

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

**Academic Senate Executive Committee Agenda
Tuesday, November 1, 1994
UU 220, 3:00-5:00pm**

*10.11.94
agenda
removed*

- I. Minutes: Approval of the October 11, 1994 Academic Senate Executive Committee minutes (pp. 2-4).
- II. Communication(s) and Announcement(s):
- 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:** (p. 5).
 - B. **Approval of PCS representative to the Calendar & Curriculum Task Force:** (name[s] to be provided at the meeting).
 - C. **Approval of faculty observer to the Charter Campus Employee Relations Subcommittee:** (name[s] to be provided at the meeting).
 - D. **Election of faculty member to the CSU Academic Senate vacancy for the remaining 1994-1996 term:** (Name[s] to be provided at the meeting).
 - E. **Selection of part-time represent to the Academic Senate for 1994-1995:** (pp. 6-22).
 - F. **Cal Poly Wellness Program: Request for Academic Senate representative.**
 - G. **Resolution to Amend AS-396-92/CC "Formation of a Subcommittee of the Curriculum Committee":** (p. 23).
 - H. **Reconsideration of AS-421-94/EX "Resolution on Calendar":** (pp. 24-25).
- VI. Discussion Item(s):

ASI charges for Academic Senate meetings.
- VII. Adjournment:

10/24/94

**ACADEMIC SENATE/COMMITTEE VACANCIES
FOR 1994-1995**

ACADEMIC SENATE COMMITTEE VACANCIES

CAGR	Fairness Board	
CAED	Constitution & Bylaws Committee Long-Range Planning Committee Personnel Policies Committee Status of Women Committee University Professional Leave Committee	
CBUS	Library Committee University Professional Leave Committee	
CENG	Fairness Board (replc K Brown for '94-95 term)	
CLA	Constitution & Bylaws Committee (replc A Forster for '94-95) Instruction Committee Library Committee	
CSM	Constitution & Bylaws Committee Curriculum Committee Long-Range Planning Committee Status of Women Committee University Professional Leave Committee	RALPH JACOBSON (Chem) JEAN McDILL (Math)
PCS	Budget Committee Status of Women Committee	

GE&B SUBCOMMITTEES

Area E: Lifelong Understanding and Self-Development	one vacancy
Area F: Technology	one vacancy

UNIVERSITY-WIDE COMMITTEES

Commencement Committee (CAED only)	
Commencement Speaker Screening Committee (CSM only)	
El Corral Bookstore Adv Com (all colleges)	HERNAN CASTELLANO (ForLangs) NEIL MOIR (Chemistry)
Information Resource Mgt Policy and Planning Committee (all colleges)	
Instructionally Related Activities (all colleges)	
Liberal Studies Committee (one representative from CSM-Math)	

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State of California

OCT 17 1994

California Polytechnic State University
San Luis Obispo, California 93407

MEMORANDUM

Academic Senate

Date: Thursday, October 13, 1994

To: Jack D. Wilson, Chair
Academic Senate

From: Gary D. Laver, Psych/HD

Re: Academic Senate Membership

This is to inform you of my interest in the Academic Senate position representing temporary Cal Poly employees. I have been a part-time, temporary instructor in the Psychology & Human Development Department since the Fall Quarter 1991 and a member of the Academic Senate since the Fall Quarter 1992. My experiences in the Senate have been rewarding, and I would appreciate the opportunity to further serve the University in this capacity. Please consider my application for this position. My application form and curriculum vitae are attached. Many thanks.

Gary Laver

I am interested in serving as the temporary faculty representative to the:

Academic Senate

✓

Academic Senate Status of
Women Committee

NAME: GARY D. LAVER

DEPT: PSYCHOLOGY & HUMAN DEVELOPMENT

OFFICE NO: 1603

DEPARTMENT NO. 2033

Gary Laver
SIGNATURE

MUST BE RECEIVED BY OCTOBER 25, 1994

CURRICULUM VITÆ

Gary D. Laver

Department of Psychology and Human Development
California Polytechnic State University
San Luis Obispo, CA 93407

MAILING ADDRESS

1231 Sixth Street
Los Osos, CA 93442

Phone: (805) 528-0729

EDUCATION

- 1992 Ph.D., The Claremont Graduate School; Area: cognitive psychology, memory, aging
- 1987 M.A., The Claremont Graduate School; Area: cognitive psychology, memory
- 1983 B.A., U.C. Santa Cruz; Major: psychology, degree taken in three years including 45 units of mathematics

HONORS AND AWARDS

- Vice President's Grant to Enhance Learning (\$25,000),
Cal Poly San Luis Obispo, 1993-94
- State Faculty Support Grant (\$7,000),
Cal Poly San Luis Obispo, 1993-94
- Dissertation Fellowship (\$12,000),
The John Randolph Haynes and Dora Haynes Foundation, 1991-92
- Graduate Students Council Travel Grant,
The Claremont Graduate School, 1990
- Council of Graduate Students Research Grant,
The Claremont Graduate School, 1987
- Bachelors degree with honors in Psychology, U.C. Santa Cruz, 1983

RESEARCH EXPERIENCE

Currently: Having received a State Faculty Support Grant I am extending a line of research begun with my dissertation and continued with a recently published meta-analysis. My present experiments attempt to replicate and theoretically expand upon those results which indicated that older adults have faster and more accurate semantic priming than younger adults. I hope to specify the theoretical factors such as greater numbers of lexical nodes or stronger connections among them which may account for the older adults' superiority.

1987 - 1991: As Research Assistant to Dr. Deborah Burke on her NIH research grant I worked on several projects examining the "tip-of-the-tongue" phenomenon toward developing a model of this word finding difficulty. We recently completed a study of aging effects in laboratory induced "tips-of-the-tongue" and a meta-analysis of aging differences in studies of semantic priming.

1985 - 1987: Participant in computer application research group led by Dr. Dale Berger, The Claremont Graduate School. My role involved preliminary reviews of the literature in the area of computer based instruction, and management of the information base used by the research group.

1984: Research assistant to Dr. Daryl Smith at Scripps College (now with The Claremont Graduate School). I was involved in a project to predict math and science performance of incoming freshmen on the basis of previous high school performance.

TEACHING EXPERIENCE

1991-present	Lecturer, California Polytechnic State University, San Luis Obispo Intro. Psychology, Research Methods, Quantitative Methods, Psychological Testing
1990 - 1991	Visiting Instructor, Pitzer College, Intro. Psychology, Psychological Statistics, Research Methods
1988 - 1989	Visiting Instructor, Pomona College, Introduction to Psychology, Research Methodology
Spring 1988	Lecturer, Pitzer College, Research Methods
Fall 1987	Lecturer, The Claremont Graduate School, Introduction to Computer Applications
Spring 1987	Lecturer, Cal State University San Bernardino, Psychological Statistics

TEACHING INTERESTS

Introductory Psychology	Research Methodology
Beginning & Advanced Psychological Statistics	Memory & Cognition
Computer Applications in Research Analysis	Aging & Cognition
Psychological Testing & Measurement	

PROFESSIONAL ASSOCIATIONS

Member, Western Psychological Association
Member, American Statistical Association

SERVICE

Reviewer, *Aging and Cognition*
Academic Senator, Cal Poly San Luis Obispo
Reader for blind students, Disabled Student Services, Cal Poly San Luis Obispo

PUBLICATIONS

Laver, G.D., & Burke, D.M. (1993). Are semantic priming effects equivalent in young and older adults? A meta-analysis. Psychology and Aging, 8, 34-43.

Burke, D.M., & Laver, G.D. (1990). Aging and word retrieval: Selective age deficits in language. In E. A. Lovelace (Ed.), Aging and cognition: Mental processes, self-awareness, and interventions (pp. 281-300). Amsterdam: North Holland.

MANUSCRIPTS IN PREPARATION

Laver, G.D., & Burke, D.M. Activation during word retrieval failures: Age differences in priming.

CONFERENCE PAPERS

Laver, G. (1994, April). Vocabulary and short-term memory span as mediators of the speed of semantic priming in young and older adults. Paper presented at the Cognitive Aging Conference, Atlanta, GA.

Barlow, S., Lepkowsky, C., Moreno, J.K., & Laver, G. (1993, August). Personality disorders in eating disorders. In J.K. Moreno (Chair), Psychosocial differences in eating disorders: Etiological, diagnostic, and treatment implications. Symposium conducted at the meeting of the American Psychological Association, Toronto, Ontario, Canada.

Laver, G. (1992, April). A speed-accuracy analysis of semantic priming effects in young and older adults. Paper presented at the Cognitive Aging Conference, Atlanta, GA.

Laver, G., & Burke, D.M. (1990, March). Meta-analysis of differential priming effects in young and older adults. Paper presented at the Cognitive Aging Conference, Atlanta, GA.

Burke, D. M., & Laver, G. (1989, November). On the tip-of-the-tongue: The role of activation processes. Paper presented at the meeting of the Psychonomic Society, Atlanta, GA.

Laver, G., & Burke, D.M. (1987, April). Influences in accessing semantic information. Paper presented at the meeting of the Western Psychological Association, Long Beach, CA.

REFERENCES

Deborah M. Burke, Ph.D.
Professor of Psychology
Pomona College
Claremont, CA 91711
Office: (909) 621-8555 Ex. 2440

Patrice Engle, Ph.D.
Professor and Chair, Department of
Psychology & Human Development
Cal Poly State University
San Luis Obispo, CA 93407
Office: (805) 756-2033

Dale Berger, Ph.D.
Professor of Psychology
The Claremont Graduate School
Claremont, CA 91711-6175
Office: (909) 621-8084

Leah Light, Ph.D.
Professor of Psychology
Pitzer College
Claremont, CA 91711
Office: (909) 621-8555 x. 3823

RECEIVED

OCT 13 1994

State of California

California Polytechnic State University
San Luis Obispo, California 93407

Academic Senate

MEMORANDUM

Date: October 10, 1994

Copies:

To: All Temporary Academic Employees

From: Margaret Camuso
Academic Senate

Subject: Academic Senate Membership and
Academic Senate Status of Women Committee Membership

The Academic Senate is seeking a part-time academic employee to represent the temporary faculty of Cal Poly. This is a nonvoting position, appointed quarterly/annually (according to one's appointment) during the academic year.

In addition, there is also a vacancy on the Academic Senate Status of Women Committee for the academic term 1994-1995. This is an ex officio, voting position.

If you are interested in serving on the Academic Senate or on the Status of Women Committee, please fill in the information below and return it to the Academic Senate office (38-143) with a copy of your vita and/or a short statement expressing your interest in serving on either the Senate or its Status of Women Committee. If you have any questions regarding either of these positions, please contact the Academic Senate office at extension 1258. Thank you.

I am interested in serving as the temporary faculty representative to the:

Academic Senate

X

Academic Senate Status of
Women Committee

X

NAME: Jeanette Locker

DEPT: Home Economics / Food Science Nutrition

OFFICE NO: 38-110

DEPARTMENT NO. X2240

SIGNATURE

Jeanette Locker

MUST BE RECEIVED BY OCTOBER 25, 1994

State of California

California Polytechnic State University
San Luis Obispo, California 93407
9/17/1994

RECEIVED

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I am interested in serving as the temporary faculty representative to the:

Academic Senate

Academic Senate Status of
Women Committee

NAME:

DEPT:

OFFICE NO:

DEPARTMENT NO.

SIGNATURE

MUST BE RECEIVED BY OCTOBER 25, 1994

message
541-1843
home

CAL POLY

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO, CA 93407
EDUCATION DEPARTMENT
(805) 546-2583

October 19, 1994

Ms. Margaret Camuso
Academic Senate
Faculty Office Building 143
Cal Poly State University

RE: LESLIE PAULUS RAMSDEN
Academic Senate Membership
Temporary Faculty Position

Dear Ms. Camuso:

I am interested in serving on the Academic Senate as a nonvoting representative of the temporary/part-time employees at Cal Poly.

I have been a part-time/full time Lecturer in the Education Department, UCTE, at Cal Poly, San Luis Obispo since 1977.


I have designed and taught courses for Extended Education at Cal Poly including: Successful Substituting, CBEST Preparation, Teaching Reading Naturally, and Power Reading for the Young Scholars Program.

During my tenure at Cal Poly I have worked for Student Academic Services developing and implementing various tutorial and adjunct programs for students in the Schools of Business, Engineering, Math and Science. From 1984 to 1986, I served on the General Education and Breadth Committee as a representative for the Student Affairs Division.

I am a member of the California Faculty Association and Phi Delta Kappa; and I am currently working on a doctoral degree in Information Systems and Technology in Education.

I am interested in becoming more active in campus affairs and I look forward to an opportunity to meet with the nominating committee to discuss the appointment and answer any questions the committee may have regarding my participation on the Academic Senate.

Sincerely,



Leslie Paulus Ramsden
Lecturer, UCTE

CURRICULUM VITA

LESLIE PAULUS RAMSDEN

1385 Cavalier Lane

San Luis Obispo, CA 93405

(805) 541-1843,home (805) 756-1251,work

EDUCATION

Doctoral Studies in Progress

Nova Southeastern University, Programs for Higher Education, Fort
Lauderdale, FL, 1994, Information Systems and Technology in Education

Graduate Degree

Boise State University, Boise, ID, Master of Arts in Education,
1977, Emphasis: Reading/Adult Education

Graduate Work

Cal Poly State University, San Luis Obispo, CA, 1979-1990

Church Divinity School of the Pacific, Berkeley, CA, 1972

St. Mary's College, Moraga, CA, 1971-1974

University of California, Berkeley, CA, 1971-1974

Washington University, St. Louis, MO, 1971

University of Missouri, St. Louis, MO, 1971

San Diego State University, San Diego, CA, 1970

University of California, San Diego, CA, 1970

Undergraduate Degree

Eastern Michigan University, Ypsilanti, MI, Bachelor of Science, 1968,
Major: Social Science, Minor: Dramatic Arts

CREDENTIALS

California Community College, Supervisor (Life)
California, Reading Specialist (Clear)
California, Standard Elementary (Life)
Idaho, Vocational Specialist
Missouri, Elementary (Life)

CERTIFICATES

Employability Competency System Trainer, CASAS, 1991
Computer Applications, Cal Poly, 1989

EMPLOYMENT

September 1977 to Present	Cal Poly State University, San Luis Obispo, CA, University Center for Teacher Education, Teacher Preparation - Reading and Language Arts.
September, 1977 to Present	Cal Poly State University, San Luis Obispo, CA, Extended Education, Assistant Professor Teacher Education and Young Scholars.
September 1983 to January 1988	Cal Poly State University, San Luis Obispo, CA, Academic Advisor, Student Academic Services, Affirmative Action /Minority Engineering Programs.

Administrative

September, 1988 to July, 1993	Cuesta College, San Luis Obispo, CA Transitional Learning Resource Center, Director/Developer, Occupational and Vocational Education, GAIN, California Conservation Corps, PIC, JTPA and VATEA.
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January 1984
to January, 1988

Cal Poly State University, San Luis Obispo,
CA, Student Academic Services, Learning
Systems and Services, Coordinator,
Affirmative Action/Minority Engineering.

Teaching

September 1986
to September, 1988

Cuesta College, San Luis Obispo, CA,
San Luis Obispo Community Learning Skills
Center, Teacher/Facilitator, Adult Learning
Skills, ESL, ABE and GED Preparation,
California Conservation Corps, and GAIN.

July 1986
to September, 1986

San Luis Coastal Unified School District, San
Luis Obispo, CA, California Men's Colony, Summer
School Teacher, ABE III and GED Preparation.

December 1975
to September 1977

Boise State University, Boise, ID, Special
Lecturer, Adult Basic Education, Reading and
Vocational Education.

September 1971
to September 1974

Mt. Diablo Unified School District, Concord CA,
Teacher, Educationally Handicapped, Grades 7-9.

September 1970
to June 1971

Kirkwood School District, St. Louis, MO,
Teacher, Self-Contained Classroom, Grade 4.

January 1969
to August 1970

Chula Vista City Schools, Chula Vista, CA,
Teacher, Self-Contained Classroom, Grade 3.

September 1966
to June 1967

Wyandotte Board of Education, Wyandotte, MI,
Permanent Substitute, Special Education,
Grades 7-9.

Consulting

January, 1990 to Present	Cuesta College, Institute of Professional Development, Occupational and Vocational Education, Consultant/Assessment Testing.
May 1989	San Luis Obispo County Department of Social Services, San Luis Obispo, CA Eligibility Technician Training Program Evaluation.
April 1988 to Present	San Luis Obispo County Department of Social Services, San Luis Obispo, CA, GAIN Educational Consultant/Developer, South County Adult Learning Skills Center and San Luis Coastal Adult School.
April, 1987 to Present	California Conservation Corps, Sacramento, CA, Corpsmember Development, Education Consultant.
June, 1986 to January, 1988	California Polytechnic State University, San Luis Obispo, CA, Consultant, Upward Bound, Curriculum and Staff Development.
January, 1986	Monterey Peninsula College, Monterey, CA, Consultant Math/Science Teacher's Mentor Program, Staff Development and In-Service Training
June, 1985	Alan Hancock Community College, Santa Maria, CA, Consultant, English and Reading Department, Staff Development and In-Service Training.
January, 1984	Lompoc Unified School District, Lompoc, CA, Consultant, Staff Development and In-Service Training.

PRESENTATIONS

The Governor's Conference on California's Youth - Employability in a Changing World, "What Works with Drop-out Youth", Riverside, CA, May, 1993.

Partnerships for GAIN, "Merging the GAIN/JTPA Requirements to Prepare Clients to Succeed in the Workforce", Burlingame, CA, November, 1992.

Partnerships for GAIN: Policy and Practice, "How to Develop a Successful GAIN Community College Consortium", Burlingame, CA, February, 1991.

California State University Bakersfield, Reading Conference, "Language Experience and the Adult Learner," Bakersfield, CA, January, 1989.

San Luis Obispo Literacy Council, "Language Experience an Alternative to Laubach," San Luis Obispo, CA, September, 1988

Competency Based Education, "Adult Learning Centers- The CCC and GAIN Connection", Costa Mesa, CA, March, 1988

San Luis Obispo Democratic Association, "Illiterate Adults in America," San Luis Obispo, CA, April, 1987

California Literacy Council, "Language Experience for Adults," San Luis Obispo, CA, April, 1987

International Reading Association, "The Adjunct Course A Model for EOP Retention," Reno, NV, March, 1986

Western Association of Economic Opportunity Professionals, "Pilot Program Results Math/Science Achievement Workshops," Sacramento, CA, March, 1986

Economic Opportunity Professionals Conference, "Overview Tutorial Component SAS," Fresno, CA, June, 1985

Mission High School, "Study Skills and Textbook Comprehension," San Luis Obispo, CA, 1983

California Reading Association, "Adjunct Study Skill Courses in College," San Diego, CA, 1982

California Reading Association, "College Reading and Study Skills," Anaheim, CA, October, 1981

San Luis Obispo County Reading Association, "Parent Participation in Elementary Education," Parent Education Series, San Luis Obispo, CA, 1978-1979

University of Idaho Extension Service Parent Education, "Parent Participation in Early Childhood Education," Boise, ID, May, 1977

Idaho Department of Health and Welfare, "Parent Participation in Early Childhood Education," Headstart, Parent Education, Boise, ID, May, 1977

KAID-TV Public Television, "Toy Safety," Consumer Line, Parent Education, Boise, ID, 1977

Idaho Reading Association, "Sensory-Motor Techniques for Teaching Handwriting," Twin Falls, ID, 1976

Mt. Diablo Unified School District, Visualization A Key to Reading Disabilities," Concord, CA, 1974

COMMITTEES

VATEA Steering Committee, Cuesta College, Occupational and Vocational Education, San Luis Obispo, CA, September, 1991 to July, 1993.

California Men's Colony, Department of Corrections, San Luis Obispo, CA, Education Department Citizen's Advisory Committee, 1987 to 1992.

San Luis Coastal Unified School District, San Luis Obispo, CA, ESL Advisory Committee, 1987.

San Luis Obispo County Literacy Coalition, San Luis Obispo, CA, 1985.

Computer Assisted Instruction, California State Universities, Fresno, CA, 1983 to 1987.

General Education and Breadth Committee, Cal Poly State University, San Luis Obispo, CA, 1984 to 1986.

University of California/California State University, Learning From Text, Lake Arrowhead, CA, 1984.

California Reader Editorial Staff, California Reading Association, San Luis Obispo, CA, 1983 to 1985.

Idaho Governor's Conference on Children, Steering Committee, Sun Valley, ID, 1977.

Idaho State Department of Education, Governor's Task Force, Boise, ID, 1976 to 1977.

PUBLICATIONS

"More Than the Three R's," CCC Connections, California Conservation Corps, Sacramento, CA, Summer, 1988.

"How to Study in College--A Directed Reading-Study Guide," Student Academic Services, California Polytechnic State University, San Luis Obispo, CA, 1984.

"Get Smarter--Efficient Reading Manual," El Corral Bookstore, Cal Poly State University, San Luis Obispo, CA, 1982.

"Attitude Changes of Parents After Participating in the Parent/Child Toy Lending Library Program," Boise State University, Boise, ID, 1977. Unpublished Master's Thesis

Idaho State Department of Education, Boise, ID, "Curriculum Guide--Parent Education," June 1977.

GRANTS/PROPOSALS/COURSES

SB2372 Computer-Assisted Curriculum Instructional Materials, Learning Unlimited, California Conservation Corps, 1988.

IBM Right to Read, Principle of the Alphabet Literacy System, California Conservation Corps, 1987.

Summer Bridge, Student Academic Services, Cal Poly, 1984-1985, 1986-1987.

NCR8683, CBEST-Reading and Essay, Cal Poly, Extended Education, 1986.

Math/Science Achievement Workshop Program, Cal Poly, Student Academic Services, 1985.

YSP65, Power Reading, Young Scholars Program, Cal Poly, Extended Education, 1984.

Learning Systems and Services, Cal Poly, Student Academic Services, 1984.

Bus 100 (ED 104X), Study Skills Adjunct, Cal Poly, Student Academic Services, 1983.

ED 581, Teaching to Read Naturally, Cal Poly, Extended Education, 1982.

ED 581, Informal Reading Diagnosis for the Elementary Classroom Teacher, Cal Poly, Extended Education, 1982.

ED 600, Successful Substituting, Cal Poly, Extended Education, 1982.

ED 470, Language Experience Based Methods for Teaching Reading K-8, Cal Poly, Extended Education, 1982.

PROFESSIONAL ORGANIZATIONS

Phi Delta Kappa
California Professors of Reading
California Reading Association

California Faculty Association
California Literacy Council
California Teachers Association

State of California

California Polytechnic State University
San Luis Obispo, California 93407

MEMORANDUM

Date: October 10, 1994
Copies:
To: All Temporary Academic Employees
From: Margaret Camuso
Academic Senate
Subject: Academic Senate Membership and
Academic Senate Status of Women Committee Membership

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I am interested in serving as the temporary faculty representative to the:

Academic Senate ✓

Academic Senate Status of
Women Committee _____

NAME: Gail G. Wilson

DEPT: Chemistry

OFFICE NO: 1651 DEPARTMENT NO. 2693

Gail G. Wilson
SIGNATURE

MUST BE RECEIVED BY OCTOBER 25, 1994

RESOLUTION TO AMEND AS 396-92/CC
FORMATION OF A SUBCOMMITTEE
OF THE CURRICULUM COMMITTEE

Background Statement:

This resolution amends the abovementioned resolution regarding the formation of the Cultural Pluralism Subcommittee of the Academic Senate Curriculum Committee. We propose to add one ex officio member to the Subcommittee, the Director of Womens Studies, to assist the evaluation of the content of courses submitted for fulfillment of the cultural pluralism requirement and in particular to area B, "Attention to general issues of gender, diversity, equity... [and] discrimination."

WHEREAS, The addition of an ex officio member to the Cultural Pluralism Subcommittee of the Academic Senate Curriculum Committee involves a change in the Constitution and By-Laws of the Academic Senate, be it

RESOLVED, That the Constitution and By-Laws be amended as follows:

To be added under I.3.b. (1)

Ex officio members shall be the Director of Ethnic Studies, the Director of Womens Studies, and a representative from the General Education and Breadth Committee and the Curriculum Committee.

Submitted by the Academic Senate Curriculum Committee

Adopted: February 15, 1994

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

**AS-421-94/EX
RESOLUTION ON
CALENDAR**

- WHEREAS, The survey of the faculty by the Calendar Committee in Spring 1993 did not yield a consensus choice for an academic calendar; and
- WHEREAS, President Baker has stated that one reason for making a change in the academic calendar is to force a review of the entire curriculum; and
- WHEREAS, A Task Force on Curriculum and Calendar has just been formed to review and make recommendations to the Academic Senate on, among other things, the guiding principles that should be considered in making curricular decisions; and
- WHEREAS, The results of an extensive review by the task force of the curriculum and the principles that should drive the curriculum could lead to significant suggested changes in the curriculum--some of which could have implications on the choice of academic calendar; and
- WHEREAS, Any calendar change will have far-reaching implications on the curriculum; and
- WHEREAS, The burden of making the changes in the curriculum that would be necessary to implement a calendar change would properly and necessarily fall to the faculty; therefore, be it
- RESOLVED: That any calendar change proposal be made only after the Task Force on Curriculum and Calendar and the Student Throughput Committee submit their reports and recommendations to the Academic Senate; and be it further
- RESOLVED: That any proposed change in the academic calendar be approved by the Academic Senate; and be it further
- RESOLVED: That any proposed change in the academic calendar, once approved by the Academic Senate, then be submitted to a referendum of the General Faculty with approval being required before it is formally adopted as the academic calendar of the university.

Proposed by the Academic Senate Executive
Committee
December 7, 1993
Revised February 15, 1994

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JUN 21 1994

State of California

CAL POLY

San Luis Obispo, CA 93407

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.

RECEIVED 11/94

FOUNDATION BOARD OF DIRECTORS
EXPRESSION OF INTENT AND WILLINGNESS TO SERVE

OCT 24 1994

Academic Senate

NAME: Virginia R. Walter

PHONE: Ext. 2897

DEPARTMENT: Environmental Horticultural Science COLLEGE: AGR

- A. Statement indicating consistent history of active involvement with an interest in university affairs. (Use additional sheet, if needed.)

I've been a faculty member at Cal Poly since 1974 and actively involved in committee work from the department level through the university level. Because I've advised numerous Ag. Enterprise Projects, clubs, and judging teams, I've had alot of opportunity to work with Foundation related activities.

- B. Statement of demonstrated ability to work productively as a member of a governing body. (Use additional sheet, if needed.)

I serve as a Trustee and board member of the Joseph Shinoda Memorial Scholarship Foundation, a non-profit organization; I am the Chair of the SESLOC Credit Union Credit Committee; and I am an Elder of the First Presbyterian Church. These responsibilities have given me much valuable experience in working as a team to govern an organization.

- C. Statement indicating why membership on the Board is of interest. (Use additional sheet, if needed.)

I believe the Foundation to be an integral part of what makes Cal Poly so unique and so successful and would be pleased to be able to assist in the continuing efforts to help the university and its students, faculty, and staff.

I AM WILLING TO ACTIVELY SERVE AS A BOARD MEMBER FOR THE TERM OF OFFICE (three years, unless selected to a vacant unexpired term).

Signature: Virginia R. Walter Date: Oct 21, 1994

I UNDERSTAND THE REQUIREMENTS, OBLIGATIONS, AND RESPONSIBILITIES OF DIRECTORS. (See reverse side of this application form.)

Signature: Virginia R. Walter Date: Oct 21, 1994

FOUNDATION BOARD OF DIRECTORS EXPRESSION OF INTENT & WILLINGNESS TO SERVE

NAME: Harvey Greenwald PHONE: Academic Senate 736-1687
INSTRUCTIONAL DEPARTMENT: Mathematics Department

*Statement indicating consistent history of active involvement with an interest in university affairs.
(Use additional sheet, if needed.)*

I have served on a number of important committees in the University. Among these are:

1. Academic Senate Curriculum Committee (Chair)
2. Academic Senate Budget Committee
3. Academic Senate Constitution and Bylaws Committee
4. CAM 700 Task Force (Chair) (Charged with revising Section 700 of CAM)
5. Foundation Election Process Committee
6. School of Science and Mathematics Facilities Committee (Charged with planning the construction of a new Faculty Office Building)
7. Distinguished Teaching Award Committee (Chair)
8. Program Review and Improvement Committee (Charged with reviewing all academic programs on campus)

*B. Statement of demonstrated ability to work productively as a member of a governing body.
(Use additional sheet, if needed.)*

I have been a member of the Academic Senate. I feel that the committees on which I have served have successfully dealt with important issues. The action of the Foundation Election Process Committee resulted in a change in the process by which faculty members are selected to the Foundation Board of Directors. The action of the CAM 700 Task Force resulted in a major revision of Section 700 of CAM. The action of the Curriculum Committee resulted in a major change in the curriculum process. The Budget Committee had important input into the change in the budgetary process at the University level. These actions would not have been successful had these committees been unable to work productively with the appropriate bodies of the university.

C. Statement indicating membership on the Board is of interest. (Use additional sheet, if needed.)

I have served on a variety of committees. As a result I feel that I have an unusually broad view of the University. Two of the committees are of significance for the Foundation. I served several terms on the Academic Senate Budget Committee. As a result I have a good understanding of budgetary issues. I was actively involved in the change in the budgetary process at the University level which resulted in the creation of PACBRA. I also served on the Foundation Election Process Committee and as a result I have a good understanding of the Foundation and its role in university affairs. With the economic problems of the State of California, it is clear that the Foundation will play an increasingly important role. I would like to be a part of the decision making.

**I AM WILLING TO ACTIVELY SERVE AS A BOARD MEMBER FOR THE TERM OF OFFICE
(THREE YEARS, UNLESS SELECTED TO A VACANT UNEXPIRED TERM).**

Signature Harvey Greenwald Date 10-14-94

**I UNDERSTAND THE REQUIREMENTS, OBLIGATIONS AND RESPONSIBILITIES OF
DIRECTORS. (See reverse side of sheet of this application form.)**

Signature Harvey Greenwald Date 10-14-94

hmd - Ex 11/1/94

Errors in grades or in the filing of grades that result from administrative or faculty errors have no time limit for their correction.

Any questions concerning the appropriateness or timeliness of the grade change shall be settled among course faculty, department head/chair, and by college dean where this is required. The number of approving signature required for concurrence is based on the time that has passed since the grade was issued as specified in the Senate resolution. When in receipt of the required signatures, the registrar will enter the grade change into the student's record.

The Senate Committee that was the source of the grade change recommendation should review whether the recently revised procedure, as implemented, should be further modified to reduce the quantity of associated paperwork and processing, and to assure that the intended purposes of the grade change restrictions are, in fact, being achieved.

Apparent problems are:

- Requiring added levels of administrative approval with the passage of time has added considerably to paperwork without lessening the number of grade changes or encouraging earlier completion of uncompleted work.
- The time limits have caused difficulties for students in internship and work study courses or students who interrupt coursework and then return to school. There is a need for consideration of circumstances causing delay in completion of coursework. Additionally, there is a problem in that completion of masters degree programs involve a seven year time horizon and thesis work is often framed as a special study course. A course involving writing of a thesis is normally graded when the thesis is presented so there is a problem where the course and the product of the course have differing time limits.
- The registrar has taken on a "Supreme Court" function as evaluator of whether recommendations coming from the Colleges conform to Faculty Senate policy. Who is ultimately responsible for determining if a grade should be changed?

Shirley Ex 11/1/94

11/1/94

PROPOSED OUTLINE FOR DISCUSSION OF CALENDAR

1. Pedagogical comparison
2. Workload (of faculty and staff) to accommodate the change
3. Cost
 - a. conversion costs
 - b. savings on semesters
4. Summer
5. Long-term impact on students
6. Long-term impact on faculty
7. Miscellaneous
 - a. divisiveness
 - b. CSU decisions in summer

*Suggested Format For Organizing
Discussion in Senate* ^{Miss. Ex "1/1/94"}
Jad W.

A. Fewer courses required and offered under the semester system.

1. Advantages

- (a) Fewer preps for faculty per year.
- (b) Fewer courses and instructors for the students to 'manage'. Less hectic.
- (c) May be easier for the university to 'insure' that student demand for courses is met because fewer courses should mean easier management of the number of sections thereof.
- (d) Can go into more depth.

2. Disadvantages

- (a) Fewer courses on the books mean some faculty will lose their 'specialty' courses.
- (b) Flexibility for student selection of courses is lessened.
- (c) Some employers like to see a wide variety of courses on prospective employee's transcripts. Less breath.
- (d) Some departments will no longer be able to offer some courses more than once a year where they could offer it twice under quarters.

B. Faculty results

1. Semesters

- (a) More satisfying for faculty and students wanting to go into depth in a particular subject.
- (b) Less 'burnout' due to the slower pace and fewer exams on a per term basis.
- (c) Provides greater opportunity for faculty to get to know their students (and vice versa).

Min - Σx "1, 194

TWENTY QUESTIONS ABOUT CALENDARS AND THE CHANGE THEREOF

Q: Would moving from the quarter calendar to the semester calendar lead to a one-third reduction in the number of faculty required?

A: No. Lets compare a 192 quarter graduation requirement with an equivalent 128 semester unit requirement. Assuming, for the sake of simplicity, that only 3 unit classes are required in both systems, a student would take one-third fewer courses in the semester system. However, a full-time yearly teaching load under the semester system has only two-thirds the units of that of a quarter system (24 versus 36).

Q: Would the 'effective' teaching load be less under the semester system?

A: No. While a faculty member would teach fewer weighted units during the year under the semester system, a weighted unit under the semester system equals one and one-half weighted quarter units.

Q: Changing calendars and/or curriculum will entail much work for faculty and staff. Will there be release time (called assigned time by the university) available to faculty for them to implement course and curriculum changes?

A: Ha, ha, ha. ha! Next question.

mins - Ex 11/1/94

11/1/94

D R A F T

DEPARTMENT RESPONSES TO THE REQUEST FOR CALENDAR INFORMATION

On September 22, 1994, the Academic Senate office requested all academic departments to provide IT with information which would assist the Academic Senate in making its decision on the calendar options now being considered (quarter and early semester systems). Responses were received from 23 of 52 departments. ALL responses are represented in the following outline.

ADVANTAGES OF EARLY SEMESTER

student benefits of early semester:

- less administrative time (NRM, ENGL, CE, PHIL)
- better student retention; i.e., if student misses several days due to illness, it is sometimes impossible to catch up in a 10-week quarter) (____)
- more time for instructors and students to develop better relationships (ENGL, MUSIC)
- earlier access to summer jobs (NRM, SOIL, C/EENGR, MUSIC)
- less burnout (FORLANGS, PSYC)
- greater commitment by students to a class (____)
- more conducive to creativity (MUSIC)
- costs for textbooks would be less (NRM)
- fewer registration costs (NRM)

faculty benefits of early semester:

- less administrative work (NRM, ENGL, CE, PHIL)
- more time for professional development/activities (NRM, C/EENGR, ENGL)
- if professor misses class(es) due to an illness or conference, it is easier to make up the 'lost' lectures (C/EENGR)
- more time for instructors and students to develop better relationships (ENGL, MUSIC)
- fewer preps per year per faculty member, although more depth per preparation (NRM, ENGL, MUSIC TH&DC)
- FERPS teach longer terms thus earning more (____)
- less burnout (FORLANGS, PSYC)
- more conducive to creativity (MUSIC)
- conferences are geared to semesters (PHIL, NRM, C/EENGR)
- some course consolidation would be beneficial (NRM)
- could result in more efficient use of faculty time depending on class sizes (NRM)

administrative benefits of early semester:

- better articulation with community colleges and most other colleges since most colleges are on semesters (AGED, NRM, MUSIC, PHIL)
- less administrative work (NRM, ENGL, CE, PHIL)

pedagogical benefits of early semester:

- allows more time for courses to develop and progress without cramming materials into a 10 weeks (NRM, MUSIC)
- better assimilation of course material (NRM, MUSIC)
- better suited to team-taught courses (SOIL)
- more depth of courses (but fewer courses) (NRM, ENGL, MUSIC, ME)
- more time to focus on specific topics (NRM)

misc benefits of early semester:

- better for graduate programs (CRP)
- conversion of labs and facilities would not be a problem (MUSIC)

DISADVANTAGES OF THE EARLY SEMESTER

student disadvantages of early semester:

- a semester calendar puts more weight on the course final which is more stressful for students (EHS)

faculty disadvantages of early semester:

administrative disadvantages of early semester:

- semesters will increase time to graduation as students will have fewer chances to register for an inadequate supply of classes; students will have fewer opportunities to take impacted classes (EHS)

pedagogical disadvantages of early semester:

- fewer courses (but possibly more depth) (NRM, ENGL, MUSIC, ME)
- unsuitable for year-round operations. Six-week summer sessions with classes meeting two or three hours per day are not nearly as conducive to learning math as a full summer quarter (MATH)
- the greater number of courses available with the quarter system provides opportunity for instructors to teach specialty courses. Semesters require faculty to teach more 'required courses' (MUSIC, PHIL, PHYSICS)
- may be pressure to reduce units in the major in order to accommodate increased units in GE and support courses (EHS)

misc disadvantages of early semester:

- would semesters make it more difficult for students to complete a minor? (STAT)
- it is unclear whether there would be a sufficient number of classrooms to accommodate larger classes (NRM)

ADVANTAGES OF THE QUARTER SYSTEM

student benefits of quarter:

- Cal Poly students have indicated their preference for quarters (NRM)
- burnout (FORLANGS, PSYC)
- less time lost when a student has to drop a class or fails a class (EHS, ME)
- better for cooperative education courses (CONSTMGT)
- allows students to work later in the field season (NRM)
- provides opportunity for departments to offer a field quarter at Swanton Pacific ranch (NRM)
- less boredom; better for sustaining a sense of momentum from beginning to end (NRM, MUSIC)
- exposes students to a greater number of faculty, courses, other students, and ideas across the university (EHS)

faculty benefits of quarter:

- burnout (FORLANGS, PSYC)
- less boredom; better for sustaining a sense of momentum from beginning to end (MUSIC)

administrative benefits of quarter:

- our department most closely identifies with the Land Grant universities, 50% of which are on quarters (EHS)

pedagogical benefits of quarter:

- allows a breadth of ag courses required for credentials in AG that the semester system does not allow (AGED)
- more courses, subjects, and options available (NRM, EHS, MUSIC, ME, PE&K)

- semesters would be unsuitable for year-round operations. Six-week summer sessions with classes meeting two or three hours per day are not nearly as conducive to learning math as a full summer quarter. (MATH)
- the greater number of courses available with the quarter system provides opportunity for instructors to teach specialty courses. Semesters require faculty to teach more 'required courses' (MUSIC, PHIL, PHYSICS)
- a more intense learning experience; time pressures prevent students from deviating too far from good study habits (NRM)
- courses are narrower, more specific, and more focused (NRM)
- the department's technical classes better suited to quarters (EHS, NRM)
- allows the department more flexibility in choosing support and GE courses for its curriculum (EHS)

misc benefits of quarter:

- the pace is more like that of the real world. There is no time to waste (EHS, MUSIC, ME)
- companies that hire our graduates like the wide variety of courses (PE&K)
- more modularity of course packaging possible (C&RP)

DISADVANTAGES OF THE QUARTER SYSTEM

student disadvantages of quarter:

faculty disadvantages of quarter:

administrative disadvantages of quarter:

pedagogical disadvantages of quarter:

misc disadvantages of quarter:

IMPACT OF CHANGING CALENDARING SYSTEMS

- no compelling reason for change (AGED, EHS, PHILO, MATH)
- in view of budget reductions, is it wise to change calendar systems at this time (NRM)
- where would additional time for undertaking a calendar change come from? assigned time? (C/EENGR, NRM)
- faculty and staff already labor under heavy workloads due to budget cuts (NRM, MATH)
- a lot of work for possibly little gain (EHS, NRM, AGED, PHYSICS)
- revisioning of the curriculum has been occurring without a calendar change (AGED)
- some courses best taught in a semester system and some in a quarter system. It is difficult to say that it is universally best to change to the semester system (NRM)
- the perception by some that a calendar change has already been decided may predispose some faculty members to abstain from voting. To view such abstentions as supporting change would be inaccurate and inappropriate (NRM)
- other universities have recently changed over from quarters to semesters and have not realized the advantages expected (EHS)
- the quality of our educational offerings will be similar regardless of the calendar system (SOIL)