Chair, Jim Simmons  
Vice Chair, Ron Brown  
Secretary, Barbara Weber  

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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. Normally, 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. In exceptional cases, a faculty member who is not technically eligible (by virtue of not having served one full academic year at the fifth step of the then held rank) is recognized both on and off campus (i.e., by state or national professional societies) as outstanding in all areas of evaluation according to approved criteria established by each department, school or other professional unit, may be considered for promotion. 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.
RESOLUTION REGARDING THE FISCAL CRISIS FACING HIGHER EDUCATION IN THE STATE OF CALIFORNIA

Rationale and Background Material: Currently the State of California is facing a serious fiscal crisis due to a shortfall in revenue created primarily by the depressed economic climate of the nation in general and California particularly. The dollars from surpluses of past better years have finally run out. Imprudent management of state resources has also compounded the fiscal problem we are facing now. We can only hope that prudent state leadership will win out in the struggle to keep the State of California from operating at a deficit. We hope you will consider the following issues and the attached resolution in your deliberations concerning the 1983-1984 state budget.

The operations budget, which covers most state services offered to the public without direct legislative mandate has been cut every year since the passage of Proposition 13 to help provide bailout funds for county and municipal governments and boards of education. The state operations budget and the agencies funded by it have had to bear the brunt of cutbacks to alleviate the decline in revenues brought about by the passage of Proposition 13.

The state agencies covered by the operations budget have received significant cutbacks in travel, equipment, personnel, and salaries. At the University of California and the California State University campuses, student fees have been increased, and more increases have currently been proposed to meet budgetary cutbacks. Aside from denying access to needy and middle income students, these increases will affect student access at the CSU level more than at other levels of higher education according to the California Postsecondary Education Commission. State programs in higher education have been and are being harmed by the cutbacks that have already been made, and those that are being proposed. What is needed is a temporary increase in revenue sources until the economy becomes stronger.

Lending institutions have indicated that if the State of California ends the year with a deficit, that California’s credit rating will further decline. The Governor’s budget projects a deficit of 750 million dollars, and that is a conservative estimate. Taxpayers in the future will pay the cost of higher interest rates charged to the state by lending institutions. What is needed is a temporary increase in revenue sources so that the state will end the year without a deficit and regain its AAA credit rating.

Why should higher education suffer the brunt of the cutbacks? To restore and maintain quality higher education in the State of California, higher education should also be exempt from proposed budget cutbacks, and additional sources of revenue need to be found.
It is with these thoughts in mind that we offer the following resolution.

WHEREAS, The State of California is currently facing a fiscal crisis and budget cutbacks; and

WHEREAS, State programs in higher education have had funding cutbacks ever since the passage of Proposition 13, and these cutbacks have harmed the effectiveness of these programs; and

WHEREAS, Higher education should be especially strong in difficult economic times; and

WHEREAS, The State of California faces a financial crisis and if it finishes the year with a deficit, lending institutions have predicted a further deterioration in the state's credit rating. As the credit rating deteriorates, taxpayers pay for the added cost of lending in increased interest charges; and

WHEREAS, The State of California has always prided itself in providing low-cost, tuition-free higher education to its residents; and

WHEREAS, In the long run, higher education can help alleviate the economic crisis the state now faces better than spending cutbacks which curtail educational programs; and

WHEREAS, This educational system has in the past kept up with changes in technology, and has provided trained and educated people to meet the demands of new technology; and

WHEREAS, California's high technology industries have helped stave off the effects of the national recession longer than in other states; and

WHEREAS, Many people who are currently unemployed will have to be retrained to fill jobs with higher educational and technological demands; and

WHEREAS, Higher education in California can help retrain individuals who are unemployed to fill new jobs that are currently going begging, it would be inappropriate to cut funding of higher education programs; therefore be it

RESOLVED: That the Academic Senate of California Polytechnic State University, San Luis Obispo urges President Warren J. Baker to communicate to government officials (as indicated below) in the State of California by forwarding this resolution to them which calls for (1) higher education in California to be exempt from any current or future budgetary cutbacks, and (2) The Governor and the Legislature to find additional revenue sources to meet the deficit the state is now facing, and to restore quality higher education to the people of the State of California.

Resolution is to be sent to the Governor, Lt. Governor, Speaker of the Assembly, Chairs of Finance, Ways and Means, and Education Committees in the State Assembly and Senate, Eric Seastrand and Henry Mello, or our current State Senate representative.
Resolution concerning add and drop policies

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 Instruction Committee. It is my understanding that the changes made are acceptable to the Instruction 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.
California Polytechnic State University, San Luis Obispo, is committed to the following fundamental objectives:

1. **Promotion of excellence of academic and professional endeavor**

2. **Continuation of a polytechnic program emphasis within the university**

   It is recognized that all degree programs have a common base in the arts, humanities, and sciences. The polytechnic program emphasis at Cal Poly means a continued commitment to programs which:

   (a) are derived from the basic sciences
   (b) make extensive use of the scientific method
   (c) involve the application of knowledge of the basic sciences to the solution of technical problems.

   Examples of such programs are within the fields of agriculture, applied science and mathematics, architecture, engineering, and business. As science and technology evolve, new academic programs and new emphases within existing programs will come into being. Others, becoming less significant or even obsolete, will be altered or eliminated.

   Another equally important manifestation of the polytechnic emphasis at Cal Poly is that many of the university's academic and professional programs are imbued with a sense of the applied and the practical. In essence, Cal Poly's programs emphasize the applied without neglecting the importance of principle and theory.

   A polytechnic university recognizes the important roles played by the arts, humanities and sciences and has a special responsibility to ensure that its students are intellectually broadened and challenged by exposure to them. While emphasizing polytechnic programs, the university affirms the importance of offering and sustaining selected programs of high quality in the arts, humanities and sciences.

3. **Continuation of an emphasis on undergraduate education**

   Believing that it is appropriate for some institutions to emphasize undergraduate education and that Cal Poly, by virtue of historic development and present resources, is especially capable of doing so, this
university chooses to give primary attention to its undergraduate programs. Selected graduate programs are offered to enrich and supplement the undergraduate experience and to further the mission of the university.

4. Promotion of a lifetime commitment to intellectual, professional, and personal growth within our faculty and students

The university is committed to establishing and maintaining an educational environment wherein its faculty and students are encouraged to pursue continual intellectual, professional and personal growth.

Faculty are stimulated to challenge their professional standards of excellence via basic and applied research, professional consultation, participation in professional organizations and other forms of development. The university will seek to create conditions where these activities are the natural outgrowth of the faculty's value of excellence.

Commitment to inquiry and the search for truth is a foundation for intellectual and personal growth. The university is committed to the principle that continuing personal and professional development is crucial to the success of its graduates. Graduates and faculty, needing to adapt to an ever-changing societal and professional environment, should have a growing ability to appreciate and deal with the complexity and uncertainty surrounding the human condition. They also should be able to make well-reasoned judgments about the appropriate use of the knowledge and skills acquired at the university and throughout later life.

Professional growth goes hand in hand with intellectual and personal growth. A commitment to all three is a sign that the individual is concerned with the improvement of the human condition.
RESOLUTION ON THE ADMINISTRATIVE STRUCTURE FOR GE&B

RESOLVED: That the Academic Senate endorses the attached proposal for an administrative structure for General Education and Breadth at Cal Poly.
The General Education and Breadth Committee shall be reconstituted in the manner suggested below, and a half-time coordinator position shall be created in the Office of the Academic Vice President for the Ex-Officio Chair of the Standing General Education and Breadth Committee.

1. Qualifications
   The basic qualification for all who serve is derived from the Final Report of the Task Force on General Education and Breadth. In recommending establishment of a permanent committee on GE&B, the report states that the members of the "committee should be selected on the basis of interest, competence, and experience in General Education curricula." Adherence to this qualification is essential if General Education is to be the integral and potent component of the University's organizational structure intended by the Task Force Report and mandated by the Chancellor's Office.

2. Composition of the Standing Committee
   Each of the six distribution areas will be represented by a three-person subcommittee, at least two members of which shall be from cognate disciplines in the distribution area. Each distribution area member will serve for a term of three years. The sub-committee will choose a chair, who will serve as a member of the Standing GE&B Committee, which will be composed of the chairs of the six distribution area subcommittees, a representative from student government, and the Coordinator of General Education and Breadth, who will serve as Ex-Officio chair of the Committee.
3. **Duties of the Committee**

   **A. General**
   
   The Standing Committee will provide appropriate oversight, supervision, and evaluation of the general education component of the university curriculum on an ongoing basis.

   **B. Specific**
   
   1. The Standing Committee shall review all courses proposed for certification from the various distribution area subcommittees, and make recommendations to the Academic Senate and the Academic Vice President.
   
   2. The Standing Committee will periodically review the various courses certified and the mix of courses in a distribution area. In addition, the Standing Committee will monitor the program on a continuing basis and recommend revisions where needed. The Standing Committee will make recommendations on all revisions in curricula insofar as they have an impact on the General Education component of the curriculum.
   
   3. The Coordinator will serve as Ex-Officio chair of the Standing Committee, and will have the following specific duties within guidelines recommended by the committee:
      
      a. Approval of all course substitutions dealing with General Education courses.
      
      b. Development and certification of General Education Certification criteria.
4. Special Considerations

A. Continuity
Certified courses should be regularly offered; preferably at least on an annual basis.

B. Course Quality
Courses certified to meet university requirements should not only meet content criteria, but also should be effectively taught.

C. Appropriateness
All courses certified should meet the criteria in the Executive Order and the campus Knowledge and Skills Statement.

D. Department Responsibility
Departments are responsible for proposing to the appropriate area subcommittee only courses which meet established criteria, and for the quality and continuity of course offerings. They are also responsible for informing the Standing Committee about any anticipated change or deletion, and for assuring teacher effectiveness in all certified courses.

Selection Procedures

A. Coordinator/Director
The coordinator will be appointed by the president from a list of three names forwarded by the Academic Senate via the Vice President. Any full-time faculty member may be nominated for the position through the same nominating procedures used for election to the Statewide Academic Senate. Persons nominated must clearly meet the requirements stated in the "Qualifications" section--interest, competence, and experience in General Education.
B. Members of Distribution Area SubCommittees

Any full-time faculty member may be nominated for the positions on the various distribution area subcommittees through the same nominating procedures used for election to the Statewide Academic Senate. The Academic Senate shall elect the subcommittees from those nominated. Terms are for three years, subcommittees shall elect their own chairs.
RESOLUTION ON STUDENT-INITIATED ADDS AND DROPS

WHEREAS, the current post-registration process, in which the instructor initiates add and drop procedures according to the wishes of the students, may cause misunderstandings or uncertainties regarding the intent of some students; and

WHEREAS, it is ultimately the student's responsibility to choose which classes he/she wishes to take; be it therefore

RESOLVED: That students not attending the first meeting of a class, forfeit their enrollment in that class; and be it further

RESOLVED: That otherwise all adds and drops from classes be initiated by the student request and executed by the Records Office; and be it further

RESOLVED: That instructors' (or designees') signatures be required to acknowledge drops and approve adds; and be it further

RESOLVED: That convenient depositories for the add/drop forms be placed throughout the campus; and be it further

RESOLVED: That in addition to the registration-generated class list, received by the beginning of the first week of classes, the instructor be given the finalized class list as soon as possible after the first week.