Academic Senate Agenda
Tuesday, May 19, 1984
UU 220, 3:00-5:00 p.m.

I. Minutes:

II. Communications:
A. President Baker's response to AS-247-87/SA&BC. Retention of Exams, etc (attached p. 2).
B. President Baker's response to AS-249-87/PPC. Attendance at Conventions, etc (attached p. 3).
C. President Baker's response to AS-250-87/GE&B. General Education and Breadth Requirements, etc (attached p. 4).
D. Memo from Wilson to AAFDP Members re Appointment of Affirmative Action Committee dated 5/4/87 (attached p. 5).

III. Reports:
A. President's Office
B. Academic Affairs Office
C. Statewide Senators
D. Candidates for Academic Senate offices invited to present their platforms.

IV. Consent Agenda:

V. Business Items:
A. Resolution on Goals and Objectives -French, Chair of the Long-Range Planning Committee, Second Reading (attached pp. 6-7).
B. Catalog Changes for 1988-90: Remainder of Science and Math; Part of Liberal Arts; Library-Dana, Chair of the Curriculum Committee, Second Reading (attached pp. 8-35).
C. Catalog Changes for 1988-90: Items from May 12 Moved to May 19: Physics Electro-optics Concentration (p. 10); English Technical Communication Certificate (p. 15); All of Philosophy (p. 25)-Dana, Chair of the Curriculum Committee, First Reading.
D. Resolution on GE&B Area F courses for 1988-90-Lewis, Chair of the General Education and Breadth Committee, First Reading (attached p. 36).
E. General Education and Breadth Proposals: DANC 221 and MATH 116-Lewis, Chair of the GE&B Committee, First Reading (attached pp. 37-39).
F. Resolution on Enrollment for Units Without Credit-Wright, First Reading (attached p. 40).
G. Resolution on Definition of "Close Relative"-Andrews, Chair of the Personnel Policies Committee, First Reading (attached p. 41).
H. Resolution on Employment of "Close Relatives"-Andrews, Chair of the Personnel Policies Committee, First Reading (attached pp. 42-44).
I. Resolution on Indirect Cost Utilization-Chirica, Chair of the Research Committee, First Reading (attached pp. 45-48).
J. Resolution on Affirmative Action Facilitators-Loo, Chair of the Status of Women Committee/Ortiz, Chair of the Equal Opportunity Advisory Council, First Reading (attached pp. 49-57).

VI. Discussion:

VII. Adjournment:
Memorandum

To: Lloyd Lamouri, Chair
   Academic Senate

From: Warren J. Baker
   President

Subject: ACADEMIC SENATE RESOLUTION ON
         RETENTION OF EXAMS AND STUDENT
         ACCESS TO SAME (AS-247-87/SAFBC)

On March 11, you transmitted to me a resolution adopted by the
Academic Senate on March 10 relative to retention of exams and
student access to same (AS-247-87/SAFBC). This recommendation has
been reviewed by appropriate university staff, and I am pleased to
approve the resolution as submitted.

The resolution calls for including a new section of CAM dealing with
this issue. The Office of the Vice President for Academic Affairs is
currently in the process of doing an editorial revision of CAM
section 400 dealing with Academic Affairs, and by copy of this memo I
will ask that he include the contents of the Academic Senate
resolution within that section of CAM as it is developed.
To: Lloyd Lamouria, Chair
Academic Senate

From: Warren J. Baker
President

Subject: ACADEMIC SENATE RESOLUTION ON
ATTENDANCE AT CONVENTIONS, CONFERENCES,
OR SIMILAR MEETINGS (AS-249-87/PPC)

This will acknowledge your memo of May 4 with which you transmitted
the resolution of the Academic Senate relative to attendance at
conventions, conferences, or similar meetings (AS-249-87/PPC).
Specifically, the Academic Senate recommended that CAM section
572.3.c be deleted. The recommendation is approved, effective
immediately, and I will ask that the CAM Editor distribute a revision
of that section of CAM as soon as possible.
Memorandum

To: Lloyd Lamouria, Chair
    Academic Senate

From: Warren J. Baker
    President

Subject: ACADEMIC SENATE RESOLUTION REGARDING
GENERAL EDUCATION AND BREATH REQUIREMENTS
CHANGES FOR THE 1988-1990 CATALOG
(AS-250-87/GE&B)

This will acknowledge your memo of May 4 with which you transmitted
the actions of the Academic Senate of April 28 recommending changes
in General Education and Breadth requirements for the 1988-1990
catalog (AS-250-87/GE&B). In accordance with the recommendations of
the Academic Senate in 1986 relative to the administrative structure
for General Education and Breadth, I am forwarding these
recommendations to the Interim Vice President for Academic Affairs
Malcolm Wilson. The recommendations of the Academic Senate on this
issue will be considered within the context of the proposed changes
for the 1988-1990 catalog, and actions upon the recommendations will
be reported to the Academic Senate when that process has been
completed.
Memorandum

To: Members, Affirmative Action Faculty Development Program (AAFDP) Review Committee

Subject: Appointment of Affirmative Action Faculty Development Program Review Committee

From: Malcolm W. Wilson
Interim Vice President for Academic Affairs

Date: May 4, 1987

Copies: See Distribution List Below

MAY 8 1987

Memorandum

To: Members, Affirmative Action Faculty Development Program (AAFDP) Review Committee

Subject: Appointment of Affirmative Action Faculty Development Program Review Committee

Based on the recommendations of the School Deans, the Director of the Library, and the Chair of the Academic Senate, I am appointing the following members to the Affirmative Action Faculty Development Program Proposal Review Committee for Academic Year 1987-88 effective immediately.

<table>
<thead>
<tr>
<th>Member</th>
<th>Nominated by</th>
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<tbody>
<tr>
<td>Robert Lucas, Chair</td>
<td>Vice President for Academic Affairs</td>
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<tr>
<td>Maria Ortiz</td>
<td>Academic Senate</td>
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<tr>
<td>Patricia Saam</td>
<td>School of Agriculture</td>
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<tr>
<td>Alice Loh</td>
<td>School of Architecture &amp; Environmental Design</td>
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<td>Walter Rice</td>
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<td>John Hsu</td>
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<td>Patricia Brenner</td>
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<td>Chi Su Kim</td>
<td>Library</td>
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<tr>
<td>Don Cheek</td>
<td>School of Professional Studies and Education</td>
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<td>Art Cary</td>
<td>School of Science &amp; Mathematics</td>
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The first order of business will be evaluating the CSU Forgivable Loan/Doctoral Incentive Program for Minorities and Women offered by the Chancellor's Office. Your committee should decide on appropriate guidelines to use in evaluating the applications and for recommending to me nominations to be forwarded to the Chancellor's Office.

I am asking that Bob Lucas convene the committee soon to consider the applications and make recommendations to me by June 2. Please forward a copy of your schedule to his office by Thursday, May 14.

Also note that during the Fall Quarter, your committee will be responsible for reviewing two sets of proposals, the Affirmative Action Faculty Development Program proposals and the Affirmative Action Faculty Development Education Equity Awards Program proposals. These programs will be discussed this spring to familiarize you with proposed guidelines and to get your consultation on their appropriateness.
Background statement:

Over the past several years, there has been increasing interest at Cal Poly in the question of where the university is going in the next ten to twelve years. Numerous actions and activities have been undertaken to help set a direction for the university. In 1983, the Mission Statement for the university was prepared and adopted. In April 1985, the Academic Senate unanimously passed a resolution calling for the university to undertake a strategic planning process which would identify the opportunities and constraints facing the university in the next decade. In an October 1985 meeting with the entire faculty, President Baker addressed the topic of Cal Poly and California in the next decade. In May 1986, the Academic Senate passed a resolution recommending that future enrollment planning be subject to the availability of adequate staff and facilities and that faculty be fully involved in all enrollment planning activities. During this period, various administrative groups have been active in preparing plans for specific areas, most notably in the areas of information systems (Campus Information Resources Plan) and buildings and facilities (Campus Master Plan). The President's Cabinet has been considering various long-range planning issues through its committee structure. Most recently the Academic Senate Budget Committee identified a need to link long-range planning with incremental budget decisions and with program evaluation. Clearly, planning is being done for the university and some areas show more planning than others.

Cal Poly's activities have not been taking place in a vacuum. At the state level the Master Plan for Higher Education in California is examining the appropriate roles of the University of California, The California State University, and the community college system. Several other institutions in the CSU are involved in various long-range planning efforts, most notably Cal State Fullerton, Cal State Fresno, and Sacramento State. The statewide Academic Senate and the Chancellor's Office have also been considering a number of issues in this arena.

**RESOLUTION ON DEVELOPING GOALS FOR CAL POLY IN THE 1990's**

**WHEREAS.** Planning for likely changes in its social, demographic, technologic, and institutional environment provides Cal Poly with a mechanism to adapt to these changes and shape its own future; and

**WHEREAS.** A shared vision of the ways in which the university should develop in the future would help to guide day-to-day decision making and provide greater consistency among individual decisions; and

**WHEREAS.** Cal Poly's Mission Statement provides guidance, but lacks the specificity to serve as a policy guide for decision making; and

**WHEREAS.** The university-wide Academic Planning Committee is the body charged by CAM with recommending goals for the university and with recommending the most orderly and effective ways in which to achieve those goals; therefore, be it
RESOLVED: That the university-wide Academic Planning Committee be instructed to develop a set of Goals and Objectives which more precisely define the mission of the university; and be it further.

RESOLVED: During the development of these Goals and Objectives, the views of relevant university, Academic Senate, and ASI committees, as well as the Deans' Council, the President's Cabinet and relevant administrators should be solicited and considered by the Academic Planning Committee; and be it further.

RESOLVED: That these goals should be specific enough to provide a framework for individual decisions and should address important issues related to Enrollment, Curriculum, Land and Facilities, and Faculty and Staff; and be it further.

RESOLVED: That the committee should produce such a set of Goals and Objectives by the end of Winter Quarter 1988 to be reviewed and discussed by the Academic Senate and other appropriate campus bodies during the Spring of 1988; and be it further.

RESOLVED: That the magnitude and importance of this task warrants that faculty members of this committee be given reduced workloads in Fall 1987 and Winter 1988 which allow them to give this task adequate attention.

Proposed By:
Long-Range Planning Committee
April 21, 1987
Revisions May 12, 1987
Memorandum

All Academic Senators

Date: May 8, 1987

File No.: 

Copies: L. Lamouria

From: Charles H. Dana, Chair

Academic Senate Curriculum Committee

Subject: ADDENDUM TO MAY 12 MEETING AGENDA -- SOSAM (part 2) AND SLA (PART 1) CURRICULA

Attached are summaries of the actions the Curriculum Committee is recommending on the 88-90 catalog curriculum packages from

School of Science and Math
(Physics and Statistics only)

School of Liberal Arts
(English, Foreign Languages, History, Journalism, Music, Philosophy, Social Sciences, Theatre and Dance only)

Some background documents on the committee’s decisions are also included at the end.

The School of Science and Math is now complete in its two parts (the first part was at a first reading at the last meeting.) The committee draws particular attention to the proposed Statistics Minor. This minor has been recommended by this committee and the Senate in two previous catalog cycles, and the Statistics Minor proposal has even been used as an example of the way a proposal for a minor should be written. We think it is worthy of being approved and strongly urge that the Senate and all higher levels of review approve this proposal.

The School of Liberal Arts is only partially presented because the other programs had less time to respond to committee questions before our final actions on their proposals. These (Art and Design, Humanities, Political Science, Speech Communications, and Women’s Studies) will be forwarded for first reading at the next Academic Senate meeting on May 19.

In conveying these and all future, packages to you, the committee would like to note that we have noticed that in one or more schools (not necessarily those presented here) there is a galloping increase in WTU's proposed to be taught under the next catalog. The committee has made its recommendations for approval or disapproval of courses without regard to the staffing resources needed, though we have pointed out to departments the frequent places where the packages overlook the WTU increases. The committee will be recommending that the Dean's of the respective schools explain to the Vice President for Academic Affairs how they propose these increased teaching loads are to be staffed prior to implementation of the 88-90 catalog.
School of Science and Math Recommendations (part 2)
### 1. DEGREE PROGRAM PROPOSALS

#### A. New Degrees

1. None

#### B. Minors

1. None

#### C. Concentrations

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### II. NEW COURSES

1. None

### III. DELETED COURSES

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### IV. CHANGES TO EXISTING COURSES

#### A. Number, Title, Unit Value, and C/S Number Changes

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### VI. CURRICULUM CHANGES

| A  | 23 | 1. CHE PK 250 Health Education or PSY 304 Physiological Psychology (2) W 1st yr to E. 2 elective (2) W 1st yr |
| A  | 25 | 2. CHE 3rd yr electives (0)(3)(6) to "Electives for major in Physics or major in Physics with concentration in Electronics or Electro-optics" |
| A  | 26 | 3. CHE 4th yr electives (3)(3)(3) to "Electives for major in Physics or major in Physics with concentration in Electronics or Electro-optics." |

A = Approved  
D = Disapproved
Date: March 18, 1987

1988-90 CATALOG PROPOSALS

I. DEGREE PROGRAM PROPOSALS

A. New Degrees

1. None

B. Minors

2-23

1. Minor in Statistics

C. Concentrations

1. None

II. NEW COURSES

A 25

1. STAT 416 Statistical Analysis of Time Series (3) 3 lec C4 ELEC

A 28

2. STAT 419 Continuous Multivariate Statistics (3) 3 lec C4 ELEC

III. DELETED COURSES

1. None

IV. CHANGES TO EXISTING COURSES

A. Number, Title, Unit Value, and C/S (Mode) Changes and B. Description and Prerequisite Changes

A 36

1. STAT 418 Topics in Multivariate Statistics to Discrete Multivariate Statistics. Descr change.

V. CHANGES TO GENERAL EDUCATION AND ELECTIVE COURSES

1. None

VI. CURRICULUM CHANGES

A 37,38

1. Change ENGL 218 to ENGL 215 or ENGL 218 1st yr

A 37,38

2. DE PHYS 131 General Physics (4) (Bla) 1st yr

A 37,38

3. DE BIO 101 General Biology (3) (Bib) 1st yr

A 37,38

4. AD Physical and/or life science electives (one each, one with lab) Bl) (4) (3) 1st yr
School of
Liberal Arts
Recommendations
(part 1)
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A = Approved
I. DEGREE PROGRAM PROPOSALS

A. New Degrees
1. None

B. Minors
1. Technical Communication Certificate

C. Concentrations
1. None

II. NEW COURSES

D 3
1. ENGL 418 Technical Communication Practicum (2-4) CR/NC S36 Supv Elec

A 9
3. ENGL 501 Techniques of Literary Research (4) 4 sem C5 REQ

CA 6
2. ENGL 510 Seminar in Authors (4) 4 sem C5 ELEC

A 13
4. ENGL 518 Technical Communication Theory (4) 4 sem C5 ELEC

III. DELETED COURSES

A 16
1. ENGL 103 Writing Workshop (4) C4 CR/NC

A 16
2. ENGL 110 Intensive English for Nonnative Speakers (4) 4 lec C4 CR/NC

LOW/NO Enrollment Courses Recommended for Deletion by Curriculum Committee

3. ENGL 311 Advanced Technical Writing (4) 4 lec
A. Number, Title, Unit Value, and CR's (bold) Changes and
B. Description and Prerequisites Changes

| A  | 17 | 1. ENGL 461 (2) to (4) descr change |
| A  | 18 | 2. ENGL 511 Seminar in American Literature to Seminar in American Literary Periods, descr change |
| A  | 19 | 3. ENGL 512 Seminar in British Literature to Seminar in British Literary Periods, descr change |
| CA | 20 | 4. ENGL 513 descr change |

V. CHANGES TO GENERAL EDUCATION AND BREADTH COURSES

1. None

VI. CURRICULUM CHANGES

| A  | 22,24 | 1. DE ENGL 230, ENGL 231 Masterworks of British Literature (4) (4) 1st yr |
| A  | 22,25 | 2. AD Foreign language (200-level or above) C3 2nd yr |
| A  | 22,26 | 3. AD ENGL 495/496 to choice of ENGL 390/395 3rd yr |

MA degree in English

| A  | 31 | 4. AD ENGL 514 Techniques of Literary Research (4) to required courses |
| A  | 31 | 5. Decrease elective units from 16 to 12 |

A = Approved
D = Disapproved

CA = CONDITIONALY APPROVED BASED ON CHANGES COMMITTEE WANTS

510: CONDITIONED ON 510, 511, 512 being made "subtitle" courses

461: CONDITIONED ON DESCRIPTION CHANGED to say 120 hours of work required to reflect increase in units.

513: CONDITIONED upon it being a 2 "subtitle" course
# 1988-90 Catalog Proposals

## DEPARTMENT NAME  CATALOG PROPOSAL

MODERN LANGUAGES AND LITERATURES (does not require action by Curriculum Committee)

### I. DEGREE PROGRAM PROPOSALS

#### A. New Degrees

1. None

#### B. Minor

1. None

#### C. Concentrations

1. None

### II. NEW COURSES

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### III. DELETED COURSES

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### IV. CHANGES TO EXISTING COURSES

#### A. Number, Title, Unit Value, and G/E Number Changes

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<td>SPAN 323 (3) 2LEC 1ACT TO (4) 3LEC 1ACT; PREREQ CHANGE FROM SPAN 203 TO 202</td>
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<tr>
<td>23</td>
<td>SPAN 330 PREREQ CHANGE FROM SPAN 203 TO 202</td>
</tr>
<tr>
<td>24</td>
<td>SPAN 405 (3) TO (4)</td>
</tr>
</tbody>
</table>
VI. CURRICULUM CHANGES

FRENCH MINOR

55. 
1. CHG FORL 303 FROM (3) TO (4)  
2. CHG FR 201, FR 202 TO (4)(4)  
3. DE FR 203  
4. DE FR 221, 222, 223  
5. AD FR 233 CRITICAL READING IN FRENCH LIT (4)  
6. CHG UNITS OF REQUIRED COURSES FROM 23 TO 20  
7. CHG FR 405 FROM (3) TO (4)  
8. DE "TAKEN IN CONJUNCTION WITH AT LEAST 1 UNIT OF FR 470"  
9. CHG ELECTIVE UNITS FROM 7 TO 10
GERMAN MINOR

1. CHG FORL 303 FROM (3) TO (4)
2. CHG GER 201, GER 202 TO (4)(4)
3. DE GER 203
4. DE GER 221, 222, 223
5. AD GER 233 CRITICAL READING IN GERMAN LIT (4)
6. CHG UNITS OF REQUIRED COURSES FROM 23 TO 20
7. CHG GER 405 FROM (3) TO (4)
8. DE "TAKEN IN CONJUNCTION WITH AT LEAST 1 UNIT OF GER 470"
9. CHG ELECTIVE UNITS FROM 7 TO 10

SPANISH MINOR

1. CHG FORL 303 FROM (3) TO (4)
2. CHG SPAN 201, SPAN 202 TO (4)(4)
3. DE SPAN 203
4. DE SPAN 221, 222, 223
5. AD SPAN 233 CRITICAL READING IN HISPANIC LIT (4)
6. CHG SPAN 323 FROM (3) TO (4)
7. CHG UNITS OF REQUIRED COURSES FROM 23 TO 20
8. CHG SPAN 405 FROM (3) TO (4)
9. DE "TAKEN IN CONJUNCTION WITH AT LEAST 1 UNIT OF SPAN 470"
10. CHG ELECTIVE UNITS FROM 7 TO 10

A = Approved
D = Disapproved
D(units) = Disapproved only the units change.
I. DEGREE PROGRAM PROPOSALS

A. New Degrees

1. None

B. Minors

1. None

C. Concentrations

1. None

II. NEW COURSES

1. None

III. RELATED COURSES

A

1. HIST 205 The United States in World Affairs (3) 3lec

LOW/NO Enrollment Courses Recommended for Deletion by Curriculum Committee

2. HIST 307 History of Science (3)

3. HIST 423 History in the Elementary School (3)

IV. CHANGES TO EXISTING COURSES

A. Number, Title, Unit Value, and C/S Number Changes

1. BIST 301 prereq chg from HIST 221 to HIST 221, HIST 222

B. Description and Prerequisite Changes

2. BIST 426 Tsarist Russia (3) to Imperial Russia

3. HIST 460 Senior Project (2) to Senior Project (2)(2); prereq chg from HIST 301 to HIST 221, 222, 301

V. CHANGES TO GENERAL EDUCATION AND RESEARCH COURSES

1. None

VI. CURRICULUM CHANGES

1. AD (2) W 4th yr for HIST 460 Senior Project

2. MV POLS 370 FROM W TO S 4th yr

3. CNG electives (7)(9)(3) to (7)(9)(6) 4th yr

4. CNG totals (15)(18)(15) to (15)(17)(15) 4th yr
I. DEGREE PROGRAM PROPOSALS

A. New Degree
   1. None

B. Minors
   1. None

C. Concentrations
   1. None

II. NEW COURSES

1. None

III. DELETED COURSES

1. None

IV. CHANGES TO EXISTING COURSES

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

A

1. JOUR 342 CBG DESCR

A

2. JOUR 401 International Press TO International Communication

V. CHANGES TO GENERAL EDUCATION AND BREADTH COURSES

1. None

VI. CURRICULUM CHANGES

1. None

A > Approved
Date: 31 March 1987
Revised: April 17, 1987; April 27, 1987
1988-90 CATALOG PROPOSALS

<table>
<thead>
<tr>
<th>Comm. Page</th>
<th>Action #</th>
</tr>
</thead>
</table>

### I. DEGREE PROGRAM PROPOSALS

#### A. New Degrees

1. None

#### B. Minors

1. None

#### C. Concentrations

1. None

### II. NEW COURSES

<table>
<thead>
<tr>
<th>Comm. Page</th>
<th>New Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 14</td>
<td>1. MU 167 Vocal Ensemble (1) Lab C10</td>
</tr>
<tr>
<td>A 5</td>
<td>2. MU 271 Music Recording Techniques I (3) 2lec Lab C4/7</td>
</tr>
<tr>
<td>A 3</td>
<td>3. MU 320 Music Synthesis (3) 2lec Lab C4/7</td>
</tr>
<tr>
<td>A 16</td>
<td>4. MU 321 Music Production Workshop (2) Lab C20</td>
</tr>
<tr>
<td>A 7</td>
<td>5. MU 371 Music Recording Techniques II (4) 2lec 2Lab C4/7</td>
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</table>

### III. DELETED COURSES

<table>
<thead>
<tr>
<th>Comm. Page</th>
<th>Deleted Courses</th>
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<tbody>
<tr>
<td>A 18</td>
<td>1. MU 103 Rhythm Skills (1) Lab C15</td>
</tr>
<tr>
<td>A 18</td>
<td>2. MU 158 Choral Jazz Ensemble (1) Lab C20</td>
</tr>
<tr>
<td>A 18</td>
<td>3. MU 211 Class Piano (1) Lab C10</td>
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<tr>
<td>A 18</td>
<td>4. MU 212 Class Piano (1) Lab C10</td>
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<tr>
<td>A 18</td>
<td>5. MU 311 Class Piano (1) Lab C10</td>
</tr>
<tr>
<td>A 18</td>
<td>6. MU 312 Class Piano (1) Lab C10</td>
</tr>
<tr>
<td>A 18</td>
<td>7. MU 358 Choral Jazz Ensemble (1) Lab C20</td>
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</table>
### A. Number, Title, Unit Value, and C/S Number Changes

<table>
<thead>
<tr>
<th>No.</th>
<th>Description and Prerequisite Changes</th>
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<tbody>
<tr>
<td>22</td>
<td>MU 112 Class Piano TO Elementary Piano</td>
</tr>
<tr>
<td>23</td>
<td>MU 113 Class Piano (2) TO Intermediate Piano A (1); Descr and Prereq FROM MU 111 TO MU 112 or one year of piano instruction</td>
</tr>
<tr>
<td>26</td>
<td>MU 204 Music Appreciation FROM (3) 3lec C2 TO (4) 3lec 1 act C2/12 GET C.2.; Descr change.</td>
</tr>
<tr>
<td>21</td>
<td>MU 207 TO MU 307 C4</td>
</tr>
<tr>
<td>24</td>
<td>MU 213 Class Piano TO Intermediate Piano B; Descr and prereq change FROM One year of piano or equivalent TO MU 113 or consent of instructor.</td>
</tr>
<tr>
<td>25</td>
<td>MU 313 Class Piano TO Advanced Piano; Descr change</td>
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</tbody>
</table>

### V. CHANGES TO GENERAL EDUCATION AND BREADTH COURSES

| CA 28 | Chg MU 204 FROM (3) TO (4) (C.2.) |

### VI. CURRICULUM CHANGES

1. None

\[ A = \text{Approved} \]

\[ CA = \text{Conditionally Approved} \]

\[ 204 \text{ Conditioned on the Activity being added but units remaining at } 3 \text{ - course becoming } 2 \text{ lectures, 1 activity} \]
V. DEGREE PROGRAM PROPOSALS

A. New Degrees

D 1-11
1. B.A. in Philosophy

B. Minors

1. None

C. Concentrations

1. None

IX. NEW COURSES

A 13
1. PHIL 400 Special Problems for Advanced Undergraduates (1-2) 836

D 15
2. PHIL 461 Senior Project (3) 836

A 17
3. PHIL 470 Selected Advanced Topics (1-3) 1-3 lec C5?

III. DELETED COURSES

1. None

IV. CHANGES TO EXISTING COURSES

A. Number, Title, Unit Value, and C/S (Mode) Changes and
B. Description and Prerequisites Changes

1. None

V. CHANGES TO GENERAL EDUCATION AND BREADTH COURSES

1. None

VI. CURRICULUM CHANGES

1. None

A = Approved
D = Disapproved
SOCIAL SCIENCES DEPARTMENT
School of Liberal Arts

1988-90 CATALOG PROPOSALS

Date: 2 April 1987;
Rev: 8 May 1987

COMM. PAGE
Action #

I. DEGREE PROGRAM PROPOSALS

A. New Degrees

1. None

B. Minor

1. Pacific Rim Studies

C. Concentrations

1. None

II. NEW COURSES

A

47 1. ANT 401 Culture and Health (3) 3lec C2

A

51 2. SOC 351 Women in East Asia (3) 3lec C2

A

56 3. SOC 366 Research and Writing Seminar in Social Sciences (3) 3sem C5

III. DELETED COURSES

A

1. SOC 205 Sociology of Popular Culture (3)

A

2. SOC 377 Medical Sociology (3)

IV. CHANGES TO EXISTING COURSES

A. Number, Title, Unit Value, and C/S Number Changes

B. Description and Prerequisite Changes

A

60 1. SOC 316 descr change

A

62 2. Chg SOC 400 from (1-2) to (1-3)

A

63 3. Chg SOCS 200 from (1-2) to (1-3)

A

64 4. Chg SOCS 440 from (3) to (3-6)

V. CHANGES TO GENERAL EDUCATION AND BREADTH COURSES

1. None

VI. CURRICULUM CHANGES

A

65 1. ADD SOCS 366 Research and Writing Seminar S 4th yr

A

2. DE SOCS 463 Undergraduate Seminar S 4th yr

A = Appro
I. DEGREE PROGRAM PROPOSALS

A. New Degrees
1. None

B. Minors
1. None

C. Concentrations
1. None

II. NEW COURSES

A 3
1. DANC 221 Dance Appreciation (3) 3 lec GEB C.2.

III. DELETED COURSES

A 7
1. DANC 140 Improvisation (1) 1 act C12
A 7
2. DANC 382 Creative Children's Dance (3) 1 lec, 2act C2/12

IV. CHANGES TO EXISTING COURSES

A. Number, Title, Unit Value, and C/S (Mode) Changes and
B. Description and Prerequisite Changes

A 14
1. DANC 111 Fundamentals of Movement CR/NC to Fundamentals of Movement
   and Music, descr change

A 16B
2. DANC 131 (1) to (2)
A 16D
3. DANC 132 (1) to (2)
A 17
4. DANC 133 (1) to (2), descr change
A 20
5. DANC 135 Folk Dance to International Folk Dance, descr change
A 22
6. DANC 211 to DANC 311, descr and prereq change from "None" to DANC
   111, 1 or 2 DANC 100-level activity courses or consent
A 25
7. DANC 232 descr change
A 27
8. DANC 233 descr change
9. **DANC 320** (3) llec, 2act C2/12 to C4/12

10. **DANC 340** Dance Composition to Dance Improvisation and Composition, descr and prereq change from DANC 140, 232 or 233 or consent to DANC 232 or consent

11. **DANC 345** Choreography to Choreography and Workshop in Concert, Preparation, descr and prereq change—add 1 yr dance experience to audition and/or consent. Total credit limited to 9 units.

12. **DANC 346** (3) Issem, 2labs C5/20 to 3labs C20. Descr change: Total credit limited to 12 units. Prereq change from DANC 345 in previous quarter or consent to DANC 345 or consent

13. **DANC 381** Recreational Dance to Methods of Teaching Dance, descr and prereq change from DANC 211 or consent to DANC 311 or consent

14. **DANC 383** descr and prereq change from DANC 211 or consent and one dance activity course to DANC 311 or consent

15. **TH 340** (3) llec, 2act C4/12 to 3lec C4

16. **TH 342** (3) llec, 2act C2/12 to C4/12 llec, 2act. Prereq change from TH 210 or consent to TH 210, TH 340 or 345, or consent

17. **TH 345** (2) 2labs C20 to (3) 3labs C20. Descr change: Total credit limited to 12 units (from 6 units)

18. **TH 380** (3) llec, 2act C2/12 to Issem, 2act C5/12

19. **TH 430** (3) Issem, 2labs C5/20 to Issem, 2act C5/12

20. **TH 432** (3) Issem, 2labs C5/20 to Issem, 2act C5/12

21. **TH 434** (3) Issem, 2labs C5/20 to Issem, 2act C5/12

22. **TH 450** (3) llec, 2act C2/12 to Issem, 2act C5/12. Descr change

---

**V. CHANGES TO GENERAL EDUCATION AND BREADTH COURSES**

1. **DANC 221** Dance Appreciation (3) GEB C.2. (new course)

2. **DANC 321** History of Dance (3) GEB C.3.

---

**VI. CURRICULUM CHANGES**

**Dance Minor:**

1. **DE DANC 131** Beginning Ballet (1)

2. **AD DANC 231** Intermediate Ballet (2)

3. **AD DANC 232** Intermediate Modern Dance (2)

4. **DE MU 101** Materials for Music Theory I (3)
6. Change units in core from (18) to (20)

7. Change Choice of emphasis area in either Choreography/Performance or Dance Education (12) to Elective courses (10)

Theatre Minor:

8. Change TE 330 (3-6) to (3-9) (core)

9. Change TH 345 (2) to (3-12) (elective)

A = Approved
Second Reading items

1. Committee rationale for disapproving ENVE 435

2. Revised committee position on Math 099

First Reading items

3. Committee comments on Philosophy Major (memo to dept.)
Rationale for Curriculum Committee action on ENVE 435

1. Action is based on duplication of course content across four courses CE 336, CE 440, ENVE 435, ENVE 438.

2. In the ENVE package (p. 5) the department states that ENVE 435 needs to be reinstated because CE 440 has been changed.

   In the CE package (p. 2) the notation on CE 440 says that contents have been moved to ENVE 438.

   As such, either ENVE 435 or 438 is unnecessary.

3. The department's response indicated that ENVE 435 had been dropped in the past while someone was on leave. The suggestion was that it was needed now that the faculty member is back. This was unconvincing to the committee.

4. No argument is made suggesting that students in the current curriculum are missing any content. As such, the committee felt that three water and wastewater courses can adequately cover the material in the four proposed courses.
Memorandum

To: Thomas E. Hale, Head Mathematics Department

From: Charles H. Dana, Chair Academic Senate Curriculum Committee

Subject: REVISION OF OUR STAND ON MATH 099

The Academic Senate Curriculum Committee has examined Art DeKleine's memo to me dated April 15 giving the reasoning behind Math 099. We still feel that this course is inappropriate for inclusion in the catalog, but we can see that it could be needed in the transition period to full implementation of the new admissions standards. The committee therefore voted 9-0 with one abstention to recommend that Math 099 be taught as an experimental X course Math 099X. We specifically are recommending 099X so that the course will have a finite life and not hang on in the catalog beyond the transition period. If it is obvious by student performances after the transition that remediation will always be needed as a rule rather than the exception, then and only then should a 099 course be considered for addition to the catalog.

We hope this compromise is acceptable, but if it is not you are of course still free to bring the issue to the floor of the Senate May 12.

If you have any questions at all, please call me at x1331 (messages can be left at x1331). You can send me mail via the Computer Science Department.
Memorandum

To: Tal Scriven, Head Philosophy Department

From: Charles H. Dana, Chair Academic Senate Curriculum Committee

Date: April 24, 1987

File No.

Copies: J. Ericson Dean, School Curriculum Chair

Subject: CURRICULUM COMMITTEE COMMENTS ON YOUR 88-90 CATALOG PROPOSALS

The Curriculum Committee has begun its review of your department’s proposals for the 1988-90 catalog. Our comments and questions follow. They range from the significant to the trivial, but all are aimed at improving your package. The presence of comments about a course does not mean that we have disapproved that course; the comments may just be things we noted and that we think could improve your package. At the end of this memo there is a summary of the items on which we will act when we get your response to this memo; all other items in your package have been approved by this committee. Some of our comments involve decisions that will be made by the Academic Affairs office and are included here only as a warning to a possible problem later. If you have any questions at all, please call me at x1331 (messages can be left at x2824). You can send me mail via the Computer Science Department.

To meet our deadlines we will need your response no later than Noon, May 6. We will need ten (10) copies of the response so the committee can review it. If in your reply you change any of the pages of your original package, please include the updated pages (with the date changed, too!) as part of your response. ONLY include those pages that change - there’s enough paper in this process as it is.

Action on the package as a whole:

With the two exceptions of the proposed Philosophy major and PHIL 461, we have approved the package.

Action on the Philosophy major:

While the committee is not philosophically opposed to a Philosophy major at Cal Poly, by a 8-0-0 vote it is recommending disapproval of this particular proposal. We had extensive discussion of the proposal and concluded that we had severe concerns about the design and viability of the proposed major. We hope here to list our concerns and to provide positive suggestions on how they could be met in future proposals.

In general our concerns are about the weakness of the major as presented. The most obvious symptom of this weakness is that there are no required 400 level courses other than Senior Project, and the only 400 level elective courses are special topics courses. We feel any major worth the name should have advanced material for its students so that they can build on the first three years of material. Certainly philosophy as a discipline has such advanced material, but we see none in this major. Indeed, when one looks at the proposed Senior year for a Philosophy major, it is 57% electives; this is not a four year program, it is really a three year program. The way we read this proposal it has 49 units in the major, no support courses, and 65 units of unrestricted electives (and only 3 units of Philosophy electives!) (Note that there should be a curriculum evaluation page (after page 24) that would clearly summarize these items for the proposed major.)
The Philosophy courses that are used for the major are almost all courses designed for GE&B purposes. This implies to us that as a general rule, they would be less rigorous than courses designed for majors, since the clientele would be much more varied in abilities and background. Building a major on such courses further weakens the proposal. We note specifically that these are GE&B courses, not even advanced specialized service courses for other departments where one could assume a more qualified student (albeit not as advanced as a philosophy major might be). Putting a mixture of high-powered Philosophy majors in with the random mix of GE&B students creates a awkward mixture at best. Some committee members come from departments that have some courses where students from other majors take the course with our students. As a general rule, it tends to slow down the presentation of material in these courses from what it would be for just majors. The effect is tolerable since the slowdown is mitigated when there are only specific majors using these courses as part of their major. The effect would be increased if the full spectrum of GE&B students were enrolled in these courses.

Given the concern over using all GE&B courses, we first wonder if in the future you would be requesting to add specific courses for the major or asking to remove some courses for GE&B certification. The problem here comes from the low number of students projected. 40 is not a viable number of majors to support major-only courses. With an average of 10 students a year, these courses would be at least 50% of the breakeven point in enrollment.

We do not see how the projected 40 philosophy majors is consistent with the enrollments of the other liberal arts programs at Cal Poly with cited numbers of majors ranging from 144 to 303. The existing majors are from 3 to 8 times as large as the proposed Philosophy major. (Page 7 of attachment A)

We also think the estimate of 40 majors might even be high. Using your rule of thumb of two philosophy majors for each 1000 students, we would then expect 25-30 students. We also think that the numbers of undeclared majors at other campuses would roughly balance out with the Poly declared majors that would drop out early. Lacking actual statistics, all any of us can do is guess, so we might as well stick to the rule of thumb derived from the raw numbers.

Suggestions for an Improved Proposal.

Given that using GE&B courses makes a weak major and the number of majors will be too low for new courses, is there a way out? We think there might be. If you could build a set of advanced 300 and 400 level courses that can be supported as part of other curricula, then these could be used as a base for courses in a major. Advanced courses designed for the minor might be able to support themselves before a major is created and the major might be able to piggyback on them. Or you could get into more cooperation with other disciplines now in the areas you suggest could have grown out of the major: philosophy of technology, engineering ethics, etc. Again, these courses could have a clientele of sufficient size to support themselves outside the major, then the major could use them when it comes along. Note that with a more limited range of students, the courses could be stronger than something designed for the general GE&B population.

Second, the supporting arguments in the proposal could be strengthened as detailed in the following paragraphs.

In reading the objectives of the program, we would like to have seen discussion on how the Philosophy major would give the students unique perspective and skills that they would not get from existing majors. You say there is demand from outstanding students, that the costs are low, that it could produce cross-fertilization to other departments, and it would relieve faculty frustration, but nothing on what it will do for the student.

From your data on many philosophy minors wanting to be majors, it seems a possible side effect of creating a philosophy major would be to deplete the minor, since many of them may really be taking
the minor only because there is no major. You should address the impact of the major on the minor in future proposals.

You say on page 3 of the attachment that the prospects for philosophy graduates would be as good as any liberal arts graduate, but you do not say what those prospects are. Are they good, so that the graduates would have a high probability of a job, or are the prospects currently bad, such that adding more such graduates would aggravate the problem?

When you discuss how many majors you expect, you should also discuss where you expect or propose the allocation of these majors should come from. Several approved majors have been delayed for multiple years because there were not any unallocated student positions available to them. For example, the approved Music major is still waiting.

Comments that apply to more than one course:

1. We found the staffing justifications on several courses to be inadequate. These are noted below. The justification should address where the WUT’s needed to teach the course will come from, not merely the fact that an existing professor could teach the course. If existing staff teach the course, they presumably will not be available to teach some of their current courses – which will have to be covered by new staff. We point this out so that you can improve your package’s chances in later stages of the review process. This committee WILL NOT REJECT a course based on inadequate staffing justification.

Comments on Specific New Courses:

400: The description could make more of a distinction between 400 and 470. It is hard to tell the difference from what is in the package.

The Staffing Justification is inadequate (see above).

We found a disagreement between the prerequisites in the New Course Proposals (p. 13 attachment B) and the expanded course outline (p. 14 attachment B). If we do not receive a correction to one or the other, the New Course Proposal text will be the official version. But even if this is what you want, we strongly encourage you to submit a correction so that the package will be “cleaner” and people reviewing it later will not be confused.

461: In connection with our disapproval of the major, we have disapproved the Senior Project.

470: It would help people reading the proposal if you could give some examples of what you think the topics could be.

It was suggested that 470’s might not be the best administrative vehicle (as opposed to an X course) for trying out new subject areas. You might want to talk to the Academic Programs office staff for the tradeoffs (the paperwork is about the same but an X course approval is for more than one quarter).

The Staffing Justification is inadequate (see above).

Summary of items not yet approved or disapproved:

None – all items have been acted upon. Our recommendations will next be sent to the full Academic Senate for their action.

Summary of items disapproved: Philosophy major; PHIL 461

Summary of items approved: PHIL 400; PHIL 470
ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

Background statement: Academic Senate resolutions AS-188-85/GE&B, AS-189-86/GE&B and AS-211-86/GE&B each contain Academic Senate-approved courses for Area F. In President Baker’s July 23, 1986 response to the above resolutions, he placed a hold on all of the recommended and future courses for Area F. This hold was to remain in effect pending Academic Senate clarification of guidelines for Area F courses, specifically that many of these courses did not appear to adequately cover both the “Applications” and “Implications” of Technology as required in the Knowledge and Skills statements.

Such clarification was requested to permit inclusion of new Area F courses in the 1988-90 catalog. As a result of subsequent meetings between the GE&B Area F Subcommittee and the Associate Vice President for Academic Programs, it appears feasible to provide administrative approval for inclusion of the already-recommended courses for inclusion in the 1988-90 catalog only while the Academic Senate works to clarify the Area F guidelines for approval of additional courses.

AS-____-87/_____

RESOLUTION ON GENERAL EDUCATION AND BREADTH AREA F COURSES FOR 1988-90

WHEREAS. Selected General Education and Breadth (GE&B) courses were adopted by the Academic Senate in 1986; and

WHEREAS. A hold was placed on Area F courses by President Baker pending clarification of issues centering around Area F; and

WHEREAS. Subsequent discussion between the GE&B Area F Subcommittee and the Associate Vice President for Academic Programs indicates the feasibility of proceeding with a two-stage approach; therefore, be it

RESOLVED. That the GE&B Committee continue to work towards clarification of Area F guidelines to ensure that all courses clearly meet all goals as described in the Knowledge and Skills statements; and be it further

RESOLVED: That the following Area F courses approved by the Academic Senate in 1986 be included in the 1988-90 catalog only pending such clarification of the guidelines:

From AS-188-85
DPT 230 General Dairy Manufacturing
SS 121 Introductory Soil Science

From AS-189-86
NRM 101 Natural Resources of America
NRM 201 Environmental Management

From AS-211-86
AE 121 Agricultural Mechanics
CONS 120 Fisheries and Wildlife Management
FOR 201 Forest Resources
HE 331 Household Equipment

Proposed By:
General Education and Breadth Committee
May 5, 1987
1. PROPOSER'S NAME
Kenvin and Suhr

2. PROPOSER'S DEPT.
Theatre & Dance

3. SUBMITTED FOR AREA (Include section, and subsection if applicable)
C.2

4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format)
DANC 221 Dance Appreciation (3)
Major dancers and choreographers of the modern period. Includes consideration of cultural contexts as well as styles and forms used in dance. An introductory survey of major experiments in dance. 3 lectures.

5. SUBCOMMITTEE RECOMMENDATION AND REMARKS
Approves 5-0

6. GE & B COMMITTEE RECOMMENDATION AND REMARKS
Approves 7-0

7. ACADEMIC SENATE RECOMMENDATION
1. **PROPOSER'S NAME**
   Mathematics Department

2. **PROPOSER'S DEPT.**
   Mathematics

3. **SUBMITTED FOR AREA (Include section, and subsection if applicable)**
   B.2.

4. **COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format)**
   Math 116 Precalculus Algebra A (3)
   
   See Catalog Description on attached pages.

5. **SUBCOMMITTEE RECOMMENDATION AND REMARKS**
   Approves 5-0
   
   Our committee would like to recommend however that approval of Math 116 be granted only for the 1988-90 catalog. Our intent is that the entire Precalculus Algebra package should be reviewed prior to the 1990-92 catalog, and that at that time Math 117 should be the lowest course approved for Area B.2.

6. **GE & B COMMITTEE RECOMMENDATION AND REMARKS**
   Approves 6-1-1
   
   The GE&B Committee recommends that the course description of Math 116/117 be changed so that the prerequisite for 117 is, "116 or equivalent recommended."

7. **ACADEMIC SENATE RECOMMENDATION**
Memorandum

To: Deans and Department Heads

From: Thomas E. Hale, Chair
Mathematics Department

Subject: The New CSU Math Requirements for the Fall of 1988

Date: February 18, 1987

In November of 1985, the Board of Trustees of the CSU voted to require students entering the CSU in the Fall Term of 1988 and thereafter to have completed three years of college preparatory mathematics.

In June of 1986, William E. VandenBerg, Provost and Vice Chancellor of Academic Affairs, advised campuses that effective the beginning of the 1988 college year—sooner, if possible—campuses should cease awarding baccalaureate credit for intermediate algebra. In October of 1986, the Executive Order regarding the ELM was revised to reflect the change. Transfer students must complete a math course at a level above that of intermediate algebra with a grade of C or better to qualify for exemption from the ELM Examination.

The CSU Algebra II (intermediate algebra) topics list and the California Public Schools Mathematics Framework Algebra 2 course content agree and coincide with our current Math 113, 114 sequence. Eliminating these courses leaves the fourth-year high school math analysis course, or a college course in functions and analytical geometry, as the only traditional precalculus algebra courses available.

To satisfy the new requirements, the Mathematics Department is proposing to offer a precalculus algebra course as either a one-quarter course, Math 118 (4), or a two-quarter course Math 116 (3), 117 (3). The same material would be covered in both sequences. The two-quarter sequence would accommodate students who find mathematics harder to comprehend. The complete sequence will be needed by students who wish to continue their study of mathematics. General education credit will be given for either Math 116 or Math 118, but not for both Math 116 and 118. No General education credit will be given for Math 117.

We are also proposing 1) a non-credit remedial class, Math 099, for students who cannot demonstrate a proficiency in intermediate algebra, and 2) the elimination of the duplicate trigonometry course, Math 115.

If you currently require Math 114 (3), we recommend that you change the requirement to Math 116 (3). We would suggest that you recommend Math 118 to better students. If you currently require Math 115 (3), we recommend that you change the requirement to Math 119 (3).
Background statement: The following language appears in the 1986-88 catalog: "Although only six units of credit may be applied to the degree requirements, students must enroll in ED 599 Thesis/Project for every quarter in which they are receiving advisement." (p. 283) Although only 9 units of credit may be applied to the degree requirements students must enroll in HE 599 Thesis for every quarter in which they are receiving advisement." (p. 303) Finally, in the catalog description of PE 599 one finds, "Only 6 units of credit may be applied to degree requirements. Students must enroll every quarter in which advisement is received." (p. 558)

AS—-87/——

RESOLUTION ON
ENROLLMENT FOR UNITS WITHOUT CREDIT

WHEREAS, The policy that students be required to register and pay for units which they cannot receive is a financial burden not justified by academic considerations; therefore, be it

RESOLVED: That students not be required to enroll for Thesis or Thesis/Project during quarters for which they are not receiving units of credit for Thesis or Thesis/Project; and be it further

RESOLVED: That a policy that students cannot be required to register and pay for units which they cannot receive become effective now, rather than after another catalog cycle.

Proposed By:
Marshall Wright
May 5, 1987
Background statement:

In a memo dated January 8, 1987, Malcolm Wilson, Interim Vice President for Academic Affairs, requested the Academic Senate's advice on the definition of "Close Relative" for University Interest Admits. This memo was forwarded to the Personnel Policies Committee for comment and any action deemed appropriate. The Personnel Policies Committee has reviewed the situation and submits the following resolution.

AS-87/87

RESOLUTION ON DEFINITION OF "CLOSE RELATIVE"

WHEREAS, There has been a practice to provide admission to "close relatives" of employees of Cal Poly; and

WHEREAS, Such policy represents a benefit to the employee; and

WHEREAS, There is a need for a definition of "close relative" to be applied in the implementation of the campus admissions policy which grants automatic admission to CSU qualified "close relatives" of employees; and

WHEREAS, A policy setting forth such a definition does not exist in the Campus Administration Manual (CAM); therefore, be it

RESOLVED, That the following be added as CAM 601.8:

Admission shall be granted to the spouse, children, brother, sister, parent, grandchildren, grandparent, niece, or nephew of any employee or emeriti of Cal Poly or any of its official auxiliary organizations.

Proposed By:
Personnel Policies Committee
On May 12, 1987
Background statement: In reviewing the definition of "close relative," the Personnel Policies Committee determined that the definition in the Campus Administrative Manual (CAM) was not suitable nor was the entire section addressing the employment of a "close relative" suitable for current practices and life styles.

RESOLUTION ON EMPLOYMENT OF "CLOSE RELATIVES"

WHEREAS, CAM 311.5 places prohibitions on the employment of close relatives, and contains substantial editorial comment which may serve primarily to inhibit employment consideration of persons related to existing employees of Cal Poly; and

WHEREAS, Such prohibitions do not appear to be in keeping with attaining equity and affirmative action successes in today's academic environment; and

WHEREAS, Such prohibitions are not effective in view of changing life styles and living arrangements; and

WHEREAS, The term "close relative" does not adequately define the relationship for employment purposes; therefore, be it

RESOLVED: That the current text of CAM 311.5 be deleted and the following text be substituted:

311.5 Employment of Related Parties

A. Regular Full-time or Part-time Employees

1. When a related party is being considered for employment, the individual's application must be reviewed in accordance with all appropriate procedures customary for the type of position involved. Normal recruitment procedures must be followed in order to generate multiple applications for the vacant position. A related party may be employed only if determined to be the best available applicant.

2. It is inappropriate for employees to initiate or participate in institutional decisions involving a direct benefit to their related party. "Direct benefit" includes, but is not limited to, initial appointment, reappointment, promotion, tenure, leaves, working
RESOLUTION ON EMPLOYMENT OF "CLOSE RELATIVES"

Page Two

conditions, work assignments, evaluation, recommendation, selection, assignment processes, or other personnel actions.

3. The term "related parties" as used in this section (CAM 311.5) is defined as the spouse, cohabitant, son, daughter, brother, sister, mother, father, brother-in-law, or sister-in-law of an employee of the university or one of the official auxiliary organizations thereof.

4. Employees who become related parties subsequent to their initial appointments are subject to the limitations and conditions of CAM 311.5.A.

 Proposed By:
Personnel Policies Committee
May 12, 1987
Employment of Close Relatives

The term "close relative" as used in this section (CAM 311.5) is defined as the son, daughter, brother, sister, mother, father, husband, or wife of an employee of the university or one of the official auxiliary organizations thereof.

While "close relative" relationship of an applicant is not of itself a bar to employment by the university or its official auxiliary organizations, it is recognized that concurrent employment of close relatives can create problems which would not otherwise exist. For example, the equity of an action in which a close relative participates becomes controversial when the action involves a direct benefit to a member of his or her immediate family.

To protect the university and its employees from accusations of favoritism based on family relationship while simultaneously preserving the rights of applicants against discrimination on any basis, including discrimination on the basis of sex, the following guidelines governing employment of close relatives are established.

A. Regular full-time or part-time employees

1. Prior approval of the President's designee, in the appointee's service area, is required for initial appointment or reappointment of a close relative.
   a. Academic Affairs area - Vice President for Academic Affairs
   b. Administrative Affairs area - Executive Vice President
   c. Student Affairs area - Dean of Students

   An annual summary report of such appointments should be made available to the president's office by the Director of Personnel Relations.

2. When a close relative is being considered for employment, the individual's application must be reviewed in accordance with all appropriate procedures customary for the type of position involved. Normal recruitment procedures must be followed in order to generate multiple applications for the vacant position. A close relative may be employed only if determined to be the best available applicant.

3. It is inappropriate for employees to initiate or participate in institutional decisions involving a direct benefit to their close relatives. "Direct benefits" include, but are not limited to, initial appointment, reappointment, promotion, tenure, leaves, working conditions, and other personnel actions.

4. Close relatives will not be placed or retained in positions in which one is:
   a. under the direct supervision of another,
   b. in a position of direct fiscal responsibility or accountability with regard to the employment of another, or
   c. on a committee or in any other position in which one would be expected to initiate recommendations that could change the personnel status of the other.

5. Employees who become close relatives subsequent to their initial appointments are subject to the limitations and conditions of CAM 311.5.A.
Background statement:

Three years ago a modification to the formula for distributing overhead earned on sponsored projects was made which froze administrative costs in order to encourage research activity. The plan was to return more funds to schools, departments, and faculty. In the past few years, there has been an increase in proposal activity and sponsored grants. The number of proposals sent off campus has almost doubled, and Cal Poly's grants have increased from $2.2 million in AY 1985 to over $3.6 million already in this academic year.

It is difficult to ascribe this increase to any single cause because a good many other changes were made during that period which were directed to improving grant activity. However, it is understood that an important element in continuing grant activity on campus is the seeding of related work through development activity and small grants. The proposed revision to CAM 543 will support both those ends.

AS-__86/___
RESOLUTION ON
INDIRECT COSTS UTILIZATION: CAM 543

Whereas an experiment in the distribution of indirect costs earned on sponsored projects was implemented three years ago; and

Whereas it has been tested for a three year period; and

Whereas it is a complicated procedure; and

Whereas it is desirable to simplify the procedure and maintain the value of the original plan; and

Whereas administrative changes have also occurred which should be reflected in CAM 543; therefore, be it

Resolved that the modifications changes to CAM 543 be endorsed and forwarded by the Academic Senate to the President for consideration.

Proposed by: Research Committee
On: May 12, 1987
PROPOSED CAM REVISION

Indirect Costs—Definition

Indirect costs are defined by the Department of Health and Human Services (DHHS) as those costs incurred in the development, administration, and running of sponsored programs that go over and above the direct costs of any specific project. These costs include expenses for space and facilities, office and laboratory equipment, maintenance, utilities, library use, accounting functions, departmental and school administration, university administration, and program development, as they are incurred on government and privately sponsored research, development, instructional, training, service, and demonstration projects.

The indirect cost rate is negotiated periodically with the DHHS and changes to reflect shifts in costs. Project developers should consult the Research Grants Development Office to determine current rates before discussing indirect costs with prospective sponsors.

Policy on Indirect Cost Recovery

The university will seek full indirect costs reimbursement for each sponsored activity, whether administered through the university or through the Foundation. Because indirect costs are real expenses, funds recovered through indirect costs reimbursement are not available to provide additional support for the direct expenses of a project.

Utilization of Indirect Funds

As indirect cost reimbursements for projects administered fiscally either by the university or by the Foundation are accumulated, they may be utilized by the respective business office to pay for the financial administration of the projects according to the approved rate. All other funds shall be placed in appropriate Foundation or university trust accounts designated "Unallocated Overhead," which is to be used for covering associated costs as well as for sharing throughout the university.

Report on Expenditure of Indirect Costs and Proposed Utilization

At the beginning of each fiscal year (or more frequently if required) the Director of Research Development, Associate Vice President for Graduate Studies, Research, and Faculty Development in cooperation with the Vice President for Business Affairs and the Foundation Executive Director will develop a summary statement that will include the following:

A. Indirect cost income during previous fiscal year, including any balance of unused direct costs reimbursements remaining in the trust accounts.
B. Charges during the previous fiscal year for:

1. University fiscal administration
2. Foundation fiscal administration
3. Other, including space reimbursement, professional association dues for the Foundation, fees for partial support of the University Services and the CSU University Services Program, and so on.

C. The Director of Research-Development Associate Vice President for Graduate Studies, Research, and Faculty Development will use the above statement as the basis for developing a proposal for the use of unallocated overheads during the current year. The proposal will be developed in consultation with the University Academic Senate Research Committee. Its objective shall be to fund adequately each of the following in priority:

1. Reserves for audit purposes;
2. Operating Suplementary budget support for the Research Grants Development Office;
3. Reserve for program development/contingency; and
4. Uncommitted funds for use by the university, including funds remaining after the termination of fixed-price contracts.

The above summary statement and proposal will be reviewed and endorsed by the Vice President for Academic Affairs and sent to the President for approval.

543.4 Policy for Maintenance and Utilization of Reserve for Program Development/Contingency

The goal of the reserve for program development/contingency is a level sufficient to assure adequate resources for the continuing support of the research grants development activity. Its use will be restricted generally to costs associated with major proposal development or grant negotiation and to reserves necessary to ensure continuity in funding for the Research Grants Development Office. Recommendations for expenditures are made by the Director of Research Grants Development and approved by the Associate Vice President for Academic-Affairs Graduate Studies, Research, and Faculty Development.

543.5 Policy for Allocating Uncommitted Indirect Cost Reimbursements

Uncommitted overhead funds approved for allocation will be distributed in the following manner and for the following purposes. Seventy-five percent of the uncommitted overhead will revert to the dean of the school responsible for securing the grant or contract. The dean may use this money for equipment and supplies, travel, student assistance, or research or project development, subject to the approval of the Vice
Twenty-five seventy percent of uncommitted indirect cost reimbursements will be available to the University Academic Senate Research Committee, which will solicit proposals from the faculty for research, development, or other scholarly and creative activities, equipment and supplies, travel to professional meetings, publication costs, or and recommend grants other projects consistent with the educational functions and policies of the university, subject to the approval of the Vice President for Academic Affairs. The program under which the University Academic Senate Research Committee recommends proposals to the Vice President for Academic Affairs is called CARE, for Creative Activity/Research Effort.

The ceiling for the distribution of uncommitted overhead to the University Academic Senate and deans is set by the Vice President for Academic Affairs upon recommendation of the Director/Research Development.

Policy for Allocating Incremental Indirect Cost Reimbursements

Thirty percent of the uncommitted overhead will go to the academic auxiliary unit (center or institute) or non-academic administrative unit that supported development of the grant. In the event that none of these is involved, the thirty percent will be split: ten percent going to the dean of the school where the grant resides and twenty percent going to the department. Such funds are not discretionary, but are restricted funds, intended to be used to reinforce and foster such activities as those that led to the grant that earned them. These activities may include, but are not limited to, support for research assistants, equipment, travel to attend professional meetings, books and journals, and society memberships.

Remaining indirect costs, called incremental overhead, are distributed according to the following formula: 25% to the individual project director for professional/development activities; 25% to the department for the promotion of sponsored activities; 25% to the sponsoring unit (institute or center or, if none, the department) for similar activities; and 25% to the Vice President for Academic Affairs Officer.
To: Program Managers

From: Warren J. Baker
President

Subject: APPOINTMENT OF AFFIRMATIVE ACTION FACILITATORS

Upon the recommendation of the Equal Opportunity Advisory Council and in an effort to strengthen Cal Poly's commitment to Equal Employment Opportunity and Affirmative Action, I am asking Program Managers to select an Affirmative Action Facilitator for each of your departments. The facilitators are expected to brief selection committees on the department's Affirmative Action goals and timetables. In addition, I would like to have these Affirmative Action Facilitators serve on selection committees, or insure that someone represent them, to assist in addressing issues related to Equal Opportunity and Affirmative Action at the earliest possible stage of the recruitment process.

The facilitators will be charged with insuring that Equal Opportunity/Affirmative Action actions are being addressed and that selection procedures do not have an adverse impact on underrepresented ethnic groups and women. In consultation with the campus Affirmative Action Officer, the facilitator may recommend strategies to the committee for attracting qualified women and minorities to apply for vacant positions. When the selection committee's report and recommendations are forwarded, the facilitator will be responsible for recording the Affirmative Action efforts of the committee and the Affirmative Action Officer.

While there has been some progress made in achieving Equal Employment Opportunity at Cal Poly, the statistical evidence indicates that there is more that we could and should be doing. Your cooperation and support in implementing this request will greatly assist in meeting our Affirmative Action goals in the future. Please submit names of your facilitators to Smiley Wilkins, Admin. 110-C by March 20, 1987.
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Re: Affirmative Action Facilitators

The Equal Opportunity Advisory Council and the Committee on the Status of Women request the cooperation of the Academic Senate to support the University's Affirmative Action Program. The goal of Affirmative Action is to achieve equity. Many faculty, staff, and administrators do not understand Affirmative Action. As a result, they are ineffective in complying with Affirmative Action.

The University's Affirmative Action Program includes the use of Facilitators to attract, retain, and advance the underrepresented employees. The EOAC has prepared a list of duties for the Affirmative Action Facilitator (Attachment 1). The Committee on the Status of Women has prepared a Resolution as well (Attachment 2). The EOAC and the Committee on the Status of Women request that the Academic Senate endorse and adopt these duties of the Affirmative Action Facilitator in resolution form. Thereby, the Academic Senate would assume leadership to support Affirmative Action. In addition, the faculty would take a positive step toward achieving equity on this campus.
Attachment #1

AFFIRMATIVE ACTION FACILITATORS

1. Facilitators should be familiar with the Affirmative Action Program and nondiscrimination policy in order to
   a. Educate the faculty/staff to Affirmative Action issues
   b. Monitor the recruitment, hiring, retention, and promotion procedures to ensure Affirmative Action procedures are being followed
   c. Ensure that the working environment is free from discrimination, intimidation, harassment, or other adverse conditions affecting Affirmative Action personnel
   d. Monitor the selection process to ensure no employee makes personnel decisions regarding status of any close relative
   e. Inform employees that reasonable accommodations for religious observances will be provided
   f. Inform disabled applicants and employees of Cal Poly's reasonable accommodation policy and the Affirmative Action Assistive Device Program; report any physical barriers for removal (structure or individual)

2. During the hiring process, Facilitators will
   a. Be a member of the selection committee
   b. Use the established goals and timetables set by the Dean, Department Head, and Affirmative Action Officer to achieve Affirmative Action parity
   c. Assist the selection committee in determining appropriate job qualification and methods (standards) of evaluation (including the standards as issued by the board of Trustees and Affirmative Action criteria) to hire the best qualified applicant to fill the vacancy or position based on these standards
   d. Recommend strategies to the selection committee to attract qualified minorities and women applicants. If recruitment efforts were not successful in attracting a competitive pool of Affirmative Action applicants, the Facilitator will identify problems in the recruitment process and determine alternatives to solve the problems
A.A. Facilitators

e. Prevent the disqualification of minorities and women for inappropriate reasons

f. Encourage that positions be filled with qualified minorities and women applicants to fulfill Cal Poly's commitment to Affirmative Action

g. Train selection committee members as to interviewing techniques that assure nondiscrimination and sensitivity to the issues concerning minority and women

h. Recommend the best qualified applicant on the basis of position requirements as set forth in 2c

i. Ensure that the selection procedures do not have an adverse impact on hiring minorities and women

j. Report on the activities of the selection committee to Program Managers and the A.A. Officer before and after the recruitment process

K. Facilitator's recommendation should be submitted to the Program Manager with the appointment recommendation
Whereas, The Committee on the Status of Women and the Equal Opportunity Council is dedicated to aiding the Affirmative Action Facilitators in becoming more aggressive in their efforts to attract, retain, and advance underrepresented groups; and

Whereas, The Facilitators are charged to identify recruitment problems, and assess recruitment efforts; and

Whereas, The Facilitators brief selection committees on the department’s Affirmative Action goals and timetables; and

Whereas, The Facilitators address issues related to Equal Opportunity and Affirmative Action before the recruitment process; and

Whereas, The Facilitators recommend strategies to the recruitment or selection committee for attracting qualified minorities and women to apply for vacant positions, e.g. identifying sources for generating underrepresented applicants; and

Whereas, The Facilitator take an active role as a member of selection committees; and
Whereas, The Facilitators ensure that Equal Opportunity and Affirmative Action are being addressed according to valid job-related criteria and degree of compliance to employment procedures; and

Whereas, The Facilitators ensure that selection procedures do not have an adverse impact on underrepresented groups; and

Whereas, The Facilitators document Affirmative Action efforts for recruitment, and

Whereas, The Facilitators inform employees that a policy for accommodating religious observances and practices exist; and

Whereas, The Facilitators promote the elimination of procedural and/or physical barriers; therefore be it

Resolved: That the Facilitators shall assure the recommended candidates are selected based on recruitment criteria; and

be it further

Resolved: That Facilitators shall assist the department in developing collegiality between current faculty and new faculty and encourage mentorship; and be it further

Resolved: That Facilitators will provide an annual report to Program Managers and Affirmative Action Officer; and be it further
Resolved That the Affirmative Action Officer will provide an annual report to the Academic Senate through the Committee on the Status of Women.

Proposed By:
Committee on the Status of Women
on: May 8, 1967
Resolutions on Developing Goals for Cal Poly in the 1990's

WHEREAS, Planning for likely changes in social, demographic, technologic, and institutional environment provides Cal Poly with a mechanism to adapt to these changes and shape its own future; and

WHEREAS, A shared vision of the ways in which the university should develop in the future would help to guide day-to-day decision making and provide greater consistency among individual decisions; and

WHEREAS, Cal Poly's Mission Statement provides guidance, but lacks the specificity to serve as a policy guide for decision making; and

WHEREAS, The university-wide Academic Planning Committee is the body charged by CAM with recommending goals for the university and with recommending the most orderly and effective ways in which to achieve those goals; therefore, be it

RESOLVED: That the university-wide Academic Planning Committee be instructed to develop a set of Goals and Objectives which more precisely define the mission of the university; and be it further

RESOLVED: During the development of these Goals and Objectives, the views of relevant university, Academic Senate, and ASI committees, as well as the Deans' Council, the President's Cabinet and relevant administrators should be solicited and considered by the Academic Planning Committee; and be it further

RESOLVED: That these goals should be specific enough to provide a guide for prioritizing resource allocations and a framework for individual decisions, and should address important issues related to Enrollment, Curriculum, Land and Facilities, and Faculty and Staff; and be it further

RESOLVED: That the committee should produce such a set of Goals and Objectives by the end of Winter Quarter 1988 the 1987-1988 academic year, which will then be reviewed and discussed by the Academic Senate and other appropriate campus bodies during the Spring of 1988; and be it further

RESOLVED: That the magnitude and importance of this task warrants that faculty members of this committee be given reduced workloads in Fall 1987 and Winter 1988 which allow them to give this task adequate attention.

Proposed By:
Long-Range Planning Committee
April 21, 1987
Revisions May 12, 1987
Revisions May 19, 1987