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9.2.94 meeting  
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CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California 93407  
ACADEMIC SENATE

FILE COPY

Academic Senate Executive Committee Agenda  
September 2, 1994  
UU 220 3:00-5:00 p.m.

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- I. Minutes: Approval of the May 24 and May 31, 1994 Academic Senate minutes and the May 17, June 7, and August 4, 1994 Executive Committee minutes (pp. 2-12).
- II. Communication(s) and Announcement(s):  
THE EXECUTIVE COMMITTEE WILL BE MEETING NEXT WEEK ON TUESDAY, SEPTEMBER 6, AND THURSDAY, SEPTEMBER 8, 1994 IN 47-24B FROM 10am to NOON. PLEASE NOTIFY MARGARET ASAP IF YOU ARE UNABLE TO ATTEND EITHER OF THESE MEETINGS. THANK YOU.
- III. Reports:
  - A. Academic Senate Chair
  - B. President's Office
  - C. Vice President for Academic Affairs' Office
  - D. Statewide Senators
  - E. CFA Campus President
  - F. ASI representatives
- IV. Consent Agenda:
- V. Business Item(s):
  - A. Calendar-Curriculum Committee Draft Report (to be sent under separate cover).
  - B. Academic Senate Issues for 1994-95 (pp. 13-17).
- VI. Discussion Item(s):
- VII. Adjournment:

*pp. 13-17  
were not  
found*

## **SUGGESTED ACADEMIC SENATE ISSUES FOR 1994-1995**

(Resulting from a discussion among Harvey Greenwald, Sam Lutrin, Margaret Camuso and Jack Wilson at the beginning of Summer quarter 1994)

**A. Develop new policy and procedure for Program Discontinuance (Check on other campus's policies and procedures). Present policy is not pertinent to situation where the decision to terminate an academic program is made outside of the department responsible for it.**

1) Form ad hoc committee.

a) Solicit faculty volunteers.

b) Exec. Committee selects from volunteers.

c) Composition? Number of faculty, staff, student, administrators?

d) Complete work and submit recommendations to AS by **middle** of winter quarter 1995.

**B. Budget - Determine ways for faculty to have input to campus budget decisions. This action results from current inability of faculty to impact budget decisions and possibility of serious mid year budget reductions during 1994-95.**

1) Charge AS Budget Committee with task (**Check with ASBC first**).

2) ASBC makes recommendations to AS by November 1995.

3) Other

a) Ask Koob's office to copy AS on pertinent budget information affecting academic programs (**Give more thought as to what we want**).

b) What are the right questions to ask regarding the budget?

c) What is the campus procedure for making budget decisions?

d) How many discretionary \$ are there (**over and above college and department discretionary monies**) and how are they being used presently?

- e) Distribution of Indirect Costs from Sponsored Programs - AS Research and Budget Committees will have recommendations on this by end of Fall quarter 1994.
- f) Campus will have a new, uniform format for presenting budget information from all divisions (Acad. Affairs, Students Affairs, etc) by end of summer 1994. AS Budget Committee will have opportunity to pass judgement and make recommendation to AS on this. This action is in response to pressure from both Budget Committee and AS.

### C. Summer Quarter

- 1) Summer quarter is 'dying' resulting in poorer utilization of state facilities.
- 2) Begin process to determine effect of elimination of summer quarter on:
  - a) Student throughput.
  - b) Viability of academic programs.
- 3) What effect is administration of present summer quarter having on faculty morale and relations with administration?
  - a) All faculty in at least one college are paid extra for summer teaching (Check with Dean Haile).
  - b) Within at least one college some faculty are paid extra for summer teaching while others are not (Check with Dean Zinng).

### D. Increasingly decisions affecting policy and future direction of university are being made at the top.

- 1) Academic Senate involvement in appointment of university wide committees staffed primarily with faculty.
- 2) Distance Learning and multimedia. Decision to purchase new mainframe and discontinue AV services for 'old' multimedia.
- 3) Concern by administration with supplying student assistance for faculty to develop multimedia when there is no money for graders in some departments such as math and physics.

- 4) Decision to call 1994-95 the year of the curriculum with no consultation with faculty (Neither AS or academic deans were consulted).
- 5) Decision to hire a consultant on international programs and make that person a Dean. This makes the third non academic dean added to the Dean's Council in the past 13 months which could have the effect of 'diluting' the power of the academic deans.

#### E. Strengthening Voice of AS during Time of Rapid Change

- 1) Rate of change is increasing and will continue to do so.
- 2) The administration apparently sees current governance structure unable to deal with change rapidly enough to take advantage of opportunities which could add income to the university coffers or streamline the university's operation. Reemphasize international programs to add full pay students and distance learning are two examples being pushed as a way to add income. The administration's response to the budget crisis is reasonable and prudent given the fiscal, social and political realities in the state. The central question faculty need to keep asking themselves as the university moves to strengthen its financial position is, what is it that sets Cal Poly apart from the overwhelming majority of regional universities, and how do we maintain that uniqueness during a time of great change? Assuming there is a somewhat unique approach to undergraduate education here which is responsible for our excellent reputation, can that uniqueness be maintained during this era of limits? Which parts of Cal Poly's programs, or which programs, can be 'transported' via distance learning without diminishing their uniqueness? Can the uniqueness be maintained or even improved through applications of technology. An example of this is self-paced, multimedia mediated learning. 'Making the student more responsible for their learning' is the euphemism widely used among the movers and shakers of higher education for this type of learning and is viewed by many of them as a way to operate universities more efficiently while maintaining and even improving the quality of instruction.
- 3) Do the faculty want to be a 'player' in the policy making of the university and if so how can it do it effectively and in a timely fashion? The game will be played, with or without the faculty. The game is being played!

#### F. Making Academic Senate more relevant.

- 1) Quarterly Newsletter.
- 2) 'Blurbs' about AS actions in Cal Poly Report.

3) Other timely memos.

- 4) Stress to caucus members the importance of them both providing feedback from faculty and providing to faculty information about forthcoming resolutions as well as the results of AS on them.

G. Computers.

1) Microcomputer labs.

- a) Insufficient funds to support microcomputers on campus.
  - b) Apparently the administration would like to end support for all microcomputer labs. on campus to free up funding for 'networking' of campus.
  - c) There is growing interest in requiring students to purchase their own microcomputers. Financing for students must be looked at.
- 2) Should Instructional Advisory Committee on Computing (IACC) be an Academic Senate Committee? Suggested by Bob Koob. Presently the AS has no committee dealing with computing issues.
- 3) Ask IACC to make recommendations to AS regarding state support of microcomputer labs and requiring students to purchase their own microcomputers. These are not necessarily tied together. For example the CENG has gone on record as favoring requiring students to purchase their own computers, but believes there must be some state supported microcomputer labs on campus.

H. Committees

- 1) Instruct Constitution and Bylaws Committee to study present committees of academic senate with a view towards reducing the number and making them more effective.
- a) Support for committee chairs through student assistance provided by university discretionary funds.
  - b) Solicit committee volunteers on an 'interest basis'?

c) Make certain committees have an important function and that their work is not simply forgotten.

I. AS Officers meet regularly (quarterly) with Bob Koob and President Baker.

J. What is the status of Multiple Criteria Admission (MCA) plans for the university. Check with Jim Maraviglia.

K. Revisit "New" (went into effect fall quarter 1993) change of grade requirements. If the dean of a college is willing to sign off on a change of grade, is that not enough? Check on bubble forms for change of grade.

L. Margaret's position

1) Should reclassify to AOA (Administrative Operations Analyst).

2) Begins PhD program in fall 1994. Would like to work Monday, Tuesday and Wednesday 9 hours and Thursday 5 hours. Would then need to hire a part-time person to assist Margaret and cover office on Fridays.

M. Select the 3 faculty members for the Governance Committee for Charter Campus planning as soon as possible. Can we do it by Fall Conference Week 1994?

N. What model will be used to allocate campus budget dollars, directed to Academic Programs, to the colleges now that mode and level is no longer in effect? It's been 2 years since mode and level was discontinued as the driver for allocation of instructional resources to colleges.

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September 2, 1994  
UU 220 10:00am-12:00pm

**ATTACHED IS "VISIONARY PRAGMATISM:  
REPORT OF THE CALENDAR & CURRICULUM  
TASK FORCE" draft dated 30 Aug 1994.**

**PLEASE REVIEW THIS REPORT BEFORE  
FRIDAY'S MEETING AND BRING TO THE  
MEETING.**

**Please contact the Academic Senate office if you  
have any questions. Thank you.**

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