CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
ACADEMIC SENATE - AGENDA
January 11, 1983
UU 220 3:00 PM
Chair, Jim Simmons
Vice Chair, Ron Brown
Secretary, Barbara Weber

I. Minutes

II. Announcements

III. Reports
- Administrative Council (Weber)
- CSU Academic Senate (Hale, Riedlsperger, Weatherby)
- Foundation Board (Simmons)
- President's Council (Simmons)

IV. Committee Reports

The Chair requests written reports for this meeting.

V. Business Items
   A. Resolution on Professional Growth and Development (Stowe) (Second Reading)
   B. Resolution on the Campus Disaster Plan (Lutrin) (Second Reading)
   C. B.S. Degree in Forest Resources (Pillsbury) (First Reading)
   D. Resolution on Academic Promotions (CAM 342.2) (Murray) (First Reading)
   E. Resolution on Add-Drop Policies (Scriven) (First Reading)
RESOLUTION ON THE ROLE OF PROFESSIONAL GROWTH AND DEVELOPMENT AT CAL POLY

WHEREAS, The long term welfare of a university relies on its ability to maintain an active, knowledgeable, and competent faculty; and

WHEREAS, The professional vitality of the faculty is essential for the goal of excellence in teaching; and

WHEREAS, The faculty of Cal Poly, San Luis Obispo would like to see the state support a program for maintaining the professional competence of its faculty; and

WHEREAS, The implementation of such a program may be facilitated by a statement of common interest and agreement among the diverse elements of the faculty at Cal Poly, San Luis Obispo; therefore be it

RESOLVED: That the Academic Senate of Cal Poly, San Luis Obispo representing the General Faculty, accepts the following document as its statement on the role of professional growth and development here.

INTRODUCTION

The long term welfare of our university rests on its ability to obtain and maintain an active, knowledgeable, and competent faculty. In addition to improved ability to provide students with current and useful knowledge, the interest and stimulation displayed by the faculty is also transferred to their students. Scholarship and teaching are mutually supportive activities. The better educated can become better educators, and a campus environment that includes independent professional activity exposes students to active, creative, and current practice in their fields.

Inasmuch as the entire state benefits from the knowledge received by those attending its public universities, it is in the best interest of the state to maintain the quality of these educational programs. This requires adequate support for professional activities; in order that faculty maintain competence and currency in their fields. Policies dealing with such activities should be designed to reflect the wide variety of standards and practices appropriate to the wide variety of academic programs and faculty professional interests at the university. Just as it is the responsibility of the state to provide this support, it is the responsibility of the faculty to see that their professional activities are an asset to the university community.
In recent years, such state support has been seriously inadequate, and this has impaired our academic programs. Continued neglect will cause further deterioration. The lack of state support in this area makes it difficult for faculty to maintain a reasonable level of professional vitality. In trying to stay active, faculty must do so on a voluntary or overload basis, and many must look elsewhere for resources and support. These pressures tend to remove these vital activities from the university community. It creates conflicts of interest, breeds frustration and cynicism, causes attrition of faculty to jobs more rewarding of these activities, and displays to the students and the public the hypocrisy of a state which advocates quality in public education, but will not support the programs that are necessary to achieve this quality.

In drafting this statement regarding professional growth and development at Cal Poly, we are aware of the history of deficiency in this vital area. Nevertheless, we hope that support may soon replace neglect, and we are willing to work toward this end. We hope that this statement may help facilitate this transition by clarifying the faculty's needs and wishes in this area.

In this document, we explore the common ground in the diverse spectrum of professional interests at Cal Poly. We hope it reflects the appropriate balance between the ideal and the practical aspects of professional growth and development.

DEFINITION OF PROFESSIONAL DEVELOPMENT

Professional Development is the acquisition and utilization of experience, skill, knowledge, or information, which enables one to perform at a higher level of proficiency in his/her profession.

THE ROLE OF PROFESSIONAL DEVELOPMENT AT CAL POLY

Excellence in teaching is the primary goal of the faculty of Cal Poly, San Luis Obispo. Professional growth and development is essential in meeting this goal.

AVENUES FOR PROFESSIONAL DEVELOPMENT

Members of the faculty are teachers, who have expertise in a wide variety of academic areas. Any activity by a faculty member that either enhances teaching skills or enriches professional expertise would be considered as professional development. A few examples of such activities are included in the following list:

1. Contributions to the teaching profession. Examples of this type of activity would include papers on pedagogy submitted to professional journals, papers presented at professional meetings, presentations on pedagogy given in invited talks, seminars, and workshops, the production of audio-visual aides, and publication of textbooks.
2. Contributions to Cal Poly's academic programs. Examples of this type of activity would include course improvement, the development of course materials such as hand-outs, manuals, audiovisual aides, and computer programs, the development of instructional facilities or equipment, the development of new courses, and working with students on special projects.

3. Contribution to the general body of knowledge in some academic area. Examples of this type of activity would include consulting, colloquia, creative productions, invited talks, papers presented at professional meetings, papers submitted to professional journals, research, and seminars.

4. Other avenues of self-improvement. Examples of this type of activity would include classes taken or conferences attended to enrich or update professional knowledge or skills, leaves of absence for professional development activities, job experience or residencies, professional participation in national and international programs, projects undertaken to improve teaching skills, and the pursuit of advanced degrees, professional licenses, or additional advanced studies. Also included would be participation in institutes, seminars, and workshops with alumni, colleagues, industry, and trade associations.

This list is not a guideline for faculty to follow, nor is it exhaustive. Rather, it provides only a few specific examples of the broad range of professional development activities in which faculty could engage. This university has a faculty of diverse interests, whose professional pursuits cannot be neatly categorized in such a modest list.

APPRAISAL OF PROFESSIONAL DEVELOPMENT

In addition to the diverse spectrum of activities resulting from individual interests, different avenues for professional improvement are found in different professions. Therefore, both the value of the avenue(s) chosen, and the quality of the work done are usually best appraised by the faculty member's immediate colleagues.

It is the responsibility of the individual faculty members to ensure that their professional activities are an asset to the university and supportive of its educational mission. It is also the responsibility of the individual faculty members to document those activities they wish to have appraised in personnel actions. It is the responsibility of their colleagues to appraise these activities in a manner consistent with established departmental criteria. Such criteria should be periodically reviewed by the tenured and senior faculty and made available to all tenure-track faculty in the department. The department head, upon consultation with the tenured and senior faculty, has the responsibility to inform individual department members to what degree their professional activities are meeting these criteria.

THE UNIVERSITY'S ROLE IN MAINTAINING FACULTY EXCELLENCE

In order to create an atmosphere in which faculty can strive for excellence in the classroom and professionally, a university must actively provide two necessary ingredients. These are: (1) An academic environment that encourages pride in one's work; and (2) An opportunity to do that work well.
Professional growth and teaching excellence must not be made adversaries. Because of the present heavy teaching load, time devoted to professional development activities must often be taken from time that would have been spent preparing for classes. Since the class preparations are already suffering from lack of sufficient time, professional growth activities may often lead to further deterioration of immediate classroom performance. Similarly, shortage of space, equipment, clerical help, etc. presently puts the two kinds of activities in competition for these resources as well.

Furthermore, the faculty member is given the undesirable choice of either pleasing present students but disappointing future ones, or maintaining a modest program of professional growth to benefit future students, at a cost in the quality of teaching to present students. The university should strive to guarantee that the faculty has sufficient time and resources to do a good job of both, so that these two activities may always be complimentary rather than competitive.

Below is a partial listing of some of the areas in need of attention and measures the university must take in order to facilitate faculty professional development and teaching excellence.

1. Time

   It is imperative that the teaching load be reduced. The present heavy load is such that faculty sooner or later must compromise the quality of their work in order to meet their class schedule.

   In addition, release time should be available for appropriate professional activities.

2. Facilities

   The present scarcity of facilities impedes our basic teaching activities. Faculty are reluctant to exacerbate this shortage by using some of them for their professional endeavors. Adequate facilities should be provided for both types of activities.

3. Other Resources

   More funds must be available to support travel, publication, equipment purchase, clerical assistance, library facilities, and other necessary expenditures incurred by faculty pursuing avenues for improving their professional expertise.

4. Personnel

   We must make the working environment sufficiently attractive that we can acquire and retain faculty who can carry on professional development activities. Such improvements in the working environment would include higher salaries and private offices in addition to the improvements mentioned
above. Other reasonable amenities would include expanded library services and privileges, full fee waivers, use of health facility, improved parking accommodation, and provision for adequate clerical, technical, and student assistant help.

Furthermore, a pool of substitute faculty should be maintained, along with funds to pay their salaries, in order that faculty may be freed to engage in short-term professional activities without compromising academic offerings. The present policy of shifting the temporary teaching load onto the shoulders of already overburdened colleagues must be discontinued, because concern for both colleagues and their students discourages faculty from considering such activities.

This is only a partial list of some of the areas the university must explore if its faculty is to sustain currency and expertise. The current policy of "maximum students at minimum costs" does not provide an academic environment that encourages pride in one's work nor does it provide the opportunity to do that work well. If we are to encourage faculty professional development and vitality, we must restore both of these essential ingredients.
RESOLUTION

November 22, 1982

BACKGROUND

In the fall of 1980 a Campus Disaster Plan was formulated under the aegis of the Director of Public Safety. In the winter of 1981 the Academic and Student Senates found the Plan wanting on both procedural and substantive grounds and asked that a broadly-based committee be promulgated to come up with a satisfactory emergency plan for the University; in addition the Academic Senate asked that the President not put the Disaster Plan into effect because of the shortcomings. The President, in response, directed that a university-wide committee, The Disaster Preparedness Task Force, be formed under the Director of Public Safety. He, however, declared that the Campus Disaster Plan would be operational until another document was approved.

The Task Force held its initial meeting in June of 1982. This committee originally consisted of 14 members but later was expanded by the Public Safety Director to 16 members. Of this number, two members are from the faculty and two from the student body. After four meetings, the Task Force in November 1982 approved the Campus Disaster Preparedness Plan for Peacetime Emergencies by a 10-4 vote (two members were absent), with the four faculty and student members opposed. The approved document consists both of a general section and then some 13 subsections corresponding to a like number of potential emergencies on campus. The Plan is now being edited and then will be sent to the Public Safety Advisory Committee. At the same time, the Academic and Student Senates are being informed about this newest version of the Emergency Plan by their student and faculty committee members and asked to consider the adequacy of this version and respond appropriately.

RESOLVED, That the Academic Senate requests that the President direct the Public Safety Advisory Committee to prepare the 13 Subplans referred to in the October 5, 1982 memo of the Director of Public Safety. Specifically, each of the Subplans should consider the following subjects, among others, where appropriate:

a. That adequate attention has been paid to the needs of the handicapped;

b. That adequate numbers of safety personnel will be available to deal with the particular emergency;
c. That the safety personnel have received adequate training for their special tasks for the different emergencies;
d. That sufficient equipment exists to effectively react to the different emergencies;
e. That adequate advance planning has taken place to permit effective evacuation of the campus, if necessary, for the different emergencies;
f. That adequate advance planning has taken place to permit effective sheltering of the campus population, if necessary, for the different emergencies; and
g. That adequate emergency plans and/or informational material be made available for the various departments and other units on campus as well as for the campus community in general.

BE IT FURTHER RESOLVED, That the Academic and Student Senates be given copies of the entire package of Subplans when extant as part of the campus review process of Campus Disaster Plan; and

BE IT FURTHER RESOLVED, That the President not approve the Plan until the other resolved clauses have been fulfilled.
Memorandum

To: Members of the Disaster Preparedness Task Force

Date: October 5, 1982

File No.: 

Copies:

From: R.C. Brug

Director of Public Safety

Subject: UNIVERSITY DISASTER PREPAREDNESS PLAN

The rough draft of the "Emergency Preparedness Plan" is basically an administrative guide outlining action steps for offices, departments and individuals providing essential services in the event of an emergency. The operational plans are also general guidelines for emergency action personnel.

Included at the end of the plan will be a section titled "Subplans," attachments, etc. which will contain additional work which will be included in the plan as it is completed and approved. Areas that will be completed are as follows:

I. Evacuation

A. Vehicle Inventory
   List of university vehicles which, if available, can be utilized to evacuate persons with no transportation.

B. Building Monitor Program
   List of individuals responsible for an area of a building as well as procedures, check lists, etc.

C. Shelter Leaders
   List of persons responsible for shelters, i.e., Resident Directors, Public Safety personnel, etc.

D. Dosimeters
   Inventory, location, procedures for use, how distributed, etc.

E. Handicapped Evacuation Procedures
   Staging points in buildings, other campus areas and procedures.

F. Agricultural Procedures
   List of those persons responsible for sheltering and feeding animals.

G. Building Evacuation Procedures
H. Educational/Instructional Materials
   To be distributed to the campus community.

I. Building Study
   Capacity of buildings - safety aspects as shelters.

II. Emergency Operation Center
   Operational procedures

III. Individual Department Plans
   For Foundation, Plant Operations, Health Center, etc.

   It is necessary that the basic Disaster Preparedness Plan be approved, distributed and become operational. When this is done, the planning process will then concentrate on the additional work which must be accomplished.

RCB:da
Memorandum

To: Carl Lutrin
Faculty Representative
Disaster Preparedness Committee

From: Beth Currier
Assistant Coordinator
Disabled Student Services

Subject: Input into the Proposed CPSU Disaster Preparedness Plan

We would like to have had a faculty/staff member or student with a mobility, hearing, or visual impairment on the Disaster Preparedness Committee, but since there was no representative of the disabled community directly involved, there are certain issues that need to be addressed.

The following sections of the Disaster Preparedness Plan would directly affect disabled students, faculty, and staff:

p. 11
...H. Emergency Services, numbers 1 and 2
Who specifically will provide rescue operations for physically disabled persons and how will they be trained?

p. 16
...l. Communications
A TDD (telecommunication device for the deaf) needs to be provided along with other emergency phone lines at the Emergency Operations Center. Currently, we have two deaf students who use this device.

All warning and "all clear" signals are verbal via the campus P.A. system. How will our deaf/hearing impaired students, faculty, and staff be notified?

p. 18
...C. Evacuation
"High priority" needs to be defined. Does this mean disabled persons on campus will be sought out and evacuated first? By whom? What type of emergency evacuation transportation will be available to transport mobility impaired persons? Our students in power chairs would need a lift equipped bus or van to transport them to emergency centers.
Who will be our "building monitors and designated shelter leaders," responsible for evacuating buildings? They will need specialized training in what to do in case of an epileptic seizure, how to communicate with a deaf or hearing impaired person, how to carry a paraplegic down a flight of stairs, etc.

Rough Draft: Operational Plan for Major Fire, etc.

No procedures for the evacuation of wheelchair users from multi-story campus buildings during fire were enumerated. As elevators are automatically shut down during a fire, these mobility impaired persons would be stranded. Sanctuary rooms for sheltering, with emergency phones and fire retardant doors, are needed. I have spoken to Chief Brug regarding these sanctuary rooms; however, I feel their existence and specific location in the Kennedy Library and the B.A.& E., Dexter, Engineering West, Fisher Science, Administration, and Graphic Arts buildings needs to be included in the Preparedness Plan. As a chair user for the past 28 years, a staff member, and a former graduate student at CPSU, I can testify as to the "life and death" importance of these sanctuary rooms.

If the Committee has further questions, feel free to contact me at x1395.
1. Definition of the Proposed Degree Major Program

1a. Name of the California State University or College submitting the request, the full and exact designation (degree terminology) for the proposed degree major program, and academic year or intended implementation.

California Polytechnic State University, San Luis Obispo
Bachelor of Science in Forest Resources
with options in: Hardwood Management
Urban Forestry
Watershed and Fire Management
Wood Energy

1983

1b. Name of the department, departments, division or other unit of the campus which would offer the proposed degree major program.

Natural Resources Management Department

1c. Name, title and rank of the individual(s) primarily responsible for drafting the proposed degree major program.

Dr. Walter R. Mark, Principal Vocational Instructor (Professor)
Dr. Norman H. Pillsbury, Senior Vocational Instructor (Associate Professor)

1d. Objectives of the proposed degree major program.

The objectives of this program are:

1. To provide the State of California and the nation with highly qualified graduates in various fields of forestry.

2. To provide the forestry profession in California with graduates qualified in specialized fields which have never been implemented at the undergraduate level in educational programs in California: Hardwood Management, Urban Forestry, Watershed and Fire Management, and Wood Energy.
3. To implement a program which will be accepted as four years of the seven-year requirement needed for Professional Forestry licensing in the State of California.

4. To maintain and strengthen a program which will meet the Society of American Foresters Accreditation requirements.

5. To maintain and strengthen a program which will continue to meet the Office of Personnel Management standards.

6. To maintain a small, high-quality program.

7. To implement the Forest Resources major and various options by building upon an existing program which meets Office of Personnel Management standards, and to implement this program at low cost due to the existing program which will provide the basis for the new major.

8. To establish the proposed forestry options in a part of the State where those resources exist (hardwoods, chaparral, urban forests, watershed values and potential for wood energy plantations).
1e. Total number of units required for the major. List of all courses, by catalog number, title, and units of credit, to be specifically required for a major under the proposed degree program. Identify those new courses which are 1) needed to initiate the program and 2) needed during the first two years after implementation. Include proposed catalog description of all new courses.

Units required for graduation: 204 (198 units regular instruction plus 6 units cooperative education course).

List of courses specifically required for the major

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRM 112</td>
<td>Introduction to Parks and Recreation</td>
</tr>
<tr>
<td>NRM 120</td>
<td>Introduction to Fisheries and Wildlife Management</td>
</tr>
<tr>
<td>NRM 302</td>
<td>Natural Resources Policy</td>
</tr>
<tr>
<td>NRM 304</td>
<td>Ecology of Resource Areas</td>
</tr>
<tr>
<td>NRM 401</td>
<td>Resource Economics</td>
</tr>
<tr>
<td>NRM 406</td>
<td>Natural Resources Administration</td>
</tr>
<tr>
<td>FOR 200</td>
<td>Forest Resources</td>
</tr>
<tr>
<td>FOR 201</td>
<td>Dendrology</td>
</tr>
<tr>
<td>FOR 341</td>
<td>Fire Ecology</td>
</tr>
<tr>
<td>FOR 303</td>
<td>Forest Harvesting</td>
</tr>
<tr>
<td>FOR 304</td>
<td>Forest Mensuration</td>
</tr>
<tr>
<td>FOR 306</td>
<td>Forest Protection</td>
</tr>
<tr>
<td>FOR 345</td>
<td>Aerial Photogrammetry</td>
</tr>
<tr>
<td>COOP 360</td>
<td>Forestry Coop Ed</td>
</tr>
<tr>
<td>FOR 400</td>
<td>Silviculture</td>
</tr>
<tr>
<td>FOR 403</td>
<td>Forest Practices</td>
</tr>
<tr>
<td>FOR 405</td>
<td>Forest Valuation</td>
</tr>
<tr>
<td>FOR 440</td>
<td>Watershed Management</td>
</tr>
<tr>
<td>FOR 445</td>
<td>Remote Sensing</td>
</tr>
<tr>
<td>FOR 461</td>
<td>Senior Project</td>
</tr>
<tr>
<td>AE 237</td>
<td>Engineering Surveying</td>
</tr>
<tr>
<td>MATH 120</td>
<td>College Algebra and Trigonometry</td>
</tr>
<tr>
<td>MATH 131</td>
<td>Technical Calculus</td>
</tr>
<tr>
<td>STAT 211</td>
<td>Elementary Probability and Statistics</td>
</tr>
<tr>
<td>STAT 212</td>
<td>Statistical Methods</td>
</tr>
<tr>
<td>BOT 121</td>
<td>General Botany</td>
</tr>
<tr>
<td>BOT 123</td>
<td>Introductory Plant Taxonomy</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry</td>
</tr>
<tr>
<td>PHYS 121</td>
<td>College Physics</td>
</tr>
<tr>
<td>ENGL 104</td>
<td>Freshman Composition</td>
</tr>
<tr>
<td>ENGL 105</td>
<td>Freshman Composition</td>
</tr>
<tr>
<td>ENGL 300, 304, or 318</td>
<td>3</td>
</tr>
<tr>
<td>ECON 211</td>
<td>Principles of Economics</td>
</tr>
</tbody>
</table>

Proposed Forest Resources Major
List of courses specifically required for the major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 202</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 302</td>
<td>Behavior in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 321</td>
<td>Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>ART elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PE 250</td>
<td>Health Education</td>
<td>2</td>
</tr>
<tr>
<td>HIST 204</td>
<td>Growth of American Democracy</td>
<td>3</td>
</tr>
<tr>
<td>HIST 205</td>
<td>The United States in World Affairs</td>
<td>3</td>
</tr>
<tr>
<td>SOC 310</td>
<td>Socialization: Self and Society</td>
<td>3</td>
</tr>
<tr>
<td>POLS 201</td>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>SP 200</td>
<td>Principles of Speech</td>
<td>3</td>
</tr>
<tr>
<td>SS 121</td>
<td>Soils</td>
<td>4</td>
</tr>
<tr>
<td>CSC 101</td>
<td>Fortran Programming</td>
<td>2</td>
</tr>
</tbody>
</table>

1) New courses needed to initiate the program: None
2) New courses needed during the first two years: None
3) FOR 345 and FOR 445 are co-listed as AE 345 and AE 445.

List of elective courses, by catalog number, title, and units of credit, which can be used to satisfy requirements for the major. Identify those new courses which are 1) needed to initiate the program and 2) needed during the first two years after implementation. Include proposed catalog description of all new courses.

<table>
<thead>
<tr>
<th>Electives for Major</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Elective</td>
<td>3</td>
</tr>
<tr>
<td>Art, Th, Hum, Lit, Mu, Phil, For Lang electives</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy Elective (300 level or above, except 322)</td>
<td>3</td>
</tr>
<tr>
<td>Option Classes (defined below)</td>
<td>30</td>
</tr>
<tr>
<td>Free Electives</td>
<td>9</td>
</tr>
</tbody>
</table>

Proposed Forest Resources Major
## Option Electives

### Hardwood Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOR 322</td>
<td>Forest Products</td>
<td>3</td>
</tr>
<tr>
<td>*FOR 325</td>
<td>Woodlot Management</td>
<td>3</td>
</tr>
<tr>
<td>*FOR 327</td>
<td>Hardwood Utilization</td>
<td>2</td>
</tr>
<tr>
<td>*FOR 411</td>
<td>Urban Forestry I</td>
<td>3</td>
</tr>
<tr>
<td>*FOR 427</td>
<td>Hardwood Resources</td>
<td>4</td>
</tr>
<tr>
<td>BOT 326</td>
<td>Plant Ecology</td>
<td>4</td>
</tr>
<tr>
<td>STAT 324</td>
<td>Applied Regression Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 204</td>
<td>Marketing Principles</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>(FOR 245, FOR 340, FOR 434, ASCI 229)</td>
<td>4</td>
</tr>
</tbody>
</table>

### Urban Forestry

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>*FOR 411</td>
<td>Urban Forestry I</td>
<td>3</td>
</tr>
<tr>
<td>FOR 412</td>
<td>Urban Forestry II</td>
<td>3</td>
</tr>
<tr>
<td>FOR Elective</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>NRM 311</td>
<td>Environmental Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>OH 152</td>
<td>Landscape Maintenance</td>
<td>3</td>
</tr>
<tr>
<td>OH 421</td>
<td>Arboriculture</td>
<td>4</td>
</tr>
<tr>
<td>CRP 218</td>
<td>Exploring Future Environments</td>
<td>3</td>
</tr>
<tr>
<td>CRP 360</td>
<td>Urban Aesthetics</td>
<td>3</td>
</tr>
<tr>
<td>MGT 201</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>SOC 313</td>
<td>Urban Sociology</td>
<td>3</td>
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</tbody>
</table>

### Watershed and Fire Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>*FOR 245</td>
<td>Chaparral Management</td>
<td>2</td>
</tr>
<tr>
<td>FOR 340</td>
<td>Fire Control</td>
<td>3</td>
</tr>
<tr>
<td>FOR 441</td>
<td>Forest and Range Hydrology</td>
<td>3</td>
</tr>
<tr>
<td>FOR 442</td>
<td>Watershed Protection</td>
<td>3</td>
</tr>
<tr>
<td>FOR 443</td>
<td>Forest and Range Soils</td>
<td>4</td>
</tr>
<tr>
<td>ENVE 324</td>
<td>Introduction to Air Pollution</td>
<td>3</td>
</tr>
<tr>
<td>ENVE 428</td>
<td>Meteorology</td>
<td>3</td>
</tr>
<tr>
<td>ENVE 434</td>
<td>Water Quality Measurements</td>
<td>2</td>
</tr>
<tr>
<td>STAT 324</td>
<td>Applied Regression Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>(AE 315, AE 445, NRM 401)</td>
<td>4</td>
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Proposed Forest Resources Major
Wood Energy Units

FOR 322 Forest Products 3
*FOR 338 Forest Residue Utilization 2
FOR 434 Tree Growth and Wood Properties 3
*FOR 438 Wood Energy Systems I 4
*FOR 439 Wood Energy Systems II 4
FOR Elective 1
ENVE 221 Solar Energy 3
PHYS 110 Energy for the Future 3
PHYS 122 College Physics 4
STAT 324 Applied Regression Analysis 3

1) New courses needed to initiate the program: Eight. Urban Forestry I already exists as NRM 432 Urban Forestry, but it is also listed here since it is part of a two course sequence.

Proposed catalog descriptions of new courses

FOR 245 Chaparral Management (2)

Study of the chaparral community management. Included topics are composition, history of management, present management, future management alternatives, and the effects of management on fire, water production, erosion, and potential utilization of the biomass. 1 lecture, 1 laboratory. Extended field trips required. Prerequisite: FOR 200.

FOR 325 Woodlot Management (3)

Understanding farm and small forest holdings; measurement, care and improvement of existing woodlots; fuel and product uses; establishment of new woodlands; woodland management design and plans. Integration with range and wildlife values. 2 lectures, 1 laboratory. Prerequisite: FOR 200 or consent of instructor.

FOR 327 Hardwood Utilization (2)

Potential and problems of manufacture and marketing of hardwood products; evaluation of species for product use. Visit hardwood industry. 1 lecture, 1 laboratory. Extended field trips required. Prerequisite: FOR 322.

Proposed Forest Resources Major
FOR 338 Forest Residue Utilization (2)

Study of present and potential uses of residue produced by forest utilization. Mill and field residue uses from small to large-scale operations are included. Studies investigate technologies available and under development for increasing utilization standards. 1 lecture, 1 laboratory. Extended field trips required. Prerequisite: FOR 303, FOR 322.

FOR 411,412 Urban Forestry I,II (3)(3)

Establishment and management of city forests, woodlots, small forest holdings, shelter belts, and plantings for erosion control, wildlife enhancements and pollution abatement. Management of forest areas requiring special attention because of heavy recreational use. 2 lectures, 1 laboratory. Saturday field trips required. Prerequisite: FOR 201.

FOR 427 Hardwood Resources (4)

Study the techniques of hardwood inventory, tree measurement, site determination, growth dynamics, thinning techniques, yield evaluation, regulation and rotation for sustained yield and harvest methods and effects. 2 lectures, 2 laboratories. Saturday field trips required. Prerequisite: FOR 304, FOR 303, and FOR 403.

FOR 438,439 Wood Energy Systems I,II (4)(4)

Study the silvicultural aspects of biomass plantation systems. Evaluate species selection, soil, site and climatic requirements; design and implementation criteria for plantation growth, energy yield and measurement, harvest, utilization, combustion and conversion, economic, sociopolitical, institutional and environmental constraints. 2 lectures, 2 laboratories. Saturday field trips required. Prerequisite: FOR 338, FOR 400, and PHYS 122.

2) New courses needed during the first two years: None above the eight courses needed to initiate the program.

3) FOR 443 is co-listed as SS 443.
If any formal options, concentrations or special emphases are planned under the proposed major, explain fully.

Four options are planned for the Forest Resources major: Hardwood Management, Urban Forestry, Watershed and Fire Management, and Wood Energy. These options encompass major forest resource values as defined by the California Board of Forestry.

These options allow the students in the California State University System the opportunity to concentrate on aspects of forestry other than commercial timber production or forest engineering. There is an immediate need for foresters trained in hardwood management, and watershed, fire and urban forest values. The need for foresters knowledgeable about wood energy resources from forest and other lands is rapidly developing.

Hardwood Management

The Hardwood Management option is being implemented to study the broad forest type called Hardwoods and their ecosystems. The program will focus on their management (regeneration, growth, improvement techniques, protection, measurement and utilization).

Background: The State of California has over 10 million acres of oak-woodland plus an unknown but much larger land base covered with hardwood-conifer mixed forest. Recently, public agencies, private organizations, and professional societies have become aware of the need to train and educate foresters in the management and protection of the State's hardwood resources. In addition to their educational efforts, a large number of contracts have been awarded to further study the growth and management of hardwoods across the State (most of the contract work is being conducted at California Polytechnic State University, San Luis Obispo). Much of the recent interest in hardwood management stems from increased firewood uses for energy. Other pressures on California hardwoods such as urban sprawl and agricultural expansions are creating a demand for knowledge about these resource interfaces.

Specific program objectives are:

1. To provide education in the specialized field of hardwood management.
2. To present techniques of developing woodlot management plans.
3. To present current information on hardwood resource potential and problems, especially in the areas of silvics and regeneration.

4. To study the interface of hardwoods to urbanization and commercial forestry, agricultural and range operations.

5. To examine hardwood uses for specialized products and potential for energy.

Watershed and Fire Management

This option emphasizes the measurement, protection and evaluation of watershed conditions through fire and vegetation management and the understanding of the interrelationship of the fire and hydrologic environments.

Background: Resource managers and Californians have long recognized the impact of the fire-flood cycle. These impacts are intensified in parts of California due to the volatile chaparral plant communities and water repellent soils that occur following a wildfire. Concern for the nation's wildland watersheds occurred in the late 1800's when the National Forest Systems (3-1/2 million acres in southern California) were established for watershed, fire and resource protection. Watershed protection through vegetation management and prediction and evaluation of erosion levels due to wood harvest or urban pressures are concepts integral to proper management of wildland resources.

Specific program objectives are:

1. To emphasize the importance of watershed and fire management for the prevention of wildfire and flood damage to the natural resources and downstream communities.

2. To study the hydrologic environment and evaluate the impact of land uses on the water resources.

3. To study the fire environment and understand the interaction of the vegetation, soil and climate with fire potential and impact.

4. To view man as a part of our environment and to develop an understanding of the interrelated effects each activity of man may cause.

Proposed Forest Resources Major
Wood Energy

The Wood Energy option is being implemented to study the plausible uses of woody fiber for energy feedstocks. This program will also study social, political, economic and environmental constraints to the technology of fiber growth, culture, harvest, combustion and consumption.

Background: Resource agencies throughout the United States are being directed to examine methods for using waste materials and for growing woody biomass for energy. Intensively cultured, short-rotation energy plantations are being researched in various parts of the United States (one such plantation in California is implemented at California Polytechnic State University, San Luis Obispo). While energy generated from woody biomass alone is not expected to make our nation energy self-sufficient, it will be an important component of the nation's energy budget. Wood as a fuel source has the advantages of being renewable, biodegradable and is a naturally stored fuel. Wood for fuel reduces dependence on conventional fossil fuels. Wood burning is much cleaner than fossil fuels.

Specific program objectives are:

1. To provide a program with a broad approach to woody biomass for energy uses.
2. To examine silvicultural aspects of energy plantations; to select tree species matched with soil and climate requirements to obtain maximum energy yield.
3. To become familiar with the problems and potential of using wood residue for energy.
4. To train foresters to design, implement, manage and evaluate the performance of a complete biomass energy system.

Urban Forestry

The urban forestry option will provide students with the education and skills needed to plan and manage woody vegetation in an urban environment to provide multiple and sustained benefits to the urban populations. These benefits, such as wildlife, aesthetics, climate amelioration, and utilization of woody fiber, can be realized through the application of the specialized forestry knowledge and skills provided by this option.

Proposed Forest Resources Major
Background: Urban forestry continues to gain acceptance by the public as a concept and in practice. Urban society has developed an increased awareness of the role and value of urban "green spaces," and the public is making its preference for maintenance and preservation of these "green spaces" known through legislation and financial commitment. The urban forestry program in Oakland received funding and support from the California Department of Forestry, USDA Forest Service, Cooperative Extension Service, National Guard, California Departments of Park and Transportation, University of California City of Oakland, Trust for Public Land, Society of American Foresters, Western Timber Association, and California Forest Protective Association.

Within the profession of forestry, a specialization in urban aspects is clearly a growth area. The specialization was first recognized by the Society of American Foresters in 1972. Some states have had urban forestry technical assistance programs for some time, however, California established such a program within the California Department of Forestry in 1978. Local and county governments have long been involved in such programs within California and their involvement is continuing.

When viewed from above, many cities and towns appear partially or fully forested. The urban forest is more than trees, it also includes lesser vegetation, wildlife, and open space. Urban forest management focuses on the ecosystem, not just the trees. The Urban Forestry option will provide (1) practical training in the application of forestry skills, (2) the ability to work with other professionals dedicated to urban tree care and conservation, and (3) the ability to communicate with people and manage programs.

At the current time no urban forestry specializations are offered in California. The proposed urban forestry option at Cal Poly would be the only available program in a relatively new yet expanding field of forestry.

Specific program objectives are:

1. Provide a program to train foresters to manage and plan the urban forest.

2. Provide graduates in Urban Forestry to the State of California and to local governments.

3. Train foresters to solve problems arising from the urban-wildland interface.

Proposed Forest Resources Major
Abstract of Forest Resources Major

The proposal for a Forest Resources major includes options in Hardwood Management, Urban Forestry, Watershed and Fire Management, and Wood Energy. The major is strengthening our existing Forest Resources Management concentration in the Natural Resources Management Department. The courses defined as the "major" are broadly based to meet Office of Personnel Management standards, Society of American Foresters accreditation requirements and California Department of Forestry Graduate Trainee positions. All students are required to complete an option consisting of 30 units. Each option is interdisciplinary in nature as about 12 units must be taken outside of the School of Agriculture and Natural Resources. The specialized courses in the options will provide graduates with state-of-the-art knowledge in developing forestry fields such as Urban Forestry, Hardwood Management and Wood Energy. The options to be included are not offered at other California universities. Further the Hardwood Management option is not offered elsewhere in western United States and the Wood Energy option appears to be unique nationwide.

The Forest Resources major will consist of 204 units, 6 are for FOR 339, Internship in Forestry. This course provides a cost effective alternative to forestry summer camp and develops employment opportunities for graduates.

The proposed program will be implemented in 1983. The students in the existing Forest Resources Management concentration are expected to quickly switch to the new major as shown in 2g. Upon initiation, the program will be complete and no further modifications are anticipated unless changes in the profession require updating.

Resources needed to implement the major are 19 laboratory hours per week and 11 1/2 lecture room hours per week. Eight new courses, all in options, are needed to implement the program. The Natural Resources Management Department currently has 10 faculty, all of which teach courses required by forestry students. There are 18 courses comprising the existing forestry program.

Implementation of the major will enhance Cal Poly's accreditation opportunities through an interdisciplinary approach to forestry. Employment opportunities will be increased, while cost of the program is low due to the existing forestry program. The proposed options will train foresters in resource types comprising millions of acres of land which are currently unmanaged; graduates of other programs do not specialize in these fields.
RESOLUTION ON ACADEMIC PROMOTIONS (CAM 342.2)

Background: On May 17, 1982 the Academic Senate received a memo from Hazel Jones, then Vice President for Academic Affairs, requesting that the Academic Senate consider revising CAM 342.2 to include a mechanism for jump promotions. This consideration was also endorsed by the Academic Deans Council. The following resolution uses strikeouts for proposed deletions and underlining for the proposed added language.

342.2 Academic Promotions

A. Rank Eligibility

1. Persons occupying academic rank positions but assigned full time to noninstructional duties will be considered for promotion by the administration; persons assigned to both teaching and instructional-administrative duties will be considered for promotion in both areas.

2. Promotions of academic employees having-rank—(teaching-faculty, department-heads, and positions with administrative-responsibilities) may be made only after the employee-has-completed completion of at least one full academic year of service in the fifth salary step of the then-held rank. In case of overlapping steps in salary ranges between academic ranks, an individual will receive at the time of promotion a one-step increase in salary. Individuals are not eligible for promotion in academic rank solely by virtue of added administrative responsibility. Merit salary increases are increases within a salary range and are not considered to be promotions. Exception to this promotion policy may be authorized only by the University President or a designee.

3. An academic employee must have tenure or be simultaneously awarded tenure before promotion to the Associate Professor or Professor ranks can be approved. The granting of tenure does not guarantee future promotion.

4. Possession of the doctorate of other normal terminal degree from an accredited institution is a usual prerequisite for promotion beyond the rank of Assistant Professor. Exceptions may be made in those instances where the faculty member has received recognition for outstanding professional accomplishment in the academic community and possesses special qualifications according to approved criteria established for personnel actions by each department, school, or other organizational unit.
5. The Dean of each School shall notify all faculty who are eligible for promotion consideration by the last day of instruction in September of the academic year in which they are eligible, or as soon thereafter as possible. Only those technically eligible faculty members who submit a written request to the School Dean for promotion consideration by a date specified by the School's statement of personnel action procedures shall be evaluated for promotion.

To assist each faculty member in preparing his/her resume, the Dean of each School shall forward a copy of the policy statement requiring an updated resume (CAM 342.2.A.6) and a copy of the Faculty Resume Worksheet appearing in CAM Appendix XII at the time of notification of eligibility for promotion consideration.

6. Each faculty member requesting promotion consideration shall update his/her personnel file and submit a resume which indicates evidence of promotability. This resume shall include all categories pertinent to promotion consideration: teaching activities and performance, professional growth and achievement, service to the university and community, and any other activities or interests which indicate professional commitment, service, or contribution to the discipline, department, university, or community.

7. Faculty members who are not technically eligible for promotion may be considered for promotion when the faculty member is recognized both on and off campus as superior in all areas of evaluation according to approved criteria established by each department, school, or other organizational unit. In such instances, a department's faculty and department head may initiate a request for early promotion review and make a recommendation to the Dean that will then become a part of the regular promotion cycle in that academic year.

6.8. The number of promotions within the university shall not exceed existing budget appropriations available for such promotions.
Memorandum

To: Jim Simons

From: Tal Scriven

Subject: Resolution concerning add and drop policies

Date: 3 Jan 1983

File No.

Copies: Student Affairs Committee Members

Keith Stowe

The following resolution was passed out of the Student Affairs Committee by a unanimous vote. With the exception of a few minor changes, it is the same resolution passed out of the Instructions Committee. It is my understanding that the changes made are acceptable to the Instructions Committee.

Whereas students should be encouraged to make an early decision regarding their desire to remain enrolled in a course, so that others wishing to enroll in the course may fill vacated seats, and so less time is lost by those eventually dropping the course, and

Whereas it is the desire of the faculty to make more efficient use of the state's limited resources, by enabling interested students to add the course as others drop, and

Whereas the faculty feels that the disadvantages of encouraging students to drop early are outweighed by the advantages, both fiscal and academic, be it therefore

Resolved that the non-penalty drop deadline be the end of the first week of classes and that the add deadline for any given class be the first meeting of that class during the second week of classes, and be it further

Resolved that the President be requested to search for measures to make the mechanics of the add-drop process more efficient, and be it further

Resolved that instructors help students make early decisions about their desire to remain enrolled in courses by providing appropriate course information. This information may include such things as course purpose, content, prerequisites, workloads, expected outcomes, and performance evaluation measures.