

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

Academic Senate Executive Committee Agenda
Tuesday, September 20, 1994
UU 220, 3:00-5:00pm

- I. Minutes:
- II. Communication(s) and Announcement(s):
Nominations for Outstanding Freshman Advocate: Please share this information with your caucuses (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. **Appointments to committee vacancies:** (pp. 4-5).
 - B. **Select three faculty to the Charter Campus Governance Subcommittee.**
- VI. Discussion Item(s):
 - A. **Alternate ways of providing assistance to Senate officers/committee chairs in lieu of assigned time:** Associate Vice President, Charles Crabb, will join us for this discussion.
 - B. **Should the issues of calendar and curriculum be dealt with separately or together?** (A discussion outline will be distributed at the meeting.)
 - C. **Discussion items to bring before the Senate during fall quarter.**
- VII. Adjournment:



RECEIVED

AUG 15 1994

THE UNIVERSITY OF SOUTH CAROLINA

Academic Senate

The Freshman Year Experience
University 101
National Resource Center

Columbia, SC 29208
803-777-6029/3799
FAX 803-777-4699

July 19, 1994

Memo To: Warren J. Baker
California Polytechnical State University-San Luis Obispo

From: John N. Gardner, Director *John*
Betsy O. Barefoot, Co-Director *BOB*

Re: Celebrating Freshman Advocates/Request for Nomination

We are writing to invite your nomination of one educator from your institution as an Outstanding Freshman Advocate. This campaign was inaugurated five years ago and has resulted in the selection of many outstanding award recipients. We are able to undertake this campaign this year with continuing sponsorship from a corporate good citizen, Houghton Mifflin Company, and their College Survival Program.

The enclosed nomination form provides guidelines for the nomination process. Members of our National Advisory Board will select ten nominees as award recipients, and these individuals will be honored at a recognition ceremony during the Annual Freshman Year Experience Conference in Columbia, South Carolina, February 18-21, 1995. We will waive all registration fees for award winners.

The 1994-95 academic year marks the beginning of the fourteenth year of The Freshman Year Experience Conference series. Since 1982, over 17,000 American educators attending over 50 conferences have shared both research and practice to improve the initial experiences of college students. Through these years we have come to realize the important role that campus chief executive officers play in creating a campus community that is responsive to the needs of first-year students. We invite and encourage your attendance at any of our meetings, and we believe that you will find them to be a rich and revitalizing source of new ideas and professional interchange.

We thank you in advance for nominating one of your colleagues as an Outstanding Freshman Advocate. Please call our office if we can provide any additional information at this time.

Enclosure: Nomination Form

-3-

Celebrating Freshman Advocates

Nomination Form

Nominee _____

Job Title _____

Institution _____

Address _____

Brief listing of nominee's responsibilities and/or activities on behalf of first-year students:

Name of president or other nominating official: _____

Telephone Number _____

TO NOMINATE AN EDUCATOR FOR THIS NATIONAL AWARD:

- ◆ Please complete the above information and prepare a narrative description, not to exceed 5 pages, or this person's activities to enhance the Freshman Year Experience at your institution.
- ◆ In this description, document the impact and effectiveness of these activities.
- ◆ You may include information about the personal and professional characteristics of the nominee as they relate to his or her activities on behalf of freshmen.
- ◆ Attach a vita for the nominee.
- ◆ Supporting documents such as pamphlets or program materials may be included.

The deadline for receipt of nominations is **OCTOBER 10, 1994**. Selection of 10 Outstanding Freshman Advocates will be made by the Advisory Board to the National Resource Center for The Freshman Year Experience. Award winners will be notified by January 1, 1995.

Send nominations to:
Celebrating Freshman Advocates
University 101
University of South Carolina
Columbia, SC 29208

ACADEMIC SENATE/COMMITTEE VACANCIES
FOR 1994-1995

Academic Senate vacancies

CAED	one vacancy (1994-1996)
CENG	replcmt for K Brown (1994-1995)
PCS	two vacancies (1994-1996) caucus chair

Academic Senate Committee vacancies

CAGR	Elections Committee Fairness Board Instruction Committee	ROGER HUNT (AniSci)
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 Instruction Committee Library Committee Student Affairs Committee	
CLA	Cultural Pluralism Subcommittee Elections Committee Fairness Board Instruction Committee Library Committee Personnel Policies Committee Program Review and Improvement Committee Status of Women Committee Student Affairs Committee	BARBARA COOK (SocSci) MICHAEL WENZL (to replace A Landwehr)
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

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	Mgmt	CBUS

GE&B SUBCOMMITTEES

Area A: Communication in the English Language and Critical Thinking	one vacancy
Area C: Arts, Literature, Philosophy, and Foreign Languages	one vacancy
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

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

Min - Ex 9/20/94

CALENDAR
Discussion Sheet

1. See prior comments regarding calendar/curriculum in the Executive Committee minutes of 9/2/94 and the Curriculum & Calendar Task Force minutes of 9/2/94.
2. Should curriculum and calendar be discussed as separate issues?
3. Other reports to be considered with the (a) Curriculum & Calendar Task Force Report are the reports from the (b) Student Throughput Committee, (c) GE&B Committee, and (d) Instruction Committee re summer quarter.
4. **In addition, each college and administrative unit would be requested to prepare a report outlining the pros/cons of a semester and quarter system--with statistics where possible--for that area. This would include a benefit/cost matrix.**
5. The Staff Council and ASI will be invited to submit any reports or recommendations they would like to have considered by the faculty.
6. What should be the timetable for campus-wide discussion ...Senate deliberation...faculty vote on calendar? (i.e., all committee/college/administrative reports due on December 31, 1994; copies of all reports to senators, deans, and department chairs for department discussions by mid-February; input from all campus constituents organized and brought to the Senate for a vote before the end of Winter Quarter; faculty vote conducted in Spring Quarter.
7. Background materials available for review of the calendar issue include:
 - a. 1978-1982 Cal Poly administrative reviews of various calendaring systems
 - b. 1980-1982 Academic Senate minutes and resolution recommending a change to the semester system
 - c. Report of the Committee to Study Calendar (4/26/93) and the background papers of that study;
 - d. Senate resolution on Calendar (AS-421-94)
 - e. Student report on the feasibility of implementing various calendaring systems (3/14/94)
 - f. Student Throughput Committee report (4/26/94)
 - g. "Visionary Pragmatism" report of the Curriculum & Calendar Task Force (9/12/94)
 - h. GE&B Committee report on restructuring general education & breadth requirements
 - i. Instruction Committee report on advantages and disadvantages of maintaining a summer quarter
 - j. Recent Academic Senate minutes wherein calendar issues were discussed
 - k. Archived materials gathered by those committees which have studied the calendar issues in the past
 - l. Reports drafted by other campuses who have made calendar changes in the past 10 years
 - m. Studies and statistics gathered by the Chronicle of Higher Education on calendaring systems

September 20, 1994

To: Mr. James Considine, Chairman
The Board of Trustees
The California State University System

From: Jack D. Wilson, Chair
Academic Senate
Cal Poly San Luis Obispo

Dear Chairman Considine:

Thank you for your remarks during Fall Conference. They challenged us to think once again about the seriousness of the financial situation which the CSU faces. For the past five years we have worked hard to accommodate the increasing number of students per faculty. During that period, while student enrollments decreased about 15%, the number of faculty decreased nearly 30% and the number of staff decreased about 28%. As a result the number of Student Contact Units per Full Time Equivalent Faculty has increased a little over 7%. Faculty, staff and administrators have worked very hard to meet student demand for classes and maintain the quality of education. We have not succeeded completely in either of these areas, and it troubles us not withstanding the recognition our campus has and continues to receive of its success in providing high quality education.

✓ As I mentioned in my remarks, there is a paucity of discussion among stakeholders in higher education concerning solutions to the financial challenges which face it. You raised two points which I ~~which~~ believe require some discussion. First, there is the issue of a future CSU where state appropriations, student fees and the campus itself will each contribute one-third of the total campus budget. Since salaries, wages and benefits presently constitute 85% of the total cost of the campus budget, I presume the
✓ assumption is that about 85% the 'campus share' of one-third would go to salaries, wages and benefits. Presently no public university in the U.S. comes anywhere close to this 'model' if we are talking about the salaries, wages and benefits of faculty and staff involved with undergraduate education.

✓ As you know about twenty percent of U.C. Berkeley's total budget comes from state appropriations. As far as I am aware, that 20% is the only source of funds for paying faculty and staff involved with undergraduate instruction there. In fact recent articles in the LA Times pointed out that there are critics who believe that a fraction of state appropriations which should be going towards undergraduate education there are being
✓ channeled into graduate programs. This is no criticism of U.C. Berkely which is one of the world's premier research universities. However, the substantial sums of money U.C. Berkely receives for operations ancillary to the university, such as Livermore Labs, have little if any relationship with their undergraduate programs.

In addition to the fact that there is little evidence of measurable benefit to undergraduate education from all of the dollars from non-state sources which public universities capture, there is a negative impact on undergraduate instruction due to the great effort required to garner them. That effort must come primarily from faculty pursuing funded research. Chasing after grants requires substantial amounts of faculty time. Most faculty here are spending anywhere from 50 to 60 hours per week alone, and some more, on the work required to sustain high quality undergraduate programs. They cannot chase after grants and continue to maintain their efforts in supporting their instruction. Just this past week a faculty member asked me "What does the administration want me to do? Continue to work hard at undergraduate education, or go out and bring in grants? If they would just tell me, I'll do it." She, like a lot of faculty here, is frustrated by the all too evident dichotomy between stressing undergraduate education and chasing after research grants.

There is no secret why Cal Poly has been successful in building and maintaining high quality undergraduate programs. We begin with excellent students who want to learn. To this ingredient we add a lot of hard work by faculty, staff and administration. If you look at our academic programs, we are still offering opportunities for learning that nearly all public supported universities outside of California gave up over 40 years ago because they required much faculty and staff time. ~~Hard on learning~~ ^{Learn by doing} is a key. Small classes is another. There are nearly 400 student clubs on campus, and both faculty and staff contribute substantially to their success. There is no public university in the U.S. that offers the range and number of laboratory classes that we do. Student-faculty interaction is emphasized in every academic program on the campus. These facets of education here are all very demanding of faculty and staff time and thus expensive. But I know of no other way to provide high quality educational opportunity for students.

A substantial increase in funded research will not only not begin to offset the massive reductions in state appropriations of the past five years, the effort required to raise these funds is bound to result in a reduction in the kinds of student-faculty interaction that characterize high quality undergraduate education. The pursuit of federal and other non state monies through grants has been, since WWII, an important part of the paradigm used by every other state except California to fund public higher education. Paradoxically, the message that is now being sent to these same public universities by their taxpayers and legislatures is 'you are spending too much time on graduate education (i.e. raising non state funds) and neglecting undergraduate education'. In fact this is the major reason for reduced public support of higher education in the U.S..

My second concern is this. I may have misinterpreted your comments regarding the role of information in higher education, but I came away with the impression that you believe a major part of higher education is about information transfer. In fact higher education is about teaching and learning principles not the handling of information. For example, in science and engineering 70 - 85% of what we teach in the undergraduate

programs are principles. In mathematics it is probably 95%. By principles I mean physical principles many of which are hundreds of years old. Newton's three laws are the basis for much of what we teach in mechanical engineering. They are immutable. I am certain that much the same arguments can be made about non technical fields such as music, philosophy and English for example.

Undergraduate education is primarily about the teaching and learning of fundamental principles. Many will never change, those that will will not change overnight. In fact without this grounding in fundamental principles, a person is not only not educated, but can be easily replaced by a computer with an infinitely greater memory for information and infinitely greater speed.

This is such an important point because if delivering an education were about the transfer of information from one person to another, we could replace most if not all faculty by a powerful distributed computing system. The cost savings would be monumental. However, until that time when thinking computers can be designed, education will still require the human touch. And even when that happens, we will lose sight of the human touch at our own peril.

I believe that faculty and staff here understand the crisis situation the CSU faces. You have helped immeasurably in keeping us aware of that fact. However, key to any solution to maintaining access while maintaining quality is that the state must continue to contribute the major share of the CSU budget. However, before we propose any solutions to our political leaders, we must be absolutely clear about their impact.

Finally I thank you and the other trustees for your much, much hard work on behalf of the CSU. We are counting on your continued dedication and wise leadership to be a major factor in enabling the CSU to maintain access for Californians who want an education while at the same time keeping our eyes focused on the need to maintain quality.

NOMINEES INDICATING INTEREST IN SERVING ON THE
FOLLOWING UNIVERSITY-WIDE COMMITTEES LISTED BELOW:

AFFIRMATIVE ACTION FACULTY DEVELOPMENT
PROGRAM REVIEW COMMITTEE:

(one vacancy)

John Harris	CAGR
Donald Ryujin	CLA

ALUMNI BOARD:

(one vacancy)

no nominations received

ANIMAL WELFARE COMMITTEE:

(one vacancy)

Barbara Cook	CLA
--------------	-----

CONFERENCE AND WORKSHOP ADVISORY COMMITTEE:

(two vacancies)

John Rogers	CSM
-------------	-----

DISABLED STUDENT SERVICES:

(two vacancies)

Laura Freberg	CLA
Harvey Greenwald	CSM
Luann McDonald	PCS

Laura Freberg PCS

EL CORRAL BOOKSTORE ADVISORY COMMITTEE:

(one vacancy)

Hernan Castellano	CLA
Neil Moir	CSM

INFORMATION RESOURCE MGT POLICY & PLG COMMITTEE:

(one vacancy)

no nominations received

INSTRUCTIONALLY RELATED ACTIVITIES (IRA):

(one vacancy)

no nominations received

PUBLIC SAFETY ADVISORY COMMITTEE:

(one vacancy)

Fred Friedman	CENG
Bill Kellogg	CAGR

FACILITIES & OPERATIONS COMMITTEE:

[formerly the University Union Executive Committee]

(one vacancy)

Johanna Brown	PCS
---------------	-----