I. Minutes: Approval of the October 29, 1991 Academic Senate minutes (pp. 2-5).

II. Communication(s) and Announcement(s):
   A. Reading List (p. 6).
   B. Openings for International Programs Resident Director Assignments (pp. 7-8).

III. Reports:
   A. Academic Senate Chair
   B. President's Office
   C. Vice President for Academic Affairs' Office
   D. Statewide Senators
   E. CFA Campus President
   F. CSEA Campus President
   G. ASI Representatives

IV. Consent Agenda:
   A. GE&B Proposal for HUM X402-Vilkitis, co-chair of the GE&B Committee (p. 9).
   B. Curriculum Proposal for Biological Sciences Department-Bailey, chair of the Curriculum Committee (pp. 10-11).
   C. Curriculum Proposal for Natural Resources Management Department-Bailey, chair of the Curriculum Committee (pp. 12-14).

V. Business Item(s):
   A. Resolution on Faculty Suspension With Pay-Berrio, chair of the Personnel Policies Committee, second reading (p. 15).
   B. Voting Membership of the General Faculty-DeMers, chair of the Constitution and Bylaws Committee, second reading (p. 16).

VI. Discussion Item(s):
   Formation of Ad Hoc Committee for Program Review Criteria (p. 17).

VII. Adjournment:
<table>
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<th>date</th>
<th>reading material</th>
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<tbody>
<tr>
<td>9/13/91</td>
<td>Academic Senate CSU resolutions considered at their September 5-6, 1991 meeting (Academic Senate CSU)</td>
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<tr>
<td>10/1/91</td>
<td>Sabbatical and Difference-In-Pay Leaves (memo from Vice President Koob to deans, et al.)</td>
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<td>11/7-8/91</td>
<td>Academic Senate of the CSU Agenda for November 7-8, 1991 (Academic Senate CSU)</td>
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Date: October 11, 1991

To: Vice Presidents, Academic Affairs

From: Lee R. Kerschner
Vice Chancellor
Academic Affairs

Subject: Openings for 1993-94 and 1993-95 International Programs Resident Director Assignments

Enclosed is your copy of a memorandum addressed to your campus representative to the Academic Council on International Programs (ACIP), a sample of the Resident Director application packet, and suggested text for your use in announcing the availability of these challenging and rewarding assignments for qualified CSU faculty.

I would like to ask for your assistance in publicizing and promoting faculty interest on your campus in applying for resident director positions. The International Programs is making a concerted effort to recruit highly qualified faculty and is particularly interested in receiving applications from underrepresented faculty groups, specifically minorities and women. Application packets and further information on the International Programs Resident Director selection process are available from your campus ACIP representative whose name and contact information appears on the attached roster.

Thank you for your assistance.

Distribution:
- Presidents
- Chair, Statewide Academic Senate
- Chair, Statewide and International Programs Committee, Statewide Academic Senate
- Chairs of Faculty Senate
- Academic Council Member
- Directors of Public Affairs
- IP Campus Coordinators
- Chancellor's Office Staff
APPLICATIONS INVITED FOR
CSU INTERNATIONAL PROGRAMS RESIDENT DIRECTOR
APPOINTMENTS FOR 1993–94 or 1993–95

The CSU International Programs is calling for applications for its twelve-month, full-time, academic year Resident Director positions in France, Germany, Italy, Mexico, Spain, for the 1993 calendar year in Zimbabwe and for its twelve-month, part-time, academic year (1/5) positions in Israel and Japan. The term of appointment is usually one year, but may be two years in exceptional cases. A CSU Resident Director position provides qualified CSU faculty members with an opportunity to be a vital part of the special experience of students involved in intercultural learning, to develop their administrative skills, and to utilize their international communicative skills in a rewarding, professional environment. Faculty from all disciplines, minorities, women, and those who have never had the opportunity previously to serve in one of these positions are especially encouraged to apply.

CSU Resident Directors are compensated at their current level of appointment (on a twelve-month basis) and receive a 10% salary differential for overseas assignment. In addition, the International Programs provides the Resident Director (but not dependents) round trip airfare and travel expenses.

To qualify for appointment, applicants must meet these standards: Full-time, tenure-track appointment to the faculty or academic administrative staff of a CSU campus; possession of a Ph.D. or other terminal degree; and appropriate overseas experience. For France, Germany, Italy, and Spain, applicants must possess the ability to speak and write the relevant language. Language ability is highly desirable for the other non–English speaking countries. Administrative ability and a personal and professional commitment to international education are also required. It is desired that applicants have had experience in disbursing and accounting for state funds. For Zimbabwe, experience in sub-Saharan Africa is highly desirable.

Application materials and further information may be obtained from the San Luis Obispo representative to the Academic Council on International Programs, Dr. Donald Floyd in Social Sciences, ext. 2828 or 2260, or contact the Office of International Programs, The California State University, 400 Golden Shore, Suite 300, Long Beach, California 90802–4275, tel: (213) 590–5655.
## General Education and Breadth Proposal

1. **PROPOSER'S NAME**
   - School of Liberal Arts

2. **PROPOSER'S DEPARTMENT**
   - Humanities

3. **SUBMITTED FOR AREA** (include section, and subsection if applicable)
   - GE&B Area C.3

4. **THIS PROPOSAL IS FOR:**
   - [ ] New Course
   - [X] Change to an Existing GEB Course
   - [ ] Existing Course Proposed for Addition to GEB

5. **COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION** (follow catalog format)
   - **HUM X402 VALUES AND TECHNOLOGY** *(3)*
     Humanistic investigation into the theoretical and practical applications of technology with specific reference to the social effects of technological change. For all majors. Non-technical. 3 lectures. Prerequisite: Junior standing and ENGL 215 or ENGL 218.

6. **SUBCOMMITTEE RECOMMENDATION AND REMARKS**
   - The only change being made to this course is the addition of one activity section in place of one of the lecture meetings.
   - **APPROVE**

7. **GE & B COMMITTEE RECOMMENDATIONS AND REMARKS**
   - **APPROVE**

8. **ACADEMIC SENATE RECOMMENDATION**

---

*Academic Programs: 7/18/90*
ITEMS THAT WERE TABLED OR DISAPPROVED SPRING 1991.

VP (Vice President Academic Affairs), AS (Academic Senate),
CC (Curriculum Committee)
A = Approved, A* = Approved pending technical modification,
AR = Approved with Reservation (see Committee Comments),
T = Tabled (see Committee Comments), D = Disapproved

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<th>V</th>
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<th>C</th>
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<td>S</td>
<td>C</td>
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I. Marine Biology Concentration, B.S. Biological Sciences

Delete from BS Biological Sciences and create new Marine Biology and Fisheries Concentration under BS Ecology and Systematic Biology.

II. Fisheries and Wildlife Concentration, B.S. Ecology and Systematic Biology

Split concentration into:

Marine Biology and Fisheries Concentration, BS Ecology and Systematic Biology

Wildlife Biology Concentration, BS Ecology and Systematic Biology
### B.S. Biological Sciences

#### Marine Biology Concentration

- BIO 328 Marine Biology: 4 credits
- BOT 437 Algo/ology: 4 credits
- ZOO 322 Ichthyology: 4 credits
- ZOO 336 Invertebrate Zoology: 4 credits
- Adviser approved elective: 2 credits
- BIO 437 recommended: 

Total: 18 credits

#### B.S. Ecology and Systematic Biology

- Fisheries and Wildlife Concentration
  - CONS 320 Fishery Resource Management: 4 credits
  - CONS 431 Game Management: 4 credits
  - NR 120/CONS 120 Fisheries & Wildlife Mgmt: 3 credits
  - ZOO 323 Ornithology: 4 credits
  - Select with adviser approval from:
    - BIO 328, 334, 437
    - CONS 207, 221, 320, 422, 426, 427, 431, 433
    - ENT 421
    - FNR 203, 302, 406
    - ZOO 321, 322, 323

Total: 27 credits

- Wildlife Biology Concentration
  - CONS 120 Fisheries and Wildlife Management: 3 credits
  - CONS 427 Habitat Management: 4 credits
  - CONS 431 Game Management: 4 credits
  - ZOO 321 Mammalogy: 4 credits
  - ZOO 323 Ornithology: 4 credits
  - Select with adviser approval from:
    - BIO 334
    - CONS 207, 210, 221, 426
    - ENT 421
    - FNR 203, 302, 406
    - ZOO 341

Total: 31 credits
NATURAL RESOURCES MANAGEMENT DEPARTMENT

1992-94 CATALOG PROPOSALS - REVISED
ITEMS THAT WERE TABLED OR DISAPPROVED SPRING 1991

VP (Vice President Academic Affairs), AS (Academic Senate),
CC (Curriculum Committee)
A = Approved, A* = Approved pending technical modification,
AR = Approved with Reservation (see Committee Comments),
T = Tabled (see Committee Comments), D = Disapproved

I. DELETED COURSES

1. FOR 120 Fisheries and Wildlife Management (3) 3 lec

II. CHANGES TO EXISTING COURSES

Number, Title, Unit Value, C/S Number, Description and Prerequisite Changes

1. FOR 300 prereq from CSC 110 to AG 250/CSC 113
2. NRM 401 prereq from ECON 211, NRM 302 to ECON 201

III. CURRICULUM CHANGES

1. Change CSC 110/CSC 111 (F.1) to AG 250/CSC 113
2. Change ECON 201/ECON 211 (D.3) to ECON 201 (D.3)

See following page for comparison listing of concentration courses:

Environmental Management Concentration
3. Delete NRM 405 Applied Resource Analysis (4)
4. Delete NRM 417 Resource Recreation Planning (3)
5. Delete POLS 314/404/405
6. Add restricted electives with prior written approval of advisor (7)
7. Change total units from (29) to (26)

Forest Resources--Management Concentration
8. Delete FOR 332 Forest Products (3)
9. Add FNR 332/434/438 (4/2/2)
10. Delete FOR 345 Chaparral Management (3)
11. Delete FOR 434 Tree Growth and Wood Properties (3)
12. Add FNR 100/FNR 339/COOP 486 (4/4/6)
13. Change units from (29) to (26)

Forest Resources--Urban Forestry Concentration
14. Move FOR 342, NRM 311, OH 421, OH 422, SS 310 to elective list
15. Change restricted electives with prior written approval of advisor from (1) to (14)
16. Change units from (29) to (26)

Forest Resources--Watershed, Chaparral, and Fire Management Concentration
17. Move AE 445, FOR 330/450, STAT 313 to restricted electives list
18. Change restrictive electives from (1) to (7) with prior written approval of advisor
19. Change units from (29) to (26)

Parks and Forest Recreation Concentration
21. Move CONS 120, FOR 342, FOR 350, NRM 203 to restricted electives list
22. Delete NRM 410 Resource Recreation Management (4)
23. Delete NRM 417 Resource Recreation Planning (3)
24. Add FNR 100/339/COOP 486 (2/2/6)
25. Add restricted electives with prior written approval of advisor (12)
### 1990-92

#### Environmental Management Concentration

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<td>Applied Resource Analysis</td>
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<td>POLS 314/POLS 404/POLS 405</td>
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<td>Environmental Quality Control</td>
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<td>CRP 212</td>
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<td>SS 433</td>
<td>Land Use Planning</td>
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**Total Credits:** 29

### 1990-92

#### Forest Resources Management Concentration

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**Total Credits:** 29

### 1990-92

#### Forest Resources Urban Forestry Concentration

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<td>Hardwood Management</td>
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<td>FNR 450</td>
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<td>Environmental Interpretation</td>
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<td>OH 421</td>
<td>Arboriculture</td>
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<td>Urban Soils</td>
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**Total Credits:** 29

### 1992-94

#### Environmental Management Concentration

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### 1992-94

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### 1992-94

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WHEREAS, The President and/or his designees have the legal authority to take actions as necessary to ensure the safety and security of the university community, and

WHEREAS, Faculty members are guaranteed confidentiality in personnel matters, and

WHEREAS, Faculty members have the right to know the nature of any charges or investigations related to them; therefore, be it

RESOLVED: That the following language be appended to Campus Administrative Manual (CAM) Section 346.3.C:

2. When a faculty member receives notice of temporary suspension with pay, s/he may request, in writing, within 20 calendar days, that the President provide the specifics of the allegation(s). Within 20 calendar days of such request, the President will provide, in writing—to the faculty member only—the specifics of the allegation(s).

2. When the President determines that there is strong and compelling justification to suspend a faculty member with pay, such suspension will not exceed 48 hours without formal written notice that will include at least: the length of the suspension and the nature or basis of the circumstances that precipitated the suspension.

3. In the event that the President finds cause to proceed with disciplinary action, the President will give formal written notice that will include at least: the cause and reasons for disciplinary action, the procedures for disciplinary action, and the appeal rights of the faculty member.
Adopted:

ACADEMIC SENATE
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

Background Statement: Article I., Membership of the General Faculty, is somewhat vague which results in arbitrary identification of voting members of the General Faculty. Changes in Article I of the Constitution would assist in identifying voting members of the General Faculty.

AS-91/
RESOLUTION ON
VOTING MEMBERSHIP OF THE GENERAL FACULTY

WHEREAS, The current description of the General Faculty within the Constitution of the Faculty is vague; and

WHEREAS, The current description results in an arbitrary identification of voting members of the General Faculty; therefore, be it

RESOLVED: That Article I of the Constitution of the Faculty be changed as follows:

Voting members of the General Faculty shall consist solely of those persons who are full-time academic employees holding faculty rank and occupying a position in an academic department, according to their appointment, within the university. Department chairpersons, department heads, center directors, officers of the faculty and representatives to the California State University Academic Senate will not cease to be members of the faculty because of any reassigned time allotted to them by virtue of their offices. Personnel in professional consultative services, as defined in III.1.b. of the Constitution, and full-time lecturers holding one-year appointments of one year or more in academic departments are members of the General Faculty. Faculty whose appointments are not full-time for an academic quarter are considered members of the General Faculty during each quarter of their full-time appointment. Voting membership of the General Faculty shall not lapse because of leave of absence during a leave of absence if the leave is one year or longer. Nonvoting membership in the General Faculty shall include all temporary, part-time academic personnel not included in the voting membership.

Proposed by: Academic Senate Constitution and Bylaws Committee
May 9, 1991
Revised: November 5, 1991
AD HOC COMMITTEE FOR PROGRAM REVIEW CRITERIA

PURPOSE:

The purpose of the Ad Hoc Committee is to develop all identifiable aspects of criteria, program review committee size and composition, and process for program review, with the objective of improving academic quality of programs available at Cal Poly.

AD HOC COMMITTEE MEMBERSHIP:

Committee membership shall consist of 8 persons, one from each school and one from the Library. These persons will be appointed by vote of the Executive Committee of the Academic Senate.

Vacancies on the Committee will be filled by the same process, following nomination by the caucus from the school/library in which the vacancy occurred.

AD HOC COMMITTEE CHARGE:

1. This committee is to identify and recommend those factors which it deems relevant to the assessment of the quality of any academic program at Cal Poly. Such factors may be qualitative or quantitative in nature, but should be applicable, as nearly as possible, to all programs.

2. Recommend a process for applying the criteria in order to evaluate a program.

3. Recommend a report format for communicating the results of the evaluation to the Academic Senate and to the Administration.

4. Recommend the size, composition, and program selection process for the Program Review Committee.

5. Prepare a resolution to be submitted to the Academic Senate, which transmits the recommendations developed by the Ad Hoc Committee for Program Review Criteria.

6. Transmit the final report and resolution to the Academic Senate office by December 5, 1991.
MEMORANDUM

TO:    Academic Senate CSU
FROM:  Faculty Affairs Committee
SUBJECT: Termination of employment if faculty in the Faculty Early Retirement Program at San Diego State University and CSU, Chico

November 6, 1991

This question does not fit the usual "Resolution format of Academic Senate transactions. Yet the basic issues involved, namely the alleged breach of contract, violation of order-of-layoff, and particularly breaking of tenure, are of such fundamental importance to the integrity of the academic process that the Faculty Affairs Committee is of the opinion that the Senate should discuss them in plenary session. The Committee is aware, in making this request, that the Senate does not and should not adjudicate personnel cases and the California Faculty Association has filed formal grievances on behalf of all the faculty who were terminated from FERP in apparent violation of the 1983 Memorandum of Understanding (MOU).

The following is a brief summary of the issues and actions involved, including, at the end, some suggested questions for openers in addressing the problem.

The original FERP contract, or MOU, was negotiated in 1983 and continues for about three years before being superseded by another contract. The agreement stipulated that tenured faculty eligible for retirement could teach half-time (whether within each semester or teaching full-time every other semester), while at the same time drawing retirement pay. It should be noted that the retirement pay would be at a reduced rate in exchange for the right to anticipate in FERP. Article 29, paragraph 6 limits the entitlement for participation to eight years.

Article 29, paragraph 16 stated that "A participant (in the FERP) shall be deemed a tenured faculty employee and shall maintain contractual rights and responsibilities of such, except as those rights are modified by this Article and statute."

The order of layoff, as defined in Article 38, paragraph 10 places tenured faculty last. In other word, all other faculty were to be laid off before tenured faculty. The paragraph does not distinguish between faculty in FERP as opposed to pre-retirement faculty.
In 1987 a new MOU was negotiated. It changed the order of layoff by stipulating that faculty under the new FERP could be laid off before full-time probationary faculty (Article 38, paragraph 10). The presidents of two campuses, San Diego and Chico, interpreted this to mean that faculty under the original FERP (1983-86) could be laid off ahead of full-time probationary faculty. Hence the dispute. Those faculty members who signed the contract for the original FERP did so in good faith, believing that both the bargaining agent and management meant what they had agreed to. In so doing, as noted, they accepted lower retirement pay.

1. Should the Academic Senate ask representatives from Management and CFA to come in and discuss the issues before the Senate? For example, could these representatives address the question, "Was it the intent if the parties who negotiated the MOU of 1987 to negate the agreements signed in the original FERP contracts?" (Dr. Milton Dobkin, one of the negotiators, says that such was not the intent).

2. Can the Academic Senate in some way present the dilemma to the Chancellor and the Board of Trustees without setting an undesirable precedent for intervention?
WHEREAS, The new Memorandum of Understanding (MOU) between the California State University (CSU) and the California Faculty Association (CFA) contains language reducing faculty weighted teaching units (WTUs) for "direct instruction" by three units per term, on the average, phased in over a three-year period, for non-S factor courses and only for tenured or tenure-track faculty; and

WHEREAS, This reduction in direct instruction WTUs is being referred to as "indirect instruction," and beginning with the 1992-93 academic year, the workload of probationary and tenured employees in the CSU shall include one unit of such "indirect instruction;" and

WHEREAS, Representatives of the CFA and the CSU are developing a working definition of what constitutes "indirect instruction;" and

WHEREAS, The establishment of criteria and standards for evaluation of faculty is identified in HEERA as a joint responsibility of the Board of Trustees and the academic senate; and

WHEREAS, Any changes in the definition of faculty workload could affect the evaluation of faculty; therefore be it

RESOLVED: That the Academic Senate of the California State University, exercising its proper role in the establishment of criteria and standards for evaluation of faculty, urge the Chancellor and the California Faculty Association to define "indirect instruction" in positive, constructive terms that recognize its value in improving the quality of faculty performance, for example, as a means for faculty to stay current in their professional disciplines.
FACULTY RESPONSIBILITY FOR CAMPUS DISCUSSION ON ISSUES OF CRITICAL IMPORTANCE TO HIGHER EDUCATION

WHEREAS, It is one of the primary responsibilities of university faculty to initiate discussions on issues of critical importance to higher education; and

WHEREAS, The American Association of University Professors draft statement on the Political Correctness Controversy states that:

"Critics have accused American higher education of submitting to the alleged domination of exponents of 'political correctness' that is chilling the climate of debate on campus. This attack has been less than candid about its actual origin, which appears to be in an only partly-concealed animosity toward equal opportunity;" and

WHEREAS, The American Association of University Professors finds no contradiction between its founding principle of academic freedom and its long standing policy in support of affirmative action and equal opportunity and acknowledge that there are legitimate divergences of opinion; and

WHEREAS, The American Association of University Professors has "formulated and defended the ground rules that insure free debate in the academy;" therefore be it

RESOLVED: That the Academic Senate of the California State University encourage faculty to initiate through campus senates, discussions and forums that encourage debate on academic freedom, equal opportunity, multi-culturalism, and all issues of critical importance to higher education.
WHEREAS, Public policy decision-making is especially difficult in today's economic climate; and

WHEREAS, Legislators may find it helpful to know about the ways that the California State University serves the people of California and about how specific legislative and other policy decisions affect individual campuses; and

WHEREAS, On each campus resides a network of administrators, faculty, staff, and students who are knowledgeable about the programs and services offered by the CSU and who have the expertise to inform policy-makers regarding the impact of policy decisions on specific campuses; therefore be it

RESOLVED: That the Academic Senate of the California State University encourage the Chancellor to urge each campus to establish a campus-level Public Policy Network, composed of some combination of administrators, faculty, staff, students, and alumni who are knowledgeable about campus programs and interested in public policy related to higher education, with the charge of providing information to policy-makers about campus programs and informing legislators and other policy-makers about campus issues and concerns related to specific public policy decisions; and be it further

RESOLVED: That the Academic Senate CSU urge campus senates to support the establishment of Public Policy Networks on their respective campuses.
CAMPUS PUBLIC POLICY NETWORKS

Definition: A campus policy network consists of an informal group of students, alumni, faculty, and administrators who are reasonably interested and reasonably knowledgeable about politics and policy, especially at the state level.

Choose faculty from among local senate leaders, the campus statewide senators, CFA local leaders, Political Science or other faculty who are involved and interested.

Choose students from local or statewide Associated Students officers, politically aware students who might be found in any major.

Choose alumni from local alumni organization leadership, and/or who have interests and knowledge in the topic.

Choose administrators whose portfolios include government relations, community relations, and/or who have interests and knowledge in the topic.

A campus policy network would gather e.g. monthly, e.g. over lunch, to talk over what's happening. It would not necessarily promote letter-writing or other outcomes itself, leaving that instead to the different constituencies. It would instead concentrate on information exchange. It could lead to coordinated activities.
EDITORIAL CHANGE IN THE DEFINITION OF CRITICAL THINKING FOR GENERAL EDUCATION-BREADTH PROGRAM

WHEREAS, Executive Order 338 provides a definition of the content and objectives of instruction in Critical Thinking; and

WHEREAS: Instructional faculty have proposed a modification of this definition to reflect more precisely the content and terminology of Critical Thinking pedagogy; therefore be it

RESOLVED: That the Academic Senate of the California State University recommend that any Executive Order which supersedes E.O. 338 contain the following definition:

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the demonstration of skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion.

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SUPPORT FOR BUDGET PROPOSALS FROM THE CALIFORNIA STATE UNIVERSITY
THAT APPROPRIATELY REFLECT THE NEEDS OF CALIFORNIA'S CITIZENS

WHEREAS, In the face of rapid increases in the size and changes in the
demographic composition of California's population, the mission of
the California State University to provide access to higher
education for all eligible students has never been more urgently
needed for sustaining California's economy and society; and

WHEREAS, On the base of a $55.7 billion state budget, policy makers now face
an estimated $3 billion imbalance between state general fund
receipts and expenditures for Fiscal Year 1992, with a further
deficit likely for Fiscal Year 1993; and

WHEREAS, Projected cyclical (recession-caused) imbalances between receipts
and expenditures in the state budget, together with structural
budget constraints such as state constitution-mandated expenditures,
will require public policy makers to make difficult choices among
competing priorities; and

WHEREAS, An inadequate budget for the California State University for Fiscal
Year 1992 has resulted in students being turned away, declines in
service to students and the public, decreased morale, cuts to
libraries, laboratories, and other academic support functions atop
longer-term erosion that now jeopardize the fundamental ability to
provide instruction; and

WHEREAS, Attempts to maintain access without resource support for the
fundamental ability to provide instruction ultimately mislead and
disserve the people of California; and

(over)
WHEREAS, In dealing with difficult choices, including who shall be provided access, which specific academic programs and services can be continued, and whether adequate quality standards for academic programs shall be maintained, state policy makers should be provided with full information as to the budget and other requirements of maintaining educational programs and services in the California State University; and

WHEREAS, The Chancellor and the Board of Trustees have been clear and persuasive in their message to Californians that the mission of The California State University is of great value, but is jeopardized at current inadequate budget levels; and

WHEREAS, The California State University support budget for academic year 1992-1993 (the Gold Book) does not appear to articulate clearly the fact that student access, and the continuation of adequate academic programs and services needed for sustaining California's economy and society, are jeopardized by inadequate fiscal support; and

WHEREAS, The Chancellor, the chair of the Board of Trustees, and other Board members have sought in various meetings and in public statements to define for state public policy makers the fundamental choices that now loom in the face of a basic inability of the California State University to withstand further budget erosion without tragic losses of quality; therefore be it

RESOLVED: That the Academic Senate of the California State University declare that the faculty is no longer able to fulfill the mission of the CSU as defined in the Master Plan for Higher Education within the constraints of the present budget; and encourage campus senates to identify and communicate to appropriate officials the ways in which the ability of their faculty to fulfill the CSU mission has been impaired; and be it further
RESOLVED: That the Academic Senate CSU encourage the Chancellor and the Board of Trustees to present a budget for the CSU that states realistically the support required to maintain access and continue academic programs and services for the people of California, and that defines for state public policy makers the fundamental choices that must be made if the budget allocation to the CSU is not appropriately increased in relation to the number of students served.

RESOLVED: That the Academic Senate CSU recommend specifically that the Chancellor, in presenting the 1992-93 budget, make clear that in 1991-92 the quality of instruction in the CSU decreased significantly and that the CSU is unable to provide sufficient class sections and services for the number of students enrolled, identify the actual resources necessary per enrolled student in 1992-93 to provide an acceptable quality of instruction, and make clear the relationship between the level of funding provided to the CSU in 1992-93 and the enrollment that can be served adequately.
RESOLVED: That the Academic Senate, CSU declare that the current level of resource support per enrolled student allocated to the CSU is insufficient to maintain quality standards for academic programs, provide sufficient course sections and services to enrolled students, and maintain the infrastructure of the institution; and urge the Chancellor to identify an appropriate minimum cost per student that should be used as the basis for setting the enrollment request for 1992-93.

RESOLVED: That the Academic Senate, CSU urge the Chancellor to revise the 1992-93 support budget either to increase the total resource request for the enrollment target currently under consideration (1991-92 annualized average) using an appropriate cost per student as the basis for the resource request or to lower the enrollment target to a level that (on the basis of an appropriate cost per student) can be served adequately by the total resources requested.

Proposed Amendment to AS 2049-91/GA