I. Minutes: Approval of the October 24, 1995 Academic Senate minutes (pp. 2-3)

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

III. Reports:
A. Academic Senate Chair:
B. President’s Office:
C. Vice President for Academic Affairs:
D. Statewide Senators:
E. CFA Campus President:
F. Staff Council representative:
G. ASI representatives:

IV. Consent Agenda:

V. Business Item(s):
A. Resolution on the Cal Poly Plan: second reading (p. 4 in today’s agenda).
B. Guidelines and Criteria for Performance Salary/Step Increases: second reading (p. 5 in today’s agenda). (PSSI Policy distributed at the 11.14.95 meeting.)
C. Program Review and Improvement Committee’s Report on Programs Reviewed During 1994-1995-Bermann, second reading (p. 3 in your 11.14.95 agenda and pp. 39-100 in your 10.3.95 agenda.)
D. Resolution on "U" Grades-Freberg, Chair of the Instruction Committee, second reading, (p. 4 in your 11.14.95 agenda).
E. Resolution on Guidelines for Experiential Education-Williamson, Chair of the Curriculum Committee, second reading, (p. 6 in today’s agenda).
F. Resolution on Proposal to Establish an Urban Forest Ecosystems Institute-Mark, Associate Dean of CAGR, first reading (pp. 6-22 in your 11.14.95 agenda).

VI. Discussion Item(s):

VII. Adjournment:
Adopted:

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

AS-95/95
RESOLUTION ON
THE CAL POLY PLAN

WHEREAS, Funding for higher education in the State of California is an unprotected category in the state budget; and

WHEREAS, Federal and State funding levels of financial aid for students are seriously threatened, and such action will make it increasingly difficult for many qualified students to attend Cal Poly a decrease in funds from those sources could result in a larger portion of the Cal Poly budget being used for financial aid; and

WHEREAS, The current Cal Poly budget does not provide sufficient funds to maintain, replace, or upgrade the equipment needed for instructional programs; and

WHEREAS, Reduced or even constant levels of funding threaten to diminish the quality of education at Cal Poly, and such funding levels would greatly inhibit Cal Poly's ability to meet the educational demands of the future; and

WHEREAS, Enrollment growth at Cal Poly is an expectation of the Governor and the State Legislature; and

WHEREAS, Increased enrollment at Cal Poly will cause significant stress on the infrastructure of the University; and

WHEREAS, The Cal Poly Plan is an effort to address the above concerns, and it offers the flexibility for Cal Poly to respond to additional challenges; and

WHEREAS, The Cal Poly Plan is being developed through a collaborative process involving all constituents of the University; therefore, be it

RESOLVED: That the Academic Senate of Cal Poly support the continued development of the Cal Poly Plan provided that revenues generated through this plan will not be used to reduce funds allocated to Cal Poly from CSU sources; and, be it further

RESOLVED: That the Academic Senate of Cal Poly support the continued development of the Cal Poly Plan provided that the priorities of use of the additional revenues raised by this plan be determined through a collaborative process that involves all constituents of the University; and, be it further

RESOLVED: That the Academic Senate of Cal Poly support the continued development of the Cal Poly Plan provided that a process be established to evaluate the effectiveness of the Plan and allow for adjustments of the Plan in order to maintain and enhance educational quality; and, be it further

RESOLVED: That the Academic Senate of Cal Poly encourage the Cal Poly community to work together to develop a Cal Poly Plan that meets the conditions of this Resolution.

Proposed by the Academic Senate Budget Committee
November 7, 1995 (Revised 11.13.95 and 11.20.95)
WHEREAS, the faculty ("Unit 3") contract (the "Memorandum Of Understanding" or MOU) creates Performance Salary Step Increase ("PSSI"s), and

WHEREAS, the MOU delegates to the Academic Senate on each campus with the task of establishing standards, criteria, and procedures for granting such step increases, and

WHEREAS, if the senate does not act by December, 15, 1995, the MOU allows the campus President to institute standards, criteria, and procedures on his own, be it

RESOLVED: that the Academic Senate of Cal Poly approve the attached policy on procedures, standards and criteria for the granting of PSSIs during the 1995-96 academic year, and be it further

RESOLVED: that this policy be reviewed this year and a more permanent policy be put into place by June 1, 1995 to apply for academic years 1996-97 and 1997-98.

Proposed by the ad hoc Academic Senate committee on Performance Salary Step Increases
Background Statement: Efforts have been made over the past eight years to develop university guidelines for experiential courses. In 1986-1987, an Ad Hoc Committee on Experiential Education studied the issue and proposed guidelines which were framed in an Academic Senate resolution dated October 1989. The Senate Executive Committee referred the issue to the Curriculum Committee for further study and the committee made "tentative recommendations" in its "End of Year Overview, 1992-93." On October 3, 1994, Jack Wilson, Chair of the Academic Senate, requested the Curriculum Committee to "develop guidelines for 'coop' courses" as part of the committee's charge for 1994-95.

Following review of these previous efforts, the current Curriculum Committee concluded that the issues of major concern were: first, that experiential education should not constitute an inordinate component of a student's course of study; and, second, that grading of students' efforts in these classes is subjective and does not reflect uniform standards for what must be an individualized experience both in conception and execution.

The Curriculum Committee concluded that it was impractical and unwarranted to establish a university-wide limitation on student credit units earned in experiential courses. The committee also concluded that experiential courses should be graded C/NC across the university due to their individualized nature and the lack of university-wide standards of expectation. These recommendations were made in the committee's "Report on Curricular Reform," forwarded to the Senate Executive Committee.

WHEREAS, Experiential education is a complement to the formal curriculum and includes those courses with a significant component of out-of-classroom experience. Such courses may include but are not limited to coops, internships, enterprise projects, student teaching, service and club-related activities. For purposes of this resolution, such courses are defined as coops, internships, practicums, enterprise projects, and service/club-related activities; and

WHEREAS, Experiential education constitutes a valued part of Cal Poly's curriculum; and

WHEREAS, Such courses call for student design and implementation of course methods and goals; and

WHEREAS, Such courses represent a highly individualized educational experience for the student and raise difficulties in ensuring standardized expectations across the university; therefore, be it

RESOLVED: That grading for experiential courses be on a C/NC basis only.

Proposed by the Academic Senate
Curriculum Committee
May 8, 1995
Academic Senate Survey on the "Cal Poly Plan" 
Executive Summary

From the middle of October through November 6, 1995, the Academic Senate conducted a survey of faculty and professional consultative services (PCS) staff. The Survey was designed to determine faculty priorities, should increased funds become available. Three-hundred fifty-nine faculty / PCS staff responded and the following are the highlights of the results of those responding:

Staffing: Forty-eight percent said there should be a major increase in funding to hire more tenure track faculty.

On a related issue, fifty percent said there should be a major increase in funding toward offering more Summer courses.

Library: Forty-eight percent said there should be a major increase in funding for library services and materials.

Forty-two percent said there should be a major increase in funding to provide for longer library hours.

Equipment: Forty-seven percent said there should be a major increase in funding for new equipment.

Forty-three percent said there should be a major increase in funding for the maintenance of existing faculty equipment.

Thirty-five percent said there should be a major increase in funding for the maintenance of existing laboratory equipment.

Overall Priorities: Respondents were asked to rank their five highest priorities. Additional classes were the three top priorities, while hiring more tenure track faculty and more graders / student assistants was the second highest ranked area. Also ranked highly were reduced teaching load and class size, more time for research, maintenance of current equipment and increased library hours.
Academic Senate Survey on the "Cal Poly Plan"
Executive Summary

From the middle of October through November 6, 1995, the Academic Senate conducted a survey of faculty and professional consultative services (PCS) staff. The Survey was designed to determine faculty priorities, should increased funds become available. Three-hundred fifty-nine faculty / PCS staff responded and the following are the highlights of the results of those responding:

Staffing: Forty-eight percent said there should be a major increase in funding to hire more tenure track faculty.

On a related issue, fifty percent said there should be a major increase in funding toward offering more Summer courses.

Library: Forty-eight percent said there should be a major increase in funding for library services and materials.

Forty-two percent said there should be a major increase in funding to provide for longer library hours.

Equipment: Forty-seven percent said there should be a major increase in funding for new equipment.

Forty-three percent said there should be a major increase in funding for the maintenance of existing faculty equipment.

Thirty-five percent said there should be a major increase in funding for the maintenance of existing laboratory equipment.

Overall Priorities: Respondents were asked to rank their five highest priorities. Additional classes were the three top priorities, while hiring more tenure track faculty and more graders/student assistants was the second highest ranked area. Also ranked highly were reduced teaching load and class size, more time for research, maintenance of current equipment and increased library hours.
PERFORMANCE SALARY STEP INCREASE (PSSI) APPLICATION/NOMINATION FORM

Name:

Department/College (Unit):

Date of Application:

If Applicable, Nominated By:

Applicants/nominees are expected to be outstanding in at least one area and meritorious all other areas within the five academic years preceding application. Applicants are encouraged to identify which of the following areas they consider their performance to be outstanding:

- teaching performance and/or other professional performance
- professional growth and achievement
- service to the university, students, and community

Applicants should describe in six (6) or fewer pages their vita, achievements and the significance of these activities. Please clearly specify which area(s) you are addressing.

My signature certifies that the statements in this application are true and factual and authorizes review of my personnel action file by those involved in considering PSSIs. I understand that the PSSI committees(s) reserves the right to request and review additional documentation.

Applicant's Signature ___________________________ Date ____________
GUIDELINES and CRITERIA for PERFORMANCE SALARY/STEP INCREASES

2.3 The performance of applicants/nominees is expected to be outstanding in at least one area and meritorious in all other areas. Applicants will identify which areas they consider their performance to be outstanding.

3.1 The period emphasized for consideration for outstanding or meritorious performance is five academic years immediately preceding the academic year in which submission of the application/nomination is made.
2.3 Applicants/ nominees are expected to be outstanding in at least one area, and meritorious in all other areas, THE AREA OF TEACHING PERFORMANCE, AND AT LEAST MERITORIOUS IN ANY OF THE TWO REMAINING AREAS. Applicants will identify which areas ASIDE FROM TEACHING PERFORMANCE they consider their performance to be outstanding AND/OR MERITORIOUS.
Amendment to the Resolution on the Cal Poly Plan

WHEREAS, Under the Cal Poly Plan, it has been estimated that Cal Poly students may be subject to tuition increases up to $500 per year in order to pay for increased costs incurred under the Plan; and

WHEREAS, Cal Poly students in the past five years have already been subjected to the largest tuition increases in the history of the university; and

WHEREAS, During this period, pay increases for faculty have been relatively small in comparison to pay increases for administrators; therefore, be it

RESOLVED: That in order to minimize future tuition increases for Cal Poly students, all administrators under the Management Pay Plan receive an immediate 10 percent across-the-board reduction in salary in the event the Cal Poly Plan is implemented.

Proposed by the Executive Council of the Cal Poly chapter of the California Federation of Teachers
November 17, 1995
2.3 THE PERFORMANCE OF applicant/nominees is expected to be OUTSTANDING IN THE AREA OF TEACHING AND/OR OTHER PROFESSIONAL PERFORMANCE. IN ADDITION, THE PERFORMANCE MUST BE OUTSTANDING OR MERITORIOUS IN THE OTHER TWO AREAS (PROFESSIONAL ACHIEVEMENT AND SERVICE).
PSSI POLICY AMENDMENT

Proposed by: Dan Bertozzi--College of Business

Resolved: That the language of Paragraph 5.2 of the PSSI draft policy be revised to add the following:

5.2 The President or designee is encouraged to consult with the appropriate college dean in the selection of those PSSI recipients not recommended by a college wide faculty committee.
PSSI POLICY AMENDMENT

Proposed by: Dan Bertozzi --College of Business

Resolved: That the language of Paragraph 2.3 of the PSSI draft policy be replaced by the following:

2.3 Applicants/nominees who are recommended are expected to be outstanding or meritorious in 2 of 3 areas (teaching performance and/or other professional performance; professional growth and achievement; service to the university, students, and community), one of which must be teaching and/or other professional performance; and are expected to be performing satisfactorily in the third area.