

*Minutes for  
9.6.94 meeting  
were not found  
9.8.94 meeting  
was cancelled*

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

FILE COPY

Academic Senate Executive Committee Agenda  
September 6 and 8, 1994  
47-24B 10:00am-12:00pm

- I. Minutes:
- II. Communication(s) and Announcement(s):
  - President Baker's response to AS-415-94/PPC (Vote of No Confidence for Administrators) and AS-421-94/EX (Resolution on Calendar) (pp.2-3).
- 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. Approval of the Academic Senate Calendar for 1994-1995: (p. 4).
  - B. Appointments to committee vacancies: (pp. 5-6).
  - C. Resolution on Program Review Findings, Recommendations, and Responses for Programs Reviewed during 1993-1994: (to be distributed).
  - D. Select three faculty to the Charter Campus Governance Subcommittee.
  - E. Suggested Academic Senate Issues for 1994-1995: (continued from the September 2, 1994 Executive Committee meeting) (pp. 7-11).
- VI. Discussion Item(s):
- VII. Adjournment:

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**JUN 7 1994**

**CAL POLY**

San Luis Obispo, CA 93407

**MEMORANDUM**


**Academic Senate**

To: Jack Wilson, Chair  
Academic Senate

Date: June 1, 1994

File No.:

Copies: Robert Koob

From:   
Warren J. Baker  
President

Subject: **RESPONSE TO AS-415-94/PPC** (Vote of No Confidence for Administrators)

The justification for the addition of a policy should be more than the absence of one. Policy ideally needs to be generated by a well conceived set of goals and the strategies for reaching those goals. The policy suggested by this resolution would be implemented only as the unhappy outcome of a serious attempt at resolving conflict by less confrontational means. I would consider adding this to the Campus Administrative Manual only if it were one component of a policy that described what level of issues are worthy of campus-wide attention, how to build consensus on those issues, and what series of steps needed to be taken to resolve conflict developing around those issues. I would see the attached resolution as being the last step in the conflict resolution series and implemented only when more constructive alternatives failed.

It is my intention to delay further consideration of this resolution until I have had the opportunity to review a more comprehensive policy that also outlines steps for conflict resolution which might be considered a natural component.

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MEMORANDUM

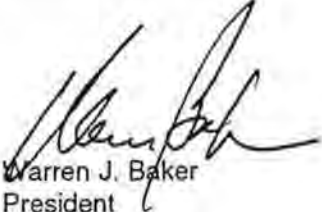
Academic Senate

To: Jack Wilson, Chair  
Academic Senate

Date: June 16, 1994

File No.:

Copies: Robert Koob  
Glenn Irvin

From:   
Warren J. Baker  
President

Subject: RESPONSE TO AS-421-94/EX (Calendar)

I want to thank you and the members of the Academic Senate for your attention to the issue of calendar and its relationship to curricular revision, resources, and efficiency of the campus.

I agree with the resolution's statement that changing from a quarter to a semester calendar will require revisions to courses and the presentation of material in classes. It is further accurate that changes to courses will offer an opportunity for extensive curricular revision. However, I have no evidence that the reverse is true--that is, that extensive curricular revision will result in a change in calendar. Certainly on a campus as complex as Cal Poly, even if content drove calendar, there would not be consensus on that factor.

The question to be answered is which calendar best addresses our central concern with student learning and meets the effective utilization of time by faculty, staff, and students at Cal Poly? For example, the faculty might ask which calendar best serves the educational mission by offering optimum learning conditions, access, and efficiency for students? Which calendar offers the most time for professional development? And which calendar requires the least non-productive work? The staff might ask which calendar eliminates cycles of repetition that do not result in improved levels of service? The students might ask which calendar offers the best balance of the number of subjects taken during a term, the demands of the courses, and the time to learn effectively? Which calendar offers greater access? Which calendar offers the possibility of the shortest time to complete a degree?

As a result of a recommendation from the Curriculum and Calendar Task Force, 1994-95 has been declared the Year of the Curriculum. The regular curriculum review cycle will be delayed one year so the campus has time to focus on the recommendations of the Task Force, the recommendations of the Senate Throughput Committee, and other issues related to changing the academic calendar. I invite the Senate Executive Committee to engage in an early discussion on these matters, and urge that in these discussions, consideration be given to working closely with academic program administrators to assure timely and thorough review. I would also urge that a time line be placed on the discussion that would allow for firm planning toward resolution, including a faculty referendum should that prove necessary or desirable.

## **Academic Senate Calendar for 1994-1995**

All Senate and Executive Committee meetings are held in UU 220 from 3:00 to 5:00pm unless otherwise noted.

September 12	Fall Conference: 1:30pm Academic Senate Standing Committees (Chumash) 2:45pm Academic Senate General Session (UU 207)
September 20	Executive Committee
October 4	Senate
October 11	Executive Committee
October 25	Senate
November 1	Executive Committee
November 15	Senate
November 29	Senate (if needed)

### **December 5 through January 1, 1995 - finals and quarter break**

January 10	Executive Committee
January 24	Senate
January 31	Executive Committee
February 14	Senate
February 21	Executive Committee
March 7	Senate

### **March 13 through March 26, 1995 - finals and quarter break**

March 28	Executive Committee
April 11	Senate
April 18	Executive Committee
May 2	Senate
May 9	Executive Committee
May 23	Senate
May 30	Senate (if needed)

### **June 5 through June 18, 1995 - finals and quarter break**

The calendar is structured to have an Executive Committee meeting the Tuesday following each Academic Senate meeting. It also allows for 14 days between the Executive Committee and the next Academic Senate meeting for the completion and timely delivery of the agenda to the senators before the Academic Senate meetings.

ACADEMIC SENATE/COMMITTEE VACANCIES  
FOR 1994-1995

Academic Senate vacancies

CAED	one vacancy (1994-1996)
CENG	replemt for K. Brown (1994-1995)
PCS	one vacancy (1994-1996) caucus chair

Academic Senate Committee vacancies

CAGR	Elections Committee Fairness Board Instruction Committee
CAED	Constitution & Bylaws Committee Cultural Pluralism Subcommittee Elections Committee General Education & Breadth Committee Library Committee Personnel Policies Committee Status of Women Committee University Professional Leave Committee
CBUS	Budget Committee Constitution & Bylaws Committee Curriculum Committee Long-Range Planning Committee Personnel Policies Committee Research Committee University Professional Leave Committee
CENG	Curriculum Committee Elections Committee Instructions Committee Library Committee Student Affairs Committee
CLA	Cultural Pluralism Subcommittee Elections Committee Fairness Board Instruction Committee Library Committee Personnel Policies Committee Status of Women Committee Student Affairs Committee
CSM	Budget Committee Constitution & Bylaws Committee Cultural Pluralism Subcommittee Elections Committee Long-Range Planning Committee Status of Women Committee Student Affairs Committee University Professional Leave Committee

PCS	Cultural Pluralism Subcommittee Library Committee Long-Range Planning Committee Research Committee Status of Women Committee Student Affairs Committee University Professional Leave Committee
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## ALL COLLEGES

### **DISTINGUISHED TEACHING AWARDS COMMITTEE 1994-1996** (The committee consists of five members and two students)

#### Members remaining:

Devore, Jay	Statistics	CSM
Greenwald, Harvey	Mathematics	CSM
McBride, Susan	UCTE	UCTE

#### Nominees:

Halisky, Linda	English	CLA
Ruggles, Philip	Graphic Com	CLA
Shani, Rami	Mgtmt	CBUS

### **GE&B SUBCOMMITTEES**

Area A: Communication in the English Language and Critical Thinking	one vacancy
Area C: Arts, Literature, Philosophy, and Foreign Languages	two vacancies
Area E: Lifelong Understanding and Self-Development	one vacancy

### **AFFIRMATIVE ACTION FACULTY DEVELOPMENT PROGRAM REVIEW COMMITTEE**

one vacancy

### **ALUMNI BOARD**

one vacancy

### **ANIMAL WELFARE COMMITTEE**

(one Academic Senate representative whose primary concerns are  
in a nonscientific area; i.e., ethicist, lawyer, clergy)

one vacancy

### **ASI STUDENT SENATE (meets Wednesday)**

### **CONFERENCE AND WORKSHOP ADVISORY COMMITTEE**

two vacancies

### **DISABLED STUDENT SERVICES**

two vacancies

### **EL CORRAL BOOKSTORE**

need replacement for  
Jay Devore

### **INFORMATION RESOURCE MGT POLICY & PLG COM**

one vacancy

### **INSTRUCTIONALLY RELATED ACTIVITIES**

one vacancy

### **PUBLIC SAFETY ADVISORY COMMITTEE**

one vacancy

### **UNIVERSITY UNION EXECUTIVE COMMITTEE**

one vacancy



## 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.

From: DI465 --CALPOLY  
Date: 07 Sep 94 11:30:05 PDT

Date and time

*Exec Com Mtg*  
09/07/94 11:30:04

From: <DI465 AT CALPOLY>  
To: <di248 AT CALPOLY>,  
<di459 AT CALPOLY>,  
<di539 AT CALPOLY>,  
<di612 AT CALPOLY>,  
<di667 AT CALPOLY>,  
<di735 AT CALPOLY>,  
<du067 AT CALPOLY>,  
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Chuck Dana <chdana@oboe.calpoly.edu>,  
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Subject: Uncl: Meeting

From: Jack Wilson

We will not meet on Thursday the 8th since we completed all of our business on  
PF1 Alternate PFs PF2 File NOTE PF3 Keep PF4 Erase PF5 Forward Note  
PF6 Reply PF7 Resend PF8 Print PF9 Help PF10 Next PF11 Previous PF12 Return  
± cpslo A 14 35

VIEW THE NOTE

E01

We will not meet on Thursday the 8th since we completed all of our business on  
Tuesday.

E N D O F N O T E

PF1 Alternate PFs PF2 File NOTE PF3 Keep PF4 Erase PF5 Forward Note  
PF6 Reply PF7 Resend PF8 Print PF9 Help PF10 Next PF11 Previous PF12 Return  
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