PLEASE BRING YOUR AGENDA FROM THE JANUARY 21 MEETING.

NOTICE REGARDING PROXIES/SUBSTITUTES: SENATORS WHO WILL NOT BE PRESENT AT THIS MEETING MUST PROVIDE, IN WRITING, NOTICE OF WHO IS TO SERVE AS THEIR PROXY OR SUBSTITUTE BEFORE THE MEETING STARTS. PLEASE SUBMIT THESE TO MARGARET BEFORE 3PM ON TUESDAY, FEBRUARY 11. NO PROXIES OR SUBSTITUTES WILL BE RECOGNIZED WITHOUT WRITTEN NOTIFICATION.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

Meeting of the Academic Senate
Tuesday, February 11, 1997
UU220, 3-5:00pm

I. Minutes: Approval of the Academic Senate minutes for January 21, 1997 (pp. 3-5).

II. Communication(s) and Announcement(s):

A. The Academic Senate will be meeting again next Tuesday, February 18, for the first reading of "Resolution on Proposed Model of Unit Distribution for General Education and Breadth." Any Business Items continued from today's meeting will also be heard on February 18 after first reading of the above-named resolution. Please calendar this date.

B. The following dates which appear on the "The Academic Senate Calendar for 1996-1997" have been modified as follows:
   February 18  Senate meeting Executive Committee meeting
   February 25  Executive Committee meeting
   March 4  Senate meeting
   March 11  Senate meeting
   [March 17 through March 30 - finals and quarter break]
   April 1  March 25  Executive Committee meeting

C. Academic Senate Vacancies for 1997-1998 (pp. 6-7).

D. Nominations are now being received for the 1997-1998 positions of Academic Senate Chair, Vice Chair, and Secretary. If you are interested in serving in one of these positions, please contact the Senate office for a nomination form.

III. Reports:

A. Academic Senate Chair:
B. President's Office:
C. Provost's Office:
D. Statewide Senators:
E. CFA Campus President:
F. Staff Council representative:
G. ASI representatives:
H. IACC representative:
I. Athletics Governing Board representative:
J. Other:

Business Items on page two.
Meeting of the Academic Senate
Tuesday, February 11, 1997
Page Two

IV. Consent Agenda:

V. Business Item(s):
   A. Resolution on General Education and Breadth Program: Proposed Administrative Structure: Hampsey, chair of the GE&B Ad Hoc Committee, second reading, (pp. 8-17).
   B. Resolution on the Establishment of a Summer Advising Program Committee: Swartz, member of the Instruction Committee, second reading, (p. 7 of your January 21 agenda).
   D. Resolution on Department Name Change for the Foreign Languages and Literatures Department: Martinez, CLA caucus chair, second reading, (pp. 31-35 of your January 21 agenda).
   E. Resolution on Department Name Change for the Agricultural Education Department: Amspacher, CAGR caucus chair, first reading, (pp. 22-30 of your January 21 agenda).
   F. Resolution on Change of Grades: Freberg, chair of the Instruction Committee, first reading, (pp. 36-37 of your January 21 agenda).

VI. Discussion Item(s):

VII. Adjournment:
ACADEMIC SENATE VACANCIES FOR 1997-1998

College of Agriculture (7 senators total) - 3 VACANCIES

<table>
<thead>
<tr>
<th>senators leaving</th>
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<tr>
<td>Lund, Michael</td>
<td>Amspacher, William</td>
<td>Agribus</td>
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<td>O'Keefe, Timothy</td>
<td>Harris, John</td>
<td>NRM</td>
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<td>Warfield, David</td>
<td>Ruehr, Thomas</td>
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<td>Wheatley, JoAnn</td>
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College of Architecture & Environmental Design (5 senators total) - 3 VACANCIES

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<tr>
<td>Clay, Gary</td>
<td>Day, Linda</td>
<td>C&amp;RPlg</td>
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<td>McDonald, Margot</td>
<td>Johnston, Hal</td>
<td>ConstMgt</td>
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<tr>
<td>VACANCY ('96-98 term)</td>
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College of Business (5 senators total) - 3 VACANCIES

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<tr>
<td>Bertozzi, Dan</td>
<td>Labhard, Lezlie</td>
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<td>Miller, Tad</td>
<td>Levenhagen, Michael</td>
<td>GLStrat&amp;Law</td>
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<td>Rogers, John</td>
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College of Engineering (7 senators total) - 3 VACANCIES

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<tr>
<td>Alptekin, Sema</td>
<td>Horton, William</td>
<td>ElecEngr</td>
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<td>LoCascio, James</td>
<td>Lang, Robert</td>
<td>C&amp;EEngr</td>
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<td>Nahvi, Mahmoud</td>
<td>Morrobel-Sosa, Anny</td>
<td>MatsEngr</td>
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<td>Wheatley, Patrick</td>
<td>CompSci</td>
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College of Liberal Arts (9 senators total) - 4 VACANCIES

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<tr>
<td>Hampsey, John</td>
<td>Coleman, James</td>
<td>SocSci</td>
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<td>Mott, Stephen</td>
<td>Hiltpold, Paul</td>
<td>History</td>
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<td>Ryujin, Donald</td>
<td>Martinez, William</td>
<td>ForLangs</td>
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<tr>
<td>Valencia-Laver, Debra</td>
<td>McDermott, Steven</td>
<td>SpchCom</td>
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<td></td>
<td>Spiller, Terry</td>
<td>Music</td>
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College of Science and Mathematics (8 senators total) - 4 VACANCIES

- Bowker, Leslie
- DeMers, Gerald
- Devore, Jay
- Maxwell, John

- Farrell, Gerald (Math)
- Greenwald, Harvey (Math)
- Hood, Myron (Math)
- Lewis, George (Math)

Professional Consultative Services (4 senators total) - 1 VACANCY [nonlibrarian vacancy]

- Lutrin, Sam

- Brown, Johanna (Library)
- Dimmitt, Laura (FinAid)
- Domingues, Anthony (Admissions)

Statewide Senator:


Program Review and Improvement Committee (Members must be tenured. Members are elected by the Academic Senate Executive Committee):

vacancies: CAED, CENG, and CSM

Other positions to be appointed to the Academic Senate:

- Part-time representative
- UCTE representative
- Parliamentarian
- Administrative appointments
- ASI appointments

Academic Senate positions to be elected:

- Chair
- Vice Chair
- Secretary
- College/PCS caucus chairs
RESOLUTION ON
GENERAL EDUCATION AND BREADTH PROGRAM:
PROPOSED ADMINISTRATIVE STRUCTURE

RESOLVED: That the Academic Senate of Cal Poly approve the attached "General Education and Breadth Program: Proposed Administrative Structure" and, be it further

RESOLVED: That the attached "General Education and Breadth Program: Proposed Administrative Structure" be forwarded to President Baker and Provost Zingg for approval and implementation.

Proposed by the General Education and Breadth Ad Hoc Committee
December 13, 1996
Revised January 27, 1997
MEMORANDUM

Date: February 5, 1997

To: ACADEMIC SENATORS

From: Margaret Campuso
Academic Senate

Subject: Resolution on General Education and Breadth Program: Proposed Administrative Structure

ALL ALTERNATIVE REPORTS ARE PRESENTED ON PAGES 10 THROUGH 15 OF THIS AGENDA.

Alternative reports are noted in italics with two numerals: 1.1 would indicate alternative report no. 1, suggestion no. 1. Alternative report 1.2 would indicate report no. 1, suggestion no 2, etc.

Only those alternative reports moved and seconded will be voted upon. Each alternative report will be voted on separately.

This compilation of alternative reports is not necessarily the order the reports will be acted upon. For convenience, the alternative reports have been placed under the section they amend. This has been done for ease of deliberation.

A copy of the ad hoc committee’s report without the alternative reports appears on pages 16 and 17 of this agenda.
Conceptual Goals of the General Education and Breadth Program

The California State University requires General Education and Breadth programs designed to assure graduates have made noteworthy progress toward becoming truly educated persons and provide means whereby graduates will have:

A. the ability to think clearly and logically, to find information and examine it critically, to communicate orally and in writing, and to reason quantitatively;

B. appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share the world, and about the cultural endeavors and legacies of their civilizations;

C. an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

1.1 (add new paragraph to read):

D. both positively and an understanding of how technology influences and is influenced by cultural and environmental factors, the applications of technology to contemporary problems, and the potential of technology to negatively affect individuals and societies.

1.2 (add new paragraph to read):

E. the ability to see themselves in relation to people of foreign countries, their geography, political and economic systems, and religious and ethical values.

1.3 (add new paragraph to read):

F. a basic understanding of the nature of symbolic and aesthetic expression as embodied in significant literary and artistic achievements.
It is the ultimate aim of the program that the habits of thought and discussion, of engaging one’s curiosity, creativity, and penchant for discovery, and of inquiry and learning, nurtured in Cal Poly’s GEB program, will persist throughout the lives of all students.

**Responsibility for the General Education and Breadth Program**

General Education and Breadth is a university level program and requires the strong leadership of the university provost and president.

Cal Poly’s General Education and Breadth program is the administrative responsibility of the GEB Committee. This administrative function is meant to be consistent with normal university procedures involving curriculum and to parallel the process used by departments in making programmatic proposals. Just as a department makes curricular and programmatic recommendations via a dean to the Academic Senate, the GEB Committee, after appropriate consultation with affected units, makes curricular and programmatic recommendations to the Academic Senate via the provost. The provost submits the GEB proposals to the Academic Senate for review and recommendations. The ultimate decisions and responsibilities for the General Education and Breadth program, as with any program, lie with the president.

**The GEB Committee**

The GEB Committee is charged with assuming a vigorous leadership and administrative role in the development and maintenance of a strong and coherent General Education and Breadth program that meets the noble purposes of its conceptual goals and fosters a stimulating academic and intellectual environment on the Cal Poly campus. By its own initiatives, and those of the university community, and by consultation with appropriate campus groups, the GEB Committee will make recommendations, through its director, to the provost on all matters and aspects pertaining to the General Education and Breadth program including philosophy, content, format, delivery, and adherence to standards of quality.

Among the Specific Duties Assigned to the GEB Committee are the Following:

* program development, monitoring, and assessment
* designating GEB courses
* encouraging innovation
* issues related to community college GEB programs
* interaction with academic and administrative units
* acting on petitions regarding GEB requirements
* promoting and coordinating GEB related activities such as conferences, seminars, and speakers
Membership: A director and eight committee members will compose the GEB Committee; two from the College of Science and Mathematics, two from the College of Liberal Arts, and one from each of the four professional colleges. Committee members will serve three-year renewable terms that are staggered to promote continuity.

2.1 (replace the wording in this section with the following):
The GEB Committee will be composed of a director and seven members, one from each of the six colleges and from Professional Consultative Services (PCS). Both the director and committee members will serve a maximum of two three-year renewable terms to promote continuity.

3.1 (replace the wording in this section with the following):
The GEB Committee will be composed of a director and six members, one from each of the six colleges, as well as nonvoting members (one each) representing Professional Consultative Services (PCS) and ASI. Committee members will serve three-year renewable terms that are staggered to promote continuity.

4.1 (replace the wording in this section with the following):
The GEB Committee will be composed of eight members: a representative from each of the six colleges, a student representative selected by ASI, and a director. Committee members will serve three-year renewable terms that are staggered to promote continuity.

5.1 (replace the wording in this section with the following):
A director and eight committee members will compose the GEB Committee; two from the College of Science and Mathematics, two from the College of Liberal Arts, two from the College of Science and Mathematics, and one each from each of the four professional colleges. Committee members will serve three-year renewable terms that are staggered to promote continuity. A maximum of two consecutive terms may be served.

5.6 (if alternative report 2.1 or 3.1 is passed, then this alternative report will be considered):
In the event that a PCS member is added to the GEB Committee (whether as an 'ex officio member' or otherwise), a student member will also be added in same capacity. In addition, members of the Office of Academic Affairs and Evaluations and Records and other consultative entities shall also be added.
Qualifications of GEB Committee Members: Committee members will be faculty members with a demonstrated interest in GEB and who have a thorough understanding of, and deep conviction and commitment to, the philosophy and conceptual goals of the General Education and Breadth program.

1.4 (replace the wording in this section with the following): Committee members will be faculty members with a demonstrated interest in GEB (by teaching/co-teaching of GEB classes and/or service on GEB committees) and who have a thorough understanding of...

2.2 (replace the wording in this section with the following): Committee members will be faculty members as outlined in the "Constitution of the General Faculty" who have a demonstrated interest in GEB and who have a thorough understanding of...

Appointment of GEB Committee Members: The provost appoints GEB Committee members after consultation with the Academic Senate.

2.3 (replace the wording in this section with the following): All qualified faculty will be given the opportunity to express interest in serving. The provost appoints GEB Committee members after consultation with the Academic Senate.

Director of the GEB Committee
Responsibilities: The director has administrative responsibility for the university's General Education and Breadth program and will lead the GEB Committee in fulfilling its charges, responsibilities, and duties.

Qualifications: The director will have a thorough understanding of, and deep conviction and commitment to, the philosophy and goals of the General Education and Breadth Program, extensive experience in teaching, developing, and supervising GEB courses, and demonstrated leadership experience in curricular matters. Normally, the director will be a faculty member in either the College of Liberal Arts or the College of Science and Mathematics.

1.5 (delete the last sentence): Normally, the director will be a faculty member in either the College of Liberal Arts or the College of Science and Mathematics.

3.2 (replace the last sentence with the following): The director will be chosen based on interest, commitment, and general knowledge of General Education and Breadth at Cal Poly. Normally, the director will be a faculty member in either the College of Liberal Arts or the College of Science and Mathematics.

go to the next page
Selection: The director will be appointed by the provost after solicitation of nominations and applications and consultation with the GEB Committee and the Academic Senate.

Term: Three-year renewable terms at the pleasure of the provost.

1.6 (replace the wording in this section with the following):
Three-year renewable terms at the pleasure of the provost. The maximum continuous service is six years.

5.2 (replace the wording in this section with the following):
Three-year renewable terms at the pleasure of the provost with a maximum of three consecutive terms.

1.7 (add new major subheading):
Administrative Time: The position of director will be funded at a minimum two-thirds time by the provost.
GEB Subject Area Committees
Subject Area Committees will be established and modified by the GEB Committee for the purpose of advising the committee on courses and programs within each area, and to review courses and programs already in place. Initially there will be three area committees - (1) Arts and Humanities, (2) Science, Mathematics, and Technology, and (3) Social and Behavioral Sciences - that will be composed of seven members each, including one student. At least four of the members and the student must be from department/colleges in the subject area. Area committee members will be appointed by the GEB Committee after consultation with the Academic Senate. Terms: three-year renewable.

3.3 (replace second and third sentences as follows):
Initially there will be three area committees - (1)...(2)...(3)... that will be composed of a director and six members, one from each of the six colleges, as well as nonvoting members (one each) representing Professional Consultative Services (PCS) and ASI, that will be composed of seven members each, including one student. At least four of the members and the student must be from department/colleges in the subject area.

1.8 (delete third sentence):
At least four of the members and the student must be from department/colleges in the subject area.

1.9 (replace the third sentence with the following):
The maximum number of committee members and the student from the department/colleges in the subject area will be four. At least four of the members and the student must be from department/colleges in the subject area.

5.3 (replace the third sentence with the following):
At least four of the members and the student must be from the department/colleges in the subject area.

5.4 (replace the wording in the fourth sentence with the following):
Term: Three-year renewable terms that are staggered to promote continuity. A maximum of two consecutive terms may be served. The student member will serve a one-year term.

1.10 (add at end of paragraph):
The maximum continuous service shall be six years.

1.11 (add a new major subheading):
Administrative Time: Each committee member will be funded at a minimum of one-third time by the provost.

5.5 (add new major subheading):
Decision Making: All decisions made by the GEB Committee and the Subject Area Committees shall be on a consensus basis.
Conceptual Goals of the General Education and Breadth Program
The California State University requires General Education and Breadth programs designed to assure graduates have made noteworthy progress toward becoming truly educated persons and provide means whereby graduates will have:

A. the ability to think clearly and logically, to find information and examine it critically, to communicate orally and in writing, and to reason quantitatively;

B. appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share the world, and about the cultural endeavors and legacies of their civilizations;

C. an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

It is the ultimate aim of the program that the habits of thought and discussion, of engaging one's curiosity, creativity, and penchant for discovery, and of inquiry and learning, nurtured in Cal Poly's GEB program, will persist throughout the lives of all students.

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The GEB Committee
The GEB Committee is charged with assuming a vigorous leadership and administrative role in the development and maintenance of a strong and coherent General Education and Breadth program that meets the noble purposes of its conceptual goals and fosters a stimulating academic and intellectual environment on the Cal Poly campus. By its own initiatives, and those of the university community, and by consultation with appropriate campus groups, the GEB Committee will make recommendations, through its director, to the provost on all matters and aspects pertaining to the General Education and Breadth program including philosophy, content, format, delivery, and adherence to standards of quality.
Among the Specific Duties Assigned to the GEB Committee are the Following:
* program development, monitoring, and assessment
* designating GEB courses
* encouraging innovation
* issues related to community college GEB programs
* interaction with academic and administrative units
* acting on petitions regarding GEB requirements
* promoting and coordinating GEB related activities such as conferences, seminars, and speakers

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Qualifications of GEB Committee Members: Committee members will be faculty members with a demonstrated interest in GEB and who have a thorough understanding of, and deep conviction and commitment to, the philosophy and conceptual goals of the General Education and Breadth program.

Appointment of GEB Committee Members: The provost appoints GEB Committee members after consultation with the Academic Senate.

Director of the GEB Committee
Responsibilities: The director has administrative responsibility for the university's General Education and Breadth program and will lead the GEB Committee in fulfilling its charges, responsibilities, and duties.

Qualifications: The director will have a thorough understanding of, and deep conviction and commitment to, the philosophy and goals of the General Education and Breadth Program, extensive experience in teaching, developing, and supervising GEB courses, and demonstrated leadership experience in curricular matters. Normally, the director will be a faculty member in either the College of Liberal Arts or the College of Science and Mathematics.

Selection: The director will be appointed by the provost after solicitation of nominations and applications and consultation with the GEB Committee and the Academic Senate.

Term: Three-year renewable terms at the pleasure of the provost.

GEB Subject Area Committees
Subject Area Committees will be established and modified by the GEB Committee for the purpose of advising the committee on courses and programs within each area, and to review courses and programs already in place. Initially there will be three area committees - (1) Arts and Humanities, (2) Science, Mathematics, and Technology, and (3) Social and Behavioral Sciences - that will be composed of seven members each, including one student. At least four of the members and the student must be from department/colleges in the subject area. Area committee members will be appointed by the GEB Committee after consultation with the Academic Senate. Terms: three-year renewable.
GE&B is fundamental to the education of our students. The Senate Ad Hoc Committee on GE&B has spent considerable effort on the development of a much needed governance structure that will provide us with a critical first step in recognizing and emphasizing the programmatic nature of general education and breadth requirements in the curriculum.

By establishing GE&B as a true program and by calling for appointment of a director, the proposal provides for stronger day-to-day guidance and accountability. The proposal allows for direct representation from the professional schools, while providing for weighted representation from those colleges primarily involved in GE&B. The governance structure will provide us with a means to continually improve the GE&B program while addressing important issues of flexibility without a loss of rigor or content. I believe this is a fair and appropriate compromise. It is critical that we act now on the governance proposal so that we may move on to consideration of the GE&B template, in time for incorporation of a revised and strengthened GE&B program in the 1999 catalogue.

I strongly support the Ad Hoc Committee’s resolution on GE&B governance and encourage the Academic Senate to register its decisive support for this fair and reasoned approach. By your action today you will communicate clearly how we as a university can move together in the best interests of our students.

I am sorry I cannot be at the meeting today to join in the discussion. The CSU Executive Council monthly meeting unfortunately conflicts with your meeting today.
RESOLVED: That the Academic Senate of Cal Poly approve the attached "Proposed Model of Unit Distribution for General Education and Breadth" and all accompanying alternative reports; and, be it further

RESOLVED: That the attached "Proposed Model of Unit Distribution for General Education and Breadth" and all accompanying alternative reports be forwarded to President Baker and Provost Zingg for approval and implementation.

Proposed by the General Education and Breadth Ad Hoc Committee
January 8, 1997
revised February 11, 1997
Resolution on General Education and Breadth Program: Proposed Amendments Submitted by the GEB AD Hoc Committee December 13, 1996

Proposed changes by John Harris, Natural Resources Management Department

Conceptual Goals of the General Education and Breadth

Add:

D. both positively and an understanding of how technology influences and is influenced by cultural and environmental factors, the applications of technology to contemporary problems, and the potential of technology to negatively affect individuals and societies.

E. the ability to see themselves in relation to people of foreign countries, their geography, political and economic systems, and religious and ethical values.

F. a basic understanding of the nature of symbolic and aesthetic expression as embodied in significant literary and artistic achievements.

The GEB Committee

1.4 Qualifications of GEB Members: ADD after the word “demonstrated” (by teaching/coteaching of GEB classes and/or service on GEB committees)

Director of the GEB Committee

Qualifications:

1.5 Delete: Normally, the director will be a faculty member in either the College of Liberal Arts or the College of Science and Mathematics.

1.6 Term: Add after the first sentence: The maximum continuous service is six years.

1.7 Add New major subheading Administrative Time: The position of director will be funded at a minimum 2/3 time by the provost.

GEB Subject Area Committees

1.8 Delete: At least four of the members and the student must be from department/colleges in the subject area.

1.9 Substitute in the place of the above: The maximum number of committee members and the student from the department/colleges in the subject area will be four.

1.10 Add at the end of the paragraph: The maximum continuous service is six years.

1.11 Add new major subheading: Administrative Time: Each committee member will be funded at a minimum of 1/3 time by the provost.
RESOLUTION ON GENERAL EDUCATION AND BREADTH PROGRAM: PROPOSED ADMINISTRATIVE STRUCTURE

ALTERNATE REPORT

The following is offered as an alternative to that portion of the "Proposed Administrative Structure" entitled "The GEB Committee dealing with membership:"

Membership:

The GEB Committee will be composed of a director and seven members, one from each of the six colleges and from Professional Consultative Services. Both the director and committee members will serve a maximum of two three-year renewable terms to promote continuity.

Qualifications of GEB Committee Members: Committee members will be faculty members as outlined in the "Constitution of the General Faculty" who have a demonstrated interest in GEB and who have a thorough understanding of, and deep conviction and commitment to, the philosophy and conceptual goals of the General Education and Breadth program.

Appointment of GEB Committee Members: All qualified faculty will be given the opportunity to express interest in serving. The provost appoints GEB Committee members after consultation with the Academic Senate.

Submitted Feb. 4, 1997 at 8:10 am

RECEIVED
4 1997

Academic Senate
February 4, 1997

Margaret:

I would like to submit the following "Alternative Report" regarding the GEB Program Proposed Administrative Structure. Referring to the document dated January 7, 1997,

Page 5:

Membership:

The GEB Committee will be composed of a director and six members, one from each of the six colleges, as well as non-voting members (one each) representing Professional Consultative Services and ASI.

Page 6:

Director of the GEB Committee, under Qualifications:

The director will be chosen based on interest, commitment, and general knowledge of General Education and Breadth at Cal Poly.

GEB Subject Area Committees:

Following delineation of the area committees,

...that will be composed as outlined in the overall GEB membership.

Thanks.

Bill Cumplack
REPORT NO. 4 HAS BEEN WITHDRAWN
The GEB Committee

**Membership:** A director and eight committee members will compose the GEB Committee; two from the College of Science and Mathematics, Liberal Arts, two from the College of Liberal Arts, Science and Mathematics, and one each from each of the four professional colleges. Committee members will serve three-year renewable terms that are staggered to promote continuity. *A maximum of two consecutive terms may be served.*

**Director of the GEB Committee**

**Qualifications:** The director will have a thorough understanding of, and deep conviction and commitment to, the philosophy and goals of the General Education and Breadth program, extensive experience in teaching, developing, and supervising GEB courses, and demonstrated leadership experience in curricular matters. Normally, the director will be a faculty member in either the College of Liberal Arts or the College of Science and Mathematics.

**Term:** 3 year renewable terms at the pleasure of the provost, with a maximum of 3 consecutive terms.

**GEB Subject Area Committees**

Subject Area Committees will be established and modified by the GEB Committee for the purpose of advising the committee on courses and programs within each area, and to review courses and programs already in place. Initially, there will be three area committees - (1) Arts and Humanities, (2) Science and Mathematics, and (3) Social and Behavioral Sciences - that will be composed of seven members each, including one student. At least four of the members and the student must be from the department/colleges in the subject area. Area committee members will be appointed by the GEB Committee after consultation with the Academic Senate.

**Term:** three-year renewable terms that are staggered to promote continuity. *A maximum of two consecutive terms may be served.* The student member will serve a one-year term.

**Decision Making**

All decisions made by the GEB Committee and the Subject Area Committees shall be on a consensus basis.
TO: Harvey Greenwald, Chair
Academic Senate

FROM: Guy Welch, ASI Director of Academic Affairs
Cheryl King, ASI GEB Committee member

DATE: February 4, 1997

SUBJECT: Alternate Reports for the Resolution on “General Education and Breadth Program: Proposed Administrative Structure”

A. Student members of the Subject Area Committees shall not be restricted to the department or colleges in their subject area. The student designation shall be made by the Associated Students Inc., regardless of the student’s affiliation.

B. A maximum of two consecutive terms shall be served by the GEB Committee Members, except for the Director, who may serve a maximum of three consecutive terms.

C. We support a consensus model, since people are generally more comfortable in decision making a consensus model than in a voting model.

D. The qualifications of the Director specifically state that he/she has a “thorough understanding of, and deep conviction and commitment to, the philosophy and goals of the General Education and Breadth program, extensive experience in teaching, developing, and supervising GEB courses...” No further designation is necessary, since faculty in the College of Liberal Arts and the College of Science and Mathematics generally possess the qualifications listed.

E. In the event that a PCS (Professional Consultative Services) member is added to the GEB Committee (whether as an “ex-officio member” or otherwise), a student member will also be added in same capacity. In addition, members of the Office of Academic Affairs and Evaluations and Records and other consultative entities shall also be added.
Because the General Education Program is an important portion of the academic curricula in each college, the faculty of the College of Engineering strongly believe that the membership of the University General Education and Breadth Committee should be constructed according to the principle of equal representation for each college.

We propose that the membership of the GE&B Committee consist of a total of eight members: a representative from each of the six colleges, a student representative selected by ASI, and a director.

The students should be represented since they will be directly affected by the General Education Program.
This memo summarizes the final enrollment targets by college for Fall 1997. The numbers in the following table are derived from earlier discussions among the deans and analyses by Institutional Studies and Enrollment Support Services. Please note that we have used past experience to estimate University Interest enrollments, and subtracted that number from the total new undergraduates to calculate the targets for each college. These targets are expected to include any dean’s special admissions for each college.

<table>
<thead>
<tr>
<th>College</th>
<th>New Undergraduate Enrollment</th>
<th>New Graduate Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergraduate Total</td>
<td>University Interest</td>
</tr>
<tr>
<td>CAGR</td>
<td>718</td>
<td>15</td>
</tr>
<tr>
<td>CAED</td>
<td>341</td>
<td>11</td>
</tr>
<tr>
<td>CBUS</td>
<td>376</td>
<td>33</td>
</tr>
<tr>
<td>CENG</td>
<td>803</td>
<td>16</td>
</tr>
<tr>
<td>CLA</td>
<td>431</td>
<td>74</td>
</tr>
<tr>
<td>CSM</td>
<td>271</td>
<td>26</td>
</tr>
<tr>
<td>UCTE</td>
<td>141</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>Sub-Totals</td>
<td>2,987</td>
<td>175</td>
</tr>
</tbody>
</table>

Two additional kinds of information pertinent to 1997-98 enrollment will be forthcoming:

- Proportion of upper division transfer students.
- Targets for the off-quarters (Summer, Winter and Spring).
Reminders from earlier memoranda, summarized in the attached spread sheet:

1. The funded CY FTE for 1997-98 is 15,214. As this is below CY FTE for 1996-97 the number of entering students will be reduced for Fall 1997.

2. In order to reduce the fluctuation, we have identified a target of 2987 new undergraduates for Fall 1997 (freshmen and upper division transfers, including University interest students).

3. In order to maintain a significant majority (over 70 percent) of undergraduate enrollment in the professional colleges, Euel Kennedy has calculated a three-year admissions pattern to increase enrollment in CAGR and CAED, as permitted by such factors as student quality and diversity, market demand, graduation rates, etc.

4. The overall reduction in the number of new students results in a more significant decrease in two colleges -- CBUS and CSM. To reduce these fluctuations, we adjusted the allocations so that no college has to reduce its Fall undergraduate level to less than 60 percent of Fall 1996.

5. To maintain total graduate enrollment, and to allow for an increase in UCTE in response to the increasing demand for teacher education, we have adjusted new enrollment targets for graduate programs to a total of 369. The deans agreed on January 13 that graduate admissions could increase dependent on the quality of the pool and capacity available in graduate classes. However, the colleges need to work with our Office and Enrollment Support Services regarding any changes in these targets as we need to be able to project the number of entering graduate students.

6. These adjustments sum to a revised Fall head count of 16,503 which would mean a CY FTE target of about 15,435 based on the latest analysis of student load and the relationships between Fall, Winter and Spring enrollments.

Encl.
This spreadsheet captures enrollment information from a series of spreadsheets and ideas presented and discussed with the College Deans in preparation for the admission decisions required for Fall, 1997.

Date: Jan. 31th, 1997

Calendar Year FTE Funded TARGET = 15214.

Summer Annualized FTE Target = 711.

Academic Year FTE Funded TARGET = 14,503.

<table>
<thead>
<tr>
<th>College</th>
<th>Undergraduates</th>
<th>Graduate Students</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Estimated Total Target</td>
<td>Estimated Total Target</td>
<td>Combined Total Target</td>
</tr>
<tr>
<td></td>
<td>Cont &amp; Retr.</td>
<td>New, Undgrad.</td>
<td>Undergraduate</td>
</tr>
<tr>
<td></td>
<td>Fall, 1997</td>
<td>Fall, '97</td>
<td>Fall, '97</td>
</tr>
<tr>
<td>CAGR</td>
<td>2,612</td>
<td>718</td>
<td>3,330</td>
</tr>
<tr>
<td>CAED</td>
<td>1,018</td>
<td>341</td>
<td>1,359</td>
</tr>
<tr>
<td>CBUS</td>
<td>1,948</td>
<td>376</td>
<td>2,324</td>
</tr>
<tr>
<td>CENG</td>
<td>2,970</td>
<td>803</td>
<td>3,773</td>
</tr>
<tr>
<td>CLA</td>
<td>2,384</td>
<td>431</td>
<td>2,765</td>
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<tr>
<td>CSM</td>
<td>1,525</td>
<td>271</td>
<td>1,796</td>
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<tr>
<td>UCTE</td>
<td>267</td>
<td>141</td>
<td>408</td>
</tr>
<tr>
<td>Other/Und</td>
<td>45</td>
<td>47</td>
<td>92</td>
</tr>
<tr>
<td>Totals</td>
<td>12,452</td>
<td>2,987</td>
<td>15,439</td>
</tr>
</tbody>
</table>

Undergraduates

<table>
<thead>
<tr>
<th>College</th>
<th>Possible Long Term Target for UG Size</th>
<th>Fall '96 UG Size</th>
<th>Possible Estimated Change of Total Percent Target for Fall, 1997</th>
<th>Percent for Fall, 1998</th>
<th>Percent for Fall, 1999</th>
<th>Professional Colleges Index for Fall, 1997</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAGR</td>
<td>22.5%</td>
<td>21.4%</td>
<td>1.1%</td>
<td>21.6%</td>
<td>22.0%</td>
<td>22.5%</td>
</tr>
<tr>
<td>CAED</td>
<td>9.4%</td>
<td>8.7%</td>
<td>0.7%</td>
<td>8.8%</td>
<td>9.1%</td>
<td>9.4%</td>
</tr>
<tr>
<td>CBUS</td>
<td>14.6%</td>
<td>14.6%</td>
<td>0.0%</td>
<td>15.1%</td>
<td>14.8%</td>
<td>14.6%</td>
</tr>
<tr>
<td>CENG</td>
<td>24.7%</td>
<td>24.6%</td>
<td>0.1%</td>
<td>24.4%</td>
<td>24.6%</td>
<td>24.7%</td>
</tr>
<tr>
<td>CLA</td>
<td>17.5%</td>
<td>18.4%</td>
<td>-0.9%</td>
<td>17.9%</td>
<td>17.7%</td>
<td>17.5%</td>
</tr>
<tr>
<td>CSM</td>
<td>10.7%</td>
<td>11.6%</td>
<td>-0.9%</td>
<td>11.6%</td>
<td>11.2%</td>
<td>10.7%</td>
</tr>
<tr>
<td>Other</td>
<td>0.6%</td>
<td>0.6%</td>
<td>0.0%</td>
<td>0.6%</td>
<td>0.6%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Totals</td>
<td>100.0%</td>
<td>99.9%</td>
<td>0.1%</td>
<td>100.0%</td>
<td>100.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

csize97f.xls
FALL TRANSFER INDEX (1993 - 1996)

The ratio of new enrolled transfer students to new enrolled undergraduate by college for each Fall term, 1993 to 1996, inclusive.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CAGR</td>
<td>43.5%</td>
<td>39.2%</td>
<td>34.5%</td>
<td>31.3%</td>
</tr>
<tr>
<td>CAED</td>
<td>44.5%</td>
<td>50.2%</td>
<td>49.9%</td>
<td>37.6%</td>
</tr>
<tr>
<td>CBUS</td>
<td>41.1%</td>
<td>39.5%</td>
<td>28.7%</td>
<td>30.1%</td>
</tr>
<tr>
<td>CENG</td>
<td>33.6%</td>
<td>27.8%</td>
<td>25%</td>
<td>21.8%</td>
</tr>
<tr>
<td>CLA</td>
<td>52.4%</td>
<td>44.6%</td>
<td>51.3%</td>
<td>39.5%</td>
</tr>
<tr>
<td>CSM</td>
<td>37.2%</td>
<td>32.3%</td>
<td>31.2%</td>
<td>29.7%</td>
</tr>
<tr>
<td>CAMPUS</td>
<td>41.7%</td>
<td>37.5%</td>
<td>34.9%</td>
<td>30.5%</td>
</tr>
</tbody>
</table>