment of ge up to the standard the campus wishes.

I would be happy to present my ideas on the role of the ge committee as well as my ideas on an improved ge program in a meeting with you, with the Executive Committee or with the Senate.