WHEREAS, The enrollment at Cal Poly is expected to increase by approximately 800 students for the Fall of 2001, thereby creating significant financial challenges for Cal Poly; and

WHEREAS, One proposed solution to this budgetary problem involves teaching in large lecture format a number of classes originally proposed as writing-intensive General Education classes without a writing-intensive component; and

WHEREAS, Offering large lecture classes as a result of a substantial enrollment increase undertaken without adequate funding and resources weakens the principles stated in section 2, 4, and 7 of The California Polytechnic State University Strategic Plan as well as in the mission statement of the Cal Poly Plan and the CSUS Trustees’ Cornerstones document; and

WHEREAS, Offering sections of these General Education courses as large lecture sections therefore eliminates their writing-intensive component, thereby leaving the students who take these sections less prepared to succeed in more advanced classes, to fulfill General Education goals, to fulfill the Visionary Pragmatism goals, as well as to be less prepared to meet the Graduate Writing Assessment Requirement; therefore, be it

RESOLVED: That Cal Poly redirect funds to meet the budgetary shortfall resulting from the increased enrollment expected for the Fall of 2001 so as to support the fundamental writing-intensive general education of its students at enrollments consistent with the recommendations and goals of the new General Education program. These redirected funds shall not affect the base funding for any college, or for UCTE, or any academically related unit including the library; and be it further

RESOLVED: That while many administrators teach regularly, every administrator with academic retreat rights be encouraged to teach one lower division class with enrollment of at least 30 students during the 2001-2002 academic year; and be it further

RESOLVED: That should added large lecture sections be necessary to meet an unavoidable budget shortfall, the burden of teaching additional sections of classes in large lecture format be placed on courses originally intended to have no writing-intensive component.

Proposed by: David Kann, Director of Writing
Date: April 3, 2001
Revised: April 9, 2001
Revised: April 13, 2001
Revised: May 8, 2001
State of California

Memorandum

To:  

From: Warren J. Baker  

Date:  

August 30, 2001

Copies:  

Paul Zingg
David Conn

Subject: Response to Academic Senate Resolution AS-565-01/DK
Resolution on Budgetary Impact of Increased Enrollment on Writing Intensive Instruction

I hereby acknowledge receipt of the above-referenced Academic Senate Resolution.

The concerns expressed in this Resolution are well understood and appreciated. Although the University has already made a considerable effort to address these concerns in the face of limited resources and the need to address other obligations, the Senate's advice and concerns will certainly be taken into account in weighing resources and curricular needs in order to sustain academic quality in GE and major programs.