Chair, Max Riedlsperger  
Vice Chair, Stuart Goldenberg  
Secretary, Allan Cooper

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RESOLUTION REGARDING THE ADD/DROP PERIOD

WHEREAS, A student adding a course or laboratory as late as the end of the second week of classes will miss twenty percent of the quarter's activity in that course (which may include quizzes, homework assignments, experiments, or other individual or group activities, lectures, demonstrations, etc.), and

WHEREAS, Offering the right to add a class implies the reasonable possibility that the student can fully participate in the class and successfully complete it, and

WHEREAS, The full participation of every student in some classes (especially seminars and activity classes) affects the conduct and success of the class for all students, and

WHEREAS, A student should be offered sufficient time after enrolling in a course (or adding it) to evaluate the approach, perceived value, and required levels of preparation and time commitment for the course, therefore be it

RESOLVED: That the Academic Senate of CPSU opposes the proposed change in the period in which a student is allowed to add a course in favor of retaining the current policy that no class can be added after the first week of instruction. And be it also

RESOLVED: That the Academic Senate of CPSU opposes the proposed change in the period in which a student is allowed to drop a course without petition in favor of retaining the current policy allowing three full weeks to drop a course.
1. Allowing a student to add a lecture course an late as two weeks into the quarter could have very serious impact on his/her likely success in the class. Assignments, quizzes, and other activities would need to be completed in a very short time for the student to then be in step with the rest of the class.

2. Allowing a student to add a laboratory course two weeks into the quarter will result in the student missing the introductory lab sessions which often involve instruction in the proper use of the laboratory and its equipment for reasons of experimental technique and for student safety. And it may well render it impossible for the student to complete the required number of activities or experiments.

3. In some classes (seminars, for example), the role of each student is to be an active participant so that all of the students can benefit. Adding such a course two weeks late would preclude the student from both benefiting from and contributing to that portion of the course.

4. Faculty assume the responsibility of assisting students in their classes. Does that include helping a student make up two weeks work missed during the institutionally allowed add period?

5. Many students feel strongly about the need to have three weeks to evaluate a class in which they are enrolled in terms of the time commitment that will be involved.

6. No significant instructional problems occur in most courses simply by having a student drop the course at the end of the third week of instruction.

7. It is essential that the add and drop days not be the same day in order to allow a student who adds a course on the last possible day to still examine the course relative to his needs and other commitments and then drop it for less than "serious and compelling" reasons, if necessary.
RESOLUTION TO MODIFY THE ACADEMIC CALENDAR

WHEREAS, The advent of computer assisted registration frees two days each quarter which must be included in the academic calendar; and

WHEREAS, It is desirable to have approximately equal numbers of each class days per quarter for scheduling purposes; and

WHEREAS, It is desirable for final examination periods to be separated from the last class meeting by at least two calendar days; therefore be it

RESOLVED: That the Academic Senate of California Polytechnic State University, San Luis Obispo, recommends that the additional six days per academic year be utilized so that:

1. The first day of instruction in each quarter will be a Monday.
2. The last day of instruction in each quarter will be a Friday.
3. Final examination periods in each quarter be the week following the last day of instruction.

This resolution passed unanimously as amended. It was then agreed to forward the resolution and the accompanying support comments and material to the Executive Committee
Notes and Comments Regarding the Proposed Calendar Modifications:

1. Meeting both the resolution requirements and the Chancellor's Council of Presidents adoption that 147 instructional days per academic year should be "typical," would require an eleven week Fall quarter (as we now have) with Veteran's Day and the normal three day Thanksgiving break as holidays, and ten week Winter and Spring quarters with one holiday in each (Washington's Birthday and Memorial Day, respectively). The total number of instruction days is 149 in every year.

2. Meeting the resolution requirements and the Council of Presidents adopted minimum of 170 academic work days per academic year would require a full week in the Fall quarter for the Fall Conference and academic planning, a full week (five days) each quarter for examinations and end of quarter evaluation, and commencement day.

3. The calendar that results from 1 and 2 above and the resolution has the following features:
   a. There are no fewer than nine equivalent class days in any quarter— and the equivalent number of class days per quarter is typically ten.
   b. Final examination periods are separated by a weekend from the last day of instruction.
   c. There is one full week of academic holiday between the Winter and Spring quarters and three full weeks between Fall and Winter quarters.
   d. Allowing five days per final exam period could:
      i. Allow distribution of exams over five days in order to reduce the crowding in the exam schedule (and perhaps eliminate the 7:00 AM exam slot);
      ii. Include the possibility of an additional "dead day" between classes and finals (which would then begin on Tuesday of exam week) to allow for additional study, office consultation, or an official final deadline for submitting papers, etc.;
      iii. Include as an official academic work day an evaluation day set aside for reading final exams and papers and for submitting grades. Such an evaluation day is authorized by the Council of Presidents, but is not currently included in our calendar.
      iv. Eliminate the current practice of certain classes (Friday classes meeting once per week) holding final exams on the last class day.
10 weeks
(Independence Day)

1 week Holiday

11 weeks
(Thanksgiving)
Veteran's Day

3 weeks Holiday

10 weeks
(Washington's Birthday)

1 week Holiday

10 weeks
(Memorial Day)

52 weeks Total
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**Classes**

**Finals**

**Fall Conference**

**Commencement**

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<tr>
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**Notes:**

- Dates in black represent regular class days.
- Dates in blue represent final exam days.
- Dates in red represent commencement and fall conference days.

**Abbreviations:**

- M: Monday
- Tu: Tuesday
- W: Wednesday
- Th: Thursday
- F: Friday
- SAT: Saturday
- Sun: Sunday

**Events:**

- Classes: Regular class activities
- Finals: Final exam days
- Fall Conference: Fall conference dates
- Commencement: Commencement dates

**Dates:**

- June 1: Regular class day
- June 2: Regular class day
- June 3: Regular class day
- June 4: Regular class day
- June 5: Regular class day
- June 6: Regular class day
- June 7: Regular class day
- June 8: Regular class day
- June 9: Regular class day
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**Note:**
- The table represents a calendar for the academic year 1982-83.
- The dates are arranged in a 7-day week format, with columns for Monday (M), Tuesday (T), Wednesday (W), Thursday (TH), Friday (F), Saturday (SAT), and Sunday (SUN).
- Specific days and dates are marked for various events or holidays.

**Event:**
- FALL CONFERENCE
  - Dates: 18-19

**Prominent Dates:**
- January 1
- March 1
- May 1

**Additional Notes:**
- The calendar includes specific weeks and dates noted for different months, including:
  - January
  - March
  - May

**Symbols and Abbreviations:**
- Abbreviations like 25-PR, 32PR, and 30PR are used to denote specific weeks or days.
Resolution Regarding Promotion Funding

Source: Personnel Policies Committee, October 1979

Approved as a business item by the Executive Committee, October 1979, by a vote of seven to six.

Background Rationale:

For years, before it was eliminated by ACR 70, the 60/40 rule maintained a "balance" between the available funds for promotion and the number of promotions recommended. Implicit in ACR 70 is the removal of artificial restrictions to promotion. Rather promotions shall be recommended "... in recognition of competence, professional performance, and meritorious service ..." as specified in CAM 342.2.B. Procedures to re-establish the "balance" between available promotion funds and the number of promotions recommended previously prepared by both an ad hoc ACR 70 Committee and the Personnel Policies Committee have not found acceptance.

Therefore, the present Personnel Policies Committee, after due consideration of prior studies, recommends the following procedures which can accomplish the necessary budgetary limitations, once merit has been recognized at all the consultative levels.

RESOLVED: That the following proposed CAM 342.2 changes be made:

J. Notices to faculty of approval of promotion, pending availability of funds, or nonpromotion are sent by the University President by May 1.

Insert between 342.2.B.2 and 342.2.C:

3. Procedure for distribution of funds for those approved for promotion by the University President.

a. Because external fiscal constraints may impose limitations of funds for promotions, funds will be divided among the departments by applying the wage-base formula used by the State to distribute funds among the campuses.

b. The appropriate group within a department will establish, in consultation with the appropriate parties, a priority list of its candidates for promotion based upon an evaluation of their relative merit.

c. Smaller fractional positions shall be pooled for departments which do not have funds for at least one promotion (if needed). Then fractional positions which require the least additional funds shall receive funds from positions that require additional but unavailable funds at the school level. This process will be repeated at the University level.
BACKGROUND RATIONALE:

In the 1979-1980 Budget Year considerations regarding the granting of tenure, there were six cases in which an additional probationary year was granted instead of tenure. None of these cases was submitted to the Personnel Review Committee for investigation of possible procedural errors. The reason for this denial of review was President Kennedy's judgment that non-approval of tenure does not constitute a negative decision when the positive decision to grant an additional probationary year is made. Acting President Andrews sustained this interpretation by President Kennedy, but added that the Academic Senate might want to develop a proposal to clarify CAM 341.1.A for consideration by the permanent president in the Fall Quarter 1979.

WHEREAS, CAM 341.1.A includes tenure as one of the faculty personnel actions within the purview of the Personnel Review Committee; and

WHEREAS, CAM 341.1.A states that the Personnel Review Committee "... may review and make recommendations ... in those cases where there is disagreement among the recommendations made by the department committees, department heads, and school deans;" and

WHEREAS, CAM 344.2.F specifies that "the Vice President for Academic Affairs will submit to the Chairperson of the Personnel Review Committee of the Academic Senate ... a list of all nonrecommended / for tenure/ personnel for review by the Committee;" and

WHEREAS, a denial of a tenure recommendation constitutes a negative recommendation for tenure, regardless of whether it is accompanied by a positive recommendation for an additional probationary year; therefore be it

RESOLVED: That the Academic Senate of California Polytechnic State University, San Luis Obispo, recommends to the President that the Vice President for Academic Affairs be advised to include the names of all persons considered for tenure at any level, who are subsequently not approved, in the list of nonrecommended personnel submitted to the Chairperson of the Personnel Review Committee.
SUBSTITUTE RESOLUTION REGARDING TEACHING OVERLOADS

WHEREAS, the faculty of this university have a commitment to excellence in teaching, a responsibility to provide their students with the best possible opportunity for education, and a responsibility to remain competent in their academic disciplines, and

WHEREAS, 36 WTU/year is the maximum teaching load that a university faculty member can reasonably be expected to carry and maintain the quality of teaching and level of professional competence required by a university teaching position, and

WHEREAS, too many faculty are already teaching more than 36 WTU/year, and

WHEREAS, teaching loads in excess of 36 WTU/year diminish the time available for students, the time available for class preparation, the time available to conduct the business of the department, and the time available to maintain professional competence to such a degree that the integrity of the university is threatened and the credibility of the university is called into question,

the Academic Senate of California Polytechnic State University, San Luis Obispo,

RESOLVES that no faculty member should be required to teach more than 36 WTU/year.
RESOLUTION REGARDING COURSE WORK TAKEN BY FACULTY FOR CREDIT

BACKGROUND: The completion of an advanced degree is undertaken by many while continuing to work in a special discipline. While continuing education should be encouraged, some classroom situations which occur may be cumbersome due to the relationship of the teacher and student.

One such condition which would, in some cases, become awkward is that of a tenured or tenure-track faculty member taking a class or classes in his/her own department.

The situation would present "appearance" problems in that favoritism may be construed as a part of classroom evaluation. Also it would put the teacher in an awkward situation if the expectations and standards of the class were not properly met by the student.

The best protection from the possibility of a "situation" would be not to allow it to occur.

RESOLVED: That no degree credit will be allowed for tenure-track personnel for classes taken within their own department.
RESOLUTION ON TEACHING REQUIREMENT FOR ADMINISTRATORS WITH ACADEMIC TITLES

Background Information:

There are currently 34 administrators who hold academic rank titles, not including academic department heads. Of these, 26 have teaching service areas in 18 departments. Trends in faculty staffing show an increase in the faculty/student ratio from 15.7 in 1969-70 to 17.4 in 1978-79. This reflects past state policy changes in budget determination. Given the steady-state situation and enrollment ceiling, the current ratio is not expected to change significantly.

\(^1\)Academic rank titles is used to define administrators included in the following list: President, Vice Presidents, Deans, Associate Deans, Directors, Coordinators, who have an assigned or designated teaching service area in academic departments.

WHEREAS, There is a significant number of full-time administrators who hold academic titles with designated teaching areas to many departments; and

WHEREAS, It is appropriate for those administrators who have designated teaching service areas to maintain a substantive connection with their disciplines; and

WHEREAS, Those administrators making faculty RPT judgments would profit by first-hand exposure to student evaluation of faculty and its role in overall RPT considerations; and

WHEREAS, The faculty needs to be more directly involved with, and share responsibility for, administrative decisions affecting faculty affairs, which require some release time; and

WHEREAS, Administrators with academic titles could help mitigate the negative impact of fiscal constraints and higher student/faculty ratios by taking some direct part of the institution's essential purpose; and

WHEREAS, Efforts to diffuse the boundaries between administrators and faculty would promote better understanding of roles and contribute to improved morale; therefore be it

RESOLVED: That all personnel with academic titles and designated teaching service areas be required to teach at least one three unit course per year in the designated teaching service area.
ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY

RESOLUTION REGARDING SABBATICAL LEAVES

WHEREAS, Title V states that sabbatical leaves are specifically for study and travel; and

WHEREAS, CAM may be more restrictive than Title V, but not less restrictive; and

WHEREAS, A sabbatical leave intent on study could also result in publications, dissertations included; therefore be it

RESOLVED: That Section 386.5.C.1a be deleted, and be it further

RESOLVED: That Sections 386.5.C.1b and 1c be relabeled 386.5.C.1a and 386.5.C.1b, respectively.

386.5.C.1a *** When the purpose is for meeting minimum standards published by the department for research tenure or promotion. ***
RESOLUTION ON FINAL EXAMINATION

WHEREAS, There have been numerous complaints from students that final examinations given during the last days of the instructional period place them under undue pressure; and

WHEREAS, Faculty have the right to expect that their student's attention not be distracted from instruction by final examinations administered during the last days of a quarter; and

WHEREAS, Students have the right to take examinations in an atmosphere free from the normal pace of the regular daily schedule; and

WHEREAS, Faculty have a professional responsibility to maintain the integrity of final examinations; and

WHEREAS, CAM 484.2 provides for exemption in cases where there are more appropriate means for the evaluation of student work; therefore be it

RESOLVED: That the Academic Senate of California Polytechnic State University, urge all faculty members to adhere to the final examination schedule unless specific exemption has been made.
II. Progress Report on Senate Actions

a. The Senate Resolutions of October 30 on the General Education Task Force were included as Appendices to President Baker's response to Dr. Sherriffs, Vice Chancellor for Academic Affairs. In addition, President Baker included the substance of Senate Resolutions A, D, E, F, and G as specific items in the narrative of his response. The President's letter is on file in the Senate Office.

b. The Senate resolutions regarding the Equal Opportunity Advisory Council have been adopted practically verbatim. The resolution to increase the faculty representation nominated by the Chairperson of the Academic Senate to three (at least two of whom shall be teaching faculty) was adopted. The number of faculty representatives chosen from nominations by the Academic Vice President was reduced from three to two (not one as suggested by the Senate) with the additional stipulation that one be a department head and the other a member of the teaching faculty. All other Senate resolutions were adopted as recommended.

On December 11, I submitted the names of seven teaching faculty members and one from Professional Consultative Services to President Baker. I am not at liberty to reveal the names of these nominees, but I can report that four were women, and three of the four male nominees were representative of minority groups.

c. On November 7, President Baker requested Senate consultation on FSA 79-53 (CSUC Affirmative Action Policy Revision). His response date to the Chancellor's Office was November 27. Although the campus response date was subsequently extended to December 17, the shortness of time and the coincidence of the consultative period was Thanksgiving Vacation and final examinations made full Senate discussion impossible.

I submitted the draft Policy to the Personnel Policies Committee for review. The PPC responded with a number of suggestions to me regarding omissions, and vagaries in the document which I incorporated in a memorandum to President Baker. These suggestions comprised a significant part of the campus response. If you are interested in reading any of these documents, they are on file in the Senate Office.

2. Innovative Programs

On December 11, Dr. Linda Jones, Assistant Dean of New Program Development and Evaluation in the Chancellor's Office met with Ron Brown, Larry Houlgate, (both of the Instruction Committee) and me in the Senate Office. She wishes to make faculty aware of grants that are available for the coming academic year to fund proposals in the following areas:

a. Improvement of reading, writing and quantitative skills within the disciplines.

b. Improvement of the retention of qualified students through programs to improve basic skills, external faculty-student contacts, lecture series, block scheduling of several courses at one time, academic advising, etc.
c. Education for a multi-cultural, multi-national society.

The program should be announced through the schools, but the Senate Office will be provided with a copy of the announcement if you find it more convenient to review it there.

3. President's Council Report
   November 6, 1979

a. 1980-81 CSUC Support Budget

President Baker reported that the Board of Trustees, at a special meeting on November 5, approved a 1980-81 CSUC Support Budget request to the Governor and the State Legislature totaling $865.9 million. The request is 5.4% greater than the 1979-80 General Fund appropriation and includes an approximate 50% restoration of 1979-80 budget cutbacks. The proposed budget does not include funding for possible salary increases related to cost of living considerations and other pertinent data. An increase in the Student Services Fee of $12 has been used in constructing the budget. The Trustees' Budget includes $22,050,350 to implement eleven Program Change Proposals (PCPs). Two of these relate to the restoration of staffing and supplies and services from the 1979-80 mandated budget reductions.

Cal Poly's General Fund expenditures for 1980-81 is set at $57,277,790 and is 4.26% greater than the current year. The cost per FTE for Cal Poly is $3426 compared to a systemwide cost per FTE of $3780.

A summary of the budget document will be forwarded to the members of the President's Council.

b. WASC Accreditation

President Baker discussed the university's self-study report on accreditation and announced that an Ad Hoc Committee had been appointed by Vice President Jones to add a self-evaluation of Cal Poly's programs and candid review of the means for accomplishing the mission of the university.

I was asked to serve on the Ad Hoc Committee and to select one additional faculty member to serve. My selection was John Phillips, Crop Science. Working with us were Malcolm Wilson, Associate Dean of Graduate and Undergraduate Studies, Bob Luces, Research Development, Phil Bailey, Associate Dean, Science and Math, Thomas Johnston, Associate Dean, Communicative Arts and Humanities, and Norman Eatough, Chemistry.

The committee met six hours weekly from early November until final exam week and amended and expanded the draft report that had originally been prepared. President Baker has approved the revised report and Vice President Jones has expressed the feeling that it should "... satisfy the self-study requirements of WASC and serve as a future planning base enabling us to examine realistically the various problems the University faces."

A copy of the original Draft Report, as well as the final Accreditation Report, are available in the Senate Office for your information.

The Accreditation Team will be on Campus January 23 - 26, 1980.
Dr. Jones distributed a draft of proposed school enrollment projections for Fall Quarter, 1980. In formulating the proposed targets Dr. Jones noted that consideration was given to the need for stability of emphasis and support areas; to the ultimate mix of students when the university plateau is reached; to achieving a balance between high cost and low cost programs; to enrollment history over a 5-10 year period; to the numbers of applications and admissions; to the status of job markets; and to the elimination of perturbations in new undergraduate student groups. Consistency in the flow of students is especially important from an academic planning point of view.

After extensive discussion regarding the proposed school targets, Dr. Jones requested that additional input from council members be submitted to her as soon as possible. Final school enrollment projections for Fall 1980 were to be announced by November 15 so the school deans can determine allocations for each major.

d. The Instructional Department Heads Council supported an add/drop policy of two weeks for students to drop a class and one week for students to add a class; reviewed possible uses of registration days no longer needed under CAR; and tabled a motion on teaching overloads.

e. The Student Affairs Council reviewed the proposed Equal Opportunity Advisory Council but deferred action until the next meeting.

f. The ASI has formed a student committee to conduct a telephone survey focusing on athletics and alcohol. Work of the committee is moving along and results will be published sometime in winter quarter. A new budgeting process will be employed by the ASI in view of dwindling resources, i.e., clubs will be budgeted 90% of their previous year's budget and will be expected to defend any requests for new or additional money. The ASI is considering development of a designated funding program whereby students can designate one dollar of their ASI fees to a particular group.

g. Task Force Report on Athletics

Howard West gave a brief status report on the Task Force on the Role of Athletics. He announced there will be an open meeting for interested persons on November 15 in University Union 220 at 7:00 p.m. This will be a general input session and members of the Task Force will be present to receive information. The final report of the Task Force was to be forwarded to the President in early December.