

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

FILE COPY

Academic Senate Executive Committee  
Tuesday, September 19, 1995  
UU 220, 3:00-5:00pm

7.12 and 8.16.95  
minutes were  
removed

- I. Minutes: Minutes of the Academic Senate Executive Committee meetings of July 12 and August 16, 1995 (pp. 3-6).
- II. Communication(s) and Announcement(s):  
Joe Jen, Dean of CAGR, will be giving a report at the next Academic Senate meeting on the CAGR restructuring.
- III. Reports:
  - A. Academic Senate Chair:
  - B. President's Office:
  - C. Vice President for Academic Affairs:
  - D. Statewide Senators:
  - E. CFA Campus President:
  - F. Staff Council representative:
  - G. ASI representatives:
- IV. Consent Agenda:
- V. Business Item(s):
  - A. **Schedule special Executive Committee meeting to discuss ITS and computing allocations.**
  - B. **Committee vacancies:** (pp. 7-11).
  - C. **Academic Senate Calendar for 1995-1996:** (p. 12).
  - D. **Selection of members to the Cal Poly Plan Steering Committee.**
  - E. **Resolution on Charter Governance Committee Proposal for the Cal Poly Governance Council:** (pp. 13-25).
  - F. **Resolution on Revisions to the Cal Poly Strategic Plan [to include Global Awareness]:** (pp. 26-40).
  - G. **Resolution on Program Review and Improvement Committee's Report on Programs Reviewed During 1994-1995:** (included with this agenda as separate document).
  - H. **Resolution on Department Name Change for the Chemistry Department:** (pp. 41-44).
  - I. **Resolution on "U" Grades:** (p. 45).
  - J. **Resolution on Guidelines for Experiential Education:** (p. 46).
- VI. Discussion Item(s):
  - A. **Selection Committee for Vice President for Academic Affairs:** (pp. 47-52).
  - B. **Academic Priorities 1996-97 Budget:** (pp. 53-61).
  - C. **Cal Poly Plan: Status of the (1) faculty survey and (2) focus groups on "quality."**
  - D. **Developing performance based salary/step criteria.**
- VII. Adjournment:

Items to come before the Executive Committee during fall quarter:

- A. **Assigned time distribution for Senate officers and committee chairs for 1995-1996.**
- B. **Academic Senate/university-wide committees—recommendations for reorganization.**
- C. **General Education and Breadth: revisioning of...**
- D. **Visionary Pragmatism and curricular reform.**
- E. **(Possible) Resolution on program discontinuance.**
- F. **(Possible) Resolution on external review of departments with no accreditation Agency.**
- G. **(Possible) Resolution on completing all degree requirements before participating in graduation ceremonies.**
- H. **Revised resolution on evaluation of college deans/equivalent administrators.**
- I. **Revised resolution on vote of no confidence for administrators.**
- J. **Recommendations from the Computer Literacy Subcommittee re instructional computing.**
- K. **Recommendations from the Research Committee regarding improvement of efficiencies in the research process.**
- L. **Proposed policy on campus civility.**

09/11/95

# ACADEMIC SENATE/COMMITTEE VACANCIES for 1995-1996

## ACADEMIC SENATE COMMITTEE VACANCIES

CAED	Budget Committee	
	Constitution & Bylaws Committee	
	Fairness Board	
	Instruction Committee	
	Long-Range Planning Committee	(Donna Duerk, Gerald Smith)
	Personnel Policies Committee	
	Program Review and Improvement Committee	(Walt Bremer)
	Status of Women Committee	
CBUS	Status of Women Committee	
CENG	Budget Committee	(Joanne Freeman)
	Constitution and Bylaws Committee	(Saeed Niku)
	Fairness Board	(Carl Hsieh)
	GE&B Committee	(J Connely, J Freeman, R Heidersbach, R Lang, M Nahvi)
	Long-Range Planning Committee	(James Beug, Ali Shaban)
	Personnel Policies Committee	(Carl Hsieh)
	Program Rev and Impr Com	(John Connely, Joanne Freeman)
	Status of Women Committee	
	University Professional Leave Committee	
CLA	Budget Committee	
	Constitution and Bylaws Committee	
	Curriculum Committee	(Nancy Clark, Alexis Olds)
	Fairness Board	(R Cruikshanks, R Murray, F O'Toole)
	GE&B Committee	(L Bomstad, L Houlgate, J Snetsinger)
CSM	Constitution and Bylaws Committee	(Ray Terry)
	Curriculum Committee	(Nilgun Sungar, Ray Terry)
	Fairness Board	(Marylud Baldwin)
	GE&B Committee	(J Rogers, R Smidt, N Sungar, R Terry)
	Instruction Committee	
	Library Committee	(Mary Rigler, Ray Terry)
	Long-Range Plg Committee	(Dwayne Head, Ray Terry)
	Personnel Policies Committee	
	Program Review and Improvement Committee	
	Status of Women Committee	(M Baldwin, N Sungar)
	University Professional Leave Committee	
PCS	Budget Committee	(Julia Waller)
	Curriculum Committee	(Susan Somppi)
	Instruction Committee	
	Status of Women Committee	(Jere Ramsey, Wendy Spradlin)

## Distinguished Teaching Awards Committee:

Present members:	Linda Halisky (English)	
	Rami Shani (Mgt)	
	VACANCY	(Lee Burgunder)
	VACANCY	
	VACANCY	

**ACADEMIC SENATE  
FACULTY INTEREST QUESTIONNAIRE RESPONSES  
FOR UNIVERSITY-WIDE COMMITTEES  
1995-1997**

order of  
preference

**AFFIRMATIVE ACTION FACULTY  
DEVELOPMENT PROGRAM REVIEW COMMITTEE**

(must be tenured)

Cruikshanks, Randal	CLA	1 of 2
Harris, John	CAGR	2 of 2
McDermott, Steven	CLA	
O'Keefe, Timothy	CAGR	2 of 3
Ortiz, Maria	CSM	2 of 4
O'Toole, Fred	CLA	
Ryujin, Donald	CLA	
Vix, Marlin	CAGR	1 of 2

**ALUMNI BOARD**

Johnston, Hal	CAED	2 of 3
Nahvi, Mahmood	CENG	1 of 3

**ADMISSIONS COMMITTEE**

Brown, Robert	CSM	2 of 2
Freeman, Joanne	CENG	2 of 2
Nahvi, Mahmood	CENG	2 of 3
Waller, Julia	PCS	3 of 5

**ANIMAL WELFARE COMMITTEE**

(individual in non-scientific area)

Bomstad, Linda	CLA	1 of 3
Terry, Raymond	CSM	3 of 3

**ASI FACILITIES AND OPERATIONS COMMITTEE**

Johnston, Hal	CAED	3 of 3
Lutrin, Sam	PCS	

**ASI STUDENT SENATE**

(requires Wednesday night attendance)

**ATHLETICS GOVERNING BOARD**

Clark, Kevin	CLA	
Freberg, Laura [encumbent]	CLA	
Lambert, Walt	PCS	2 of 3
McKibbin, Carroll	CLA	
Vix, Marlin [encumbent]	CAGR	2 of 2

**CAMPUS DINING ADVISORY COMMITTEE**

Dawson, Madoka	CAGR	(can only serve '95-96)
Lambert, Walt	PCS	3 of 3

**CAMPUS PLANNING COMMITTEE**

Duerk, Donna	CAED	1 of 2
Hall, Mike	CAGR	
Harris, John	CAGR	1 of 2
Smith, Gerald	CAED	

CHILD CARE ADVISORY COMMITTEE

Baldwin, Marylud	UCTE	1 of 2
Bomstad, Linda	CSM	2 of 3
Vaughn, Minda	CLA	1 of 3

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

COORDINATING COMMITTEE ON AIDS & HIV INFECTION

Cook, Barbara	CLA	
McBurney, Kathleen	CAGR	1 of 2
Vaughn, Mina	CLA	3 of 3

DISABLED STUDENTS ADVISORY COMMITTEE

(expertise/special interest in phy/lrg disabilities)

Baldwin, Marylud	UCTE	2 of 2
Grant, Brad	CAED	
McDonald, Luann	PCS	3 of 8

[REDACTED]

[REDACTED]

EL CORRAL BOOKSTORE ADVISORY COMMITTEE

Shetler, Joy	CENG
Vanasupa, Linda	CENG

ENROLLMENT MANAGEMENT IMPLEMENTATION COMMITTEE

Freeman, Joanne	CENG	1 of 2
Nulman, Dennis	UCTE	
Waller, Julia	PCS	4 of 5

EQUAL OPPORTUNITY ADVISORY COUNCIL (CAGR, CBUS, CENG, CSM)

Bird, Allan	CBUS	
Ortiz, Maria	CSM	1 of 4

EXTENDED EDUCATION COMMITTEE (CAGR, CAED, CLA)

Drucker, Howard	UCTE
-----------------	------



Hoover, Robert	CLA	
Houlgate, Laurence	CLA	
O'Keefe, Timothy	CAGR	1 of 3
Troxel, Patricia	CLA	1 of 2

FACILITIES USE COMMITTEE

Querik, Donna	CAED	2 of 2
Johnston, Hal	CAED	1 of 3

FACULTY/STAFF WELLNESS PROGRAM ADVISORY

McDonald, Luann	PCS	5 of 8
-----------------	-----	--------

FOUNDATION BOARD OF DIRECTORS

Greenwald, Harvey	CSM	
-------------------	-----	--

HEALTH AND WELLNESS PROGRAM ADVISORY COMMITTEE

McBurney, Kathleen	CAGR	2 of 2
McDonald, Luann	PCS	6 of 8

HUMAN CORPS ADVISORY COMMITTEE, CAL POLY

McDonald, Luann	PCS	8 of 8
-----------------	-----	--------

INFORMATION RESOURCE MGT POLICY & PLG COM

Morrison, Kent	CSM	
----------------	-----	--

INSTRUCTIONALLY RELATED ACTIVES ADVISORY (IRA)

Andre, Barbara	PCS	
Butrin, Sam	PCS	

LIBERAL STUDIES COMMITTEE (CLA-lang/lit, CSM-Sci & Math rep)

Bomstad, Linda	CLA	3 of 3
Spradlin, Wendy	PCS	

PRESIDENT'S AWARD FOR [STUDENT] COMMUNITY SERVICE, SELECTION COMMITTEE

McDonald, Luann	PCS	7 of 8
-----------------	-----	--------

PUBLIC SAFETY ADVISORY COMMITTEE (2 vacancies)

Cavaletto, Richard	CAGR	
McDonald, Luann	PCS	1 of 8

RADIATION SAFETY COMMITTEE (CAGR, CSM)

Ortiz, Maria	CSM	4 of 4
--------------	-----	--------

RESOURCE USE COMMITTEE

Waller, Julia	PCS	5 of 5
---------------	-----	--------

STUDENT AFFAIRS COUNCIL

Jones, Carolyn	PCS	1 of 2
Lambert, Walt	PCS	1 of 3

SUBSTANCE ABUSE ADVISORY COMMITTEE

Jones, Carolyn

PCS

2 of 2

WRITING SKILLS ADVISORY COMMITTEE

Cruikshanks, Randal

CLA

2 of 2

McDonald, Luann

PCS

2 of 8

## **Academic Senate Calendar for 1995-1996**

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

September 11

Fall Conference:

1:30pm Academic Senate Standing Committees (Chumash)

2:45pm Academic Senate General Session (UU 207)

September 19

Executive Committee

October 3

Senate

October 10

Executive Committee

October 24

Senate

October 31

Executive Committee

November 14

Senate

November 28

Senate (if needed)

**December 4 through January 1, 1996 - finals and quarter break**

January 9

Executive Committee

January 23

Senate

January 30

Executive Committee

February 13

Senate

February 20

Executive Committee

March 5

Senate

**March 11 through March 24, 1996 - finals and quarter break**

March 26

Executive Committee

April 9

Senate

April 16

Executive Committee

April 30

Senate

May 7

Executive Committee

May 21

Senate

May 28

Senate (if needed)

**June 3 through June 16, 1996 - 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.



Adopted:

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

**AS- 95  
RESOLUTION IN  
SUPPORT OF THE CHARTER GOVERNANCE  
COMMITTEE PROPOSAL FOR THE CAL POLY GOVERNANCE COUNCIL**

- WHEREAS, The Charter Governance Committee has proposed a structure and procedure for the internal governance of the University in those areas affecting all constituencies outside the realms of each constituency's area of exclusive responsibilities; and
- WHEREAS, The underlying purpose of the *Charter Governance Committee Proposal for the Cal Poly Governance Council* is to "utilize a decision making [process] to yield the highest cooperation of all constituent groups within the University"; and
- WHEREAS, To achieve the above stated end of "highest cooperation," the Charter Governance Committee itself employed and urges the Governance Council to adopt the National Association of Women's Centers consensus model [see Attachment A of the Proposal]; and
- WHEREAS, The Charter Governance Council based its Proposal on the underlying principles of Involvement; Efficiency; Timely, Involved Actions; Mutual Responsibility and Accountability; Communication; Consultation; Openness; Environment; and Leadership as stated on pages 3 and 4 of the Proposal; and
- WHEREAS, The area of faculty exclusivity is understood to entail the topics mentioned in Attachment B of the Proposal which paraphrases the tradition of faculty prerogatives, duties and responsibilities as contained in California Law, and resolutions and understandings reached by the CSU Chancellor and Board of Trustees detailed in *PRINCIPLES AND POLICIES: Papers of the Academic Senate, The California State University* (Vol. 1, 1988); and
- WHEREAS, The Proposal does not countenance any restrictions on the prerogatives traditionally enjoyed by the constituent groups but instead attempts to achieve a greater degree of involvement and understanding concerning policies affecting the entire University community by providing a representative forum where significant discussion can occur and consensus may emerge; therefore, be it
- RESOLVED: That the Academic Senate of Cal Poly support the attached *Charter Governance Committee Proposal for the Cal Poly Governance Council* with the following amendments:

-----  
-----

- RESOLVED: That the Academic Senate of Cal Poly urge its adoption on a trial basis for a period of \_\_\_\_\_ years.

Proposed by the Charter Governance Committee  
July 5, 1995

July 5, 1995

**CHARTER GOVERNANCE COMMITTEE  
PROPOSAL FOR  
THE CAL POLY GOVERNANCE COUNCIL**

**Charter Governance Committee Charge**

The Charter Governance Committee was appointed by Vice President Robert D. Koob (November, 1994) to examine the internal governance structure of the campus and its relationship to other constituencies, i.e., the CSU system, State Legislature, statewide student organizations, bargaining units, and the CSU Academic Senate.

The Charter Governance Committee in its early deliberations decided its initial charge would be to develop an internal governance structure for the campus during the academic year 1994-95. Other governance relationships would be addressed in academic year, 1995-96.

The following proposal for a Cal Poly Governance Council was developed in conjunction with the Charter Oversight Committee, the Charter Fiscal Flexibility Committee, and the Charter Employee Relations Committee. The underlying desire on the part of the Charter Governance Committee was to develop a model that will utilize a consensus decision making to yield the highest cooperation of all constituent groups within the University. The Charter Governance Committee adopted the National Association of Women's Centers consensus model for its

own deliberations and recommends its use by the proposed Governance Council. This procedure is described in Attachment A.

In preparing the governance model, the Charter Governance Committee itself adopted a standard of participation that asked each committee member for a commitment to preparedness, openness, excellence and consultation with constituent groups. These standards of participation led to the development of the governance model.

### **Charter Governance Committee Membership**

Appointed to the Charter Governance Committee were:

Juan C. Gonzalez, Vice President for Student Affairs--administration representative,  
Chair

Eric Doepel, Director, Annual Giving--representing Staff Council

Pat Harris, Coordinator, Women's Programs and Services--representing Staff Council

James Conway, Speech Communications Department--representing CFA/Labor Council

Marsha Epstein, Information Technology Services--representing CSEA/Labor Council

Reginald Gooden, Political Science Department--representing Academic Senate

Tom Hale, Mathematics Department--representing Academic Senate

Diane Michelfelder, Philosophy Department--representing Academic Senate

Yvonne Archibeque--student representative

Erica Brown, ASI President--student representative

Clint Rehmann--student representative

Robert Koob, Vice President for Academic Affairs--administration representative

Wesley Witten, community advisory member

Lorraine Ridgeway, recording secretary

### **Guiding Principles Utilized by the Charter Governance Committee**

In an effort to guide the Charter Governance Committee in developing models for governance, the following guiding principles were adopted. They would serve as a

basis for developing a new governance structure and setting standards for performance. These principles are:

- Involvement. All constituents across campus should be involved in all issues; however, the degree of involvement may vary depending on the interest, need, and time constraints imposed by the nature of the issues.
- Efficiency. The University's current and prospective needs and demands require increased efficiency, that is, more accomplished with fewer resources. Accordingly, governance actions and processes must strive for efficiency.
- Timely, Involved Actions. Conclusions and results should be timely to satisfy needs and capture opportunities. Involvement means addressing both immediate and pressing as well as strategic long-term issues with approaches that are innovative, responsible, and anticipatory.
- Mutual Responsibility and Accountability. All constituents must participate with a high level of trust in order to initiate and facilitate change. To achieve this high level of trust, all participants must act responsibly and be accountable for their actions.
- Communication. Communication must be open and thorough.
- Consultation. All constituents need to be consulted for input and involved in the conceptualization and implementation of change.
- Openness. The entire process must be open and accountable to all constituents.

- Environment. All elements of the institutional environment, that is all constituent groups need to be identified and included. Some actions will impact constituent groups outside the institution such as community members and alumni.
- Leadership. Leadership must be active, vigorous and decisive to shape an institutional vision and implement changes to realize Cal Poly's goals.

## COMPONENTS OF THE PROPOSED CAL POLY GOVERNANCE MODEL

### I. Authority

It is proposed that the Cal Poly Governance Council have authority to address all issues not governed by areas of exclusivity. Exclusivity is defined as those areas that are delegated or mandated to other groups by either Board of Trustee policy, Title V, and/or California State Code (HEERA). The four areas of exclusivity defined by the committee are:

- Presidential Authority (the President)
- Mandated Student Control of Fees (A.S.I.)
- Employee Relations, Terms and Conditions of Employment (exclusive bargaining units)
- Faculty Retention/Promotion/Tenure and Evaluation; Curricular Curriculum Content (Academic Senate)



The Cal Poly Governance Council will focus its energies primarily on the development and review of policies. As the policy governing body, the Governance Council will also evaluate how policy is implemented.

The Cal Poly Governance Council will require sub groups to exist in order to deal with areas of exclusivity or other pressing issues on campus. These standing committees will include, but will not be limited to, the Employee Relations Committee. The chair of this and other standing committees will be present at meetings of the Governance Council to provide consultation and to ensure effective communication.

## **II. Cal Poly Governance Council Membership**

The University President will chair the Cal Poly Governance Council as a voting representative of the Administration.

Membership in the Cal Poly Governance Council will be drawn from four constituent groups. These groups are defined as the Academic Senate for faculty; Associated Students, Inc., for students; the Staff Council for staff, and the Administration. Each constituency will be represented by three (3) members for a total of twelve (12) voting members. Every attempt will be made to ensure Labor Council representation through the Academic Senate (faculty) or the Staff Council (staff).

Additionally, the Foundation will be represented either by the Administration or the Staff Council (staff).



Each constituency will determine its own selection or appointment method for its representatives. It is recommended that representative terms be staggered in order to ensure continuity.

### **III. Communications**

Communication is the pivotal component of an effective governing council. Communication is paramount and vital to help increase campus morale, facilitate effective decision making, and create opportunities to involve members of the community. Communication is seen as an important governance function to facilitate responsible action by constituent groups and provide full accountability for joint decision making.

Each constituent group will be held responsible for conveying information to and from the Governance Council. Recommended means of communication include meeting minutes, newsletters, electronic mail, and the student newspaper. University publications should be seen as potential vehicles for increased communication.

The Governance Council and each constituency are expected to prepare their own communication plan and implement it effectively.

Meetings will be generally open to the public with an option to call closed meetings when deemed necessary. Weekly meetings will be scheduled year-round. Confidentiality is not seen as desirable; rather, openness and inclusivity are priorities.

#### **IV. Agenda Setting**

Cal Poly Governance Council agenda items may be offered by any member of the campus community. All agenda items will be submitted to the Governance Council Chair. Agenda items will be prioritized by the Governance Council.

#### **V. Responsibility and Accountability**

Members representing different constituencies will be responsible to those constituencies for all decisions, communication, consultation, and involvement. It is acknowledged that all constituents must participate with a high level of trust to satisfy the demands of the governance structure. The commitment to shared decision making obligates each member to bear the equal responsibility of collective, consensus-based stewardship.

#### **VI. Decision-making Process**

The National Association of Women's Centers consensus model for decision-making will be adopted by the Governance Council. This procedure is described in Attachment A.

#### **VII. Timeliness**

All efforts should be directed toward comprehensive communication and consultation. The ability to have timely involvement may be affected by external forces, the complexity of the issues, the need for constant consultation, and other factors. Timeliness will depend on the nature of the topic.

### **VIII. Resources**

Simply creating a governance council does not provide the necessary ingredients to make it successful. Indeed, institutional investment is a prerequisite. The Cal Poly Governance Council should receive appropriate resources for it to be successful in its charge.

### **IX. Relationship to Existing Structure**

The Governance Council will define official links to on-going structures and processes. These links will be explicit, formal, and consistent.

## A NOTE ON NAWC PROCEDURE

The National Association of Women's Centers uses a consensus model of decision making in all our meetings. Simply, majority does not rule; dissent is considered as part of the process which leads to an acceptable result for all. A group consensus does not necessarily mean a unanimous agreement of each individual, but rather that the decision of the group is reasonable enough that no individual wishes to object to, or block, the decision.

### NAWC CONSENSUS MODEL: BASIC UNDERSTANDINGS

There are some basic understandings that must be understood by each member of the group when using this type of decision making process. In NAWC, we hold the fundamental view that all members are entitled to express themselves regardless of how much time is required for all who wish to speak to be heard. If time does not permit a full discussion, the item should be tabled until full discussion can occur. Similarly, if agreement can not be reached it is appropriate to either send the issue to committee or table the issue to let it rest. Often agreement can be reached after all have reconvened and look at the issue with a fresh perspective. One does not however, hold the right to disrupt the group process by refusing compromise and becoming "a brick wall" and an obstacle to the decision making process.

We accept that each member brings to the group not only ideas but unique personality and experiences. Individuals and their experiences are always valid and do contribute to the decision making process, even if other individuals do not share similar experiences.

We accept that each one of us has a role as an equal member of the group. We may choose individuals for completing tasks but no member is a hierarchical authority. We are each obligated to help lead the group.

### DECISION MAKING PROCESS OF NAWC

The first aspect of decision making is voicing a proposal. Unlike parliamentary organizations discussion of an issue can occur before a formal proposal is made. A discussion may begin with, "Do you think we should...", or it may begin with "I propose that we..." There is no "wrong" way to bring a matter to the floor for discussion.

After a proposal is made, individuals have several options of response to a proposal that form a continuum from unanimous decision to no decision: Full agreement, acceptance, acceptance with reservation, acceptance with disagreement, and blocking disagreement. Each response and how it is interpreted follows.

**Full agreement.** An individual agrees fully to all aspects of a proposal or

decision. A proposal does not often pass in full agreement unless it is about non complex issues, such as, "Shall we break for lunch now?"

**Acceptance-** An individual agrees to a proposal or decision, but does not hold as much personal attachment to the matter. Most proposals pass with this type of acceptance which holds a "It sounds like a good idea- I can go along with that" type attitude. Such a response seems to be found when setting dates and deadlines. More matters are passed with this type of basic agreement.

**Acceptance with reservation-** An individual agrees to a proposal or decision but holds some doubt, or discomfort about part of the decision. This response may be given in cases such as, "the proposal is that we budget \$2000 for conference scholarships" and as an individual you feel the amount should be less, but you are willing to let the \$2000 figure stand.

**Acceptance with disagreement-** An individual agrees with part of a proposal or decision but holds disagreement with another part of the decision, but is not willing to have their disagreement stop action by the group as a whole. For instance, one proposes that we "donate" our mailing list to a university which is looking for a new director of their women's center. You feel that the university should pay for the list because they have financial resources, yet you do see that the position announcement can be a benefit to our membership. You agree to give the university the list despite that you want them to pay for it.

**Blocking disagreement-** An individual disagrees with a decision, and is willing to have their disagreement stop action by the group as a whole. This response should be used only when there is extremely divergent views. Blocking does not end discussion of an issue but rather begins the search for a negotiated compromise. This position, if used inappropriately, can disrupt the group process. If the group tries to negotiate a new decision and the blocking individual refuses to negotiate, the remainder of the group may determine that the action of the individual has moved from voicing dissent to trying to break down the group and thus the individual has surrendered her role as an equal member of the group. The group may then decide to act without the participation of the blocking individual.

#### THE BENEFIT OF OUR CONSENSUS MODEL

The consensus model used by NAWC allows for open discussion, differing opinions, and for conflict as we make decisions. We believe that this allows us to focus on matters in a realistic and humane manner which ultimately leads to the highest cooperation of our members as we fulfill our mission. Each member is included and there is never a "wrong" time to question procedure, ask for clarification or express your view on the topic at hand. While conflict can be difficult, resolution and ultimate agreement is our reward.



DRAFT

DRAFT

DRAFT

## FACULTY PLAN

In offering our alternative, we have proceeded on the assumption that "The Committee" (Campus Committee, Pipeline, Tunnel, Poly Rump, ... whatever we decide to call it) will function so as to embody the six principles we have entertained so far: Communication, Openness, Consultation, Timely Involvement, Mutual Responsibility and Leadership. We want to restrict its policy-making power to solely those issues which directly affect the entire campus community, for example, parking and the budget. On all other matters, The Committee will function as an entrepot for issues affecting the manifold constituencies of the Campus. Here all groups will have the opportunity to share in a timely manner concerns which bear on them and the community at large. In this way, all will be informed, consulted and have the opportunity to participate in the generation of understanding and the prospect of achieving a comfortable level of consensus. It would be improper for this group to voice the final recommendation to the Board of Trustees or its representative on matters pertaining exclusively or primarily to one or only some of the Campus constituencies. To the degree that The Committee is recommending on matters that involve all the Campus community, it will be incorporating the six principles, and perhaps others as well (for instance, fairness, comity, good manners, generosity, et cetera).

At least some dimensions of Leadership or Mutual Responsibility resides with The Committee in all of its functions, such as when it acts primarily in the capacity of information conduit and mutual soundingboard as well as when it is acting as a policy-making organ. In all its functions, it must express the support of all its constituents otherwise it will lapse into irrelevancy and join the other spooks we are forever attempting to exorcise. How well it maintains the dedication, attention and respect of the community will depend on the importance of the issues discussed. Although all issues may be broached, some (for example, the sacking of the men's and women's basketball coaches) may best be left for the editorial pages of the Mustang Daily. However, the athletic budget allocation would be open for discussion!

Just as the faculty think that there may be issues which exclusively concern one or a few of the constituency groups, so are there some areas over which the faculty remains jealously protective. Among these are the following:

- the Academic Senate is the official voice of the Cal Poly faculty;
- the Senate shall be the formal policy-recommending body on decisions pertaining to the following matters:
  - minimum admission requirements for students,
  - minimum conditions for the award of certificates and degrees to students,



## FACULTY PLAN

### SCOPE OF AUTHORITY

The Committee's paramount policymaking recommendations to the president would be limited solely to those issues involving the entire campus community, such as, parking or the distribution of the budget. In matters traditionally the prerogative of the faculty, such as the curriculum, the content and definition of what constitutes a baccalaureate class or the qualifications of persons entitled to teach such classes, the faculty insist on having the final say, after appropriate consultation with interested parties, before transmitting their recommendation to the president. Students and administration currently have representation in the senate and committees pertinent to their involvement.

### MEMBERSHIP

The distribution of the members would not be so critical to the faculty so long as the faculty exercise last say over matters recognized as falling under their responsibility and so long as the distribution reflects the fact that this is a university and the academic side must be safeguarded. With that in mind, we suggest the following distribution: five faculty, three students, two staff, and one administrator.

### AGENDA SETTING

This issue will always stimulate controversy because external exigencies may crowd out very important internal concerns. What the Committee is primarily concerned with is taking the long view so as to address issues in such a fashion as to avoid having to be forced into a posture of crisis management. That will take patience and good will on the part of the representatives of the various constituencies. All issues may be given an audience but the members, through the development of mutual trust, have to reconcile themselves to the reality that all won't be given priority. Constituencies will transmit issues through their representatives on the Committee and the Committee will rank and address them as it sees fit.

### RESPONSIBILITY/ACCOUNTABILITY

The Committee will recommend policy on matters pertaining to all and act as a conduit of accurate information to the campus constituencies. Success breeds success, and its function as a source and transmission of information will in time become more secure. Communication flows in both directions and the representatives on the Committee must be watchful not to introduce personal static and other interference with the flow.

Adopted:

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

**AS- -95/  
RESOLUTION ON  
REVISIONS TO THE CALIFORNIA POLYTECHNIC  
STATE UNIVERSITY STRATEGIC PLAN**

- WHEREAS, On February 22, 1994, President Baker called for a dynamic, fluid strategic plan that is open to changes as new opportunities arise; and
- WHEREAS, Vice President Koob has called for the strategic plan to be expanded in light of the global landscape and the many internationally related activities taking place at Cal Poly; and
- WHEREAS, These positions led to the establishment of the University Task Force on Global Awareness; and
- WHEREAS, One of the charges given to this task force was to propose revisions to the California Polytechnic State University Strategic Plan that would enhance global awareness; and
- WHEREAS, This portion of the charge given to the task force has been completed; therefore, be it
- RESOLVED: That the Academic Senate of Cal Poly accept the Task Force on Global Awareness revisions to the California Polytechnic State University Strategic Plan; and, be it further
- RESOLVED: That the Academic Senate of Cal Poly forward the suggested revisions to the California Polytechnic State University Strategic Plan to the President for consideration.

Proposed by the Task Force on Global  
Awareness  
May 16, 1995

## **CALIFORNIA POLYTECHNIC STATE UNIVERSITY STRATEGIC PLAN**

Cal Poly's Strategic Plan was developed as a means to guide the university over the next several years. It establishes a direction for achieving the mission of the university by setting forth the goals and priorities which will direct its future planning, resource allocation, and decision making.

### **CAL POLY MISSION STATEMENT**

As a predominantly undergraduate, comprehensive, polytechnic university serving California, the mission of Cal Poly is to discover, integrate, articulate, and apply knowledge. This it does by emphasizing teaching; engaging in research; participating in the various communities, LOCAL, STATE, NATIONAL, AND INTERNATIONAL, with which it pursues common interests; and where appropriate, providing students with the unique experience of direct involvement with the actual challenges of their disciplines IN THE UNITED STATES AND ABROAD.

Cal Poly is dedicated to complete respect for human rights and the development of the full potential of each of its individual members. Cal Poly is committed to providing an environment where all share in the common responsibility to safeguard each other's rights, encourage a mutual concern for individual growth and appreciate the benefits of a diverse campus community.

### **1. ACADEMIC PROGRAMS**

The purpose of academic programs at Cal Poly is to fulfill the university mission of pursuing and transmitting skill, knowledge and truth. Cal Poly's academic programs support the university's unique comprehensive, polytechnic mission and should all be assessed periodically to ensure that they meet student and societal needs. Cal Poly should provide the necessary resources to ensure the highest quality of service to its students to facilitate their progress throughout all phases of their educational careers.

#### **Goals:**

- 1.1 Consistent with the provisions of Title 5, Sections 40050 and 40051 of the California Code of Regulations, Cal Poly shall affirm its polytechnic orientation emphasizing undergraduate, graduate, and post-baccalaureate professional and technical programs, while providing high-quality programs in the arts, humanities, and natural, social and behavioral sciences that characterize a comprehensive, polytechnic

Cal Poly Strategic Plan

2

university. These programs shall encourage students to be imaginative and assume leadership in the future.

1.1.1. Cal Poly shall ensure that a significant majority of Cal Poly students are enrolled in professional or technical programs.

1.1.2. Cal Poly administration shall continue to seek necessary state resources to support a high-quality polytechnic university.

1.2 Cal Poly shall continue to admit and graduate the highest quality students possible.

1.3 Cal Poly may admit freshmen into majors, or colleges, or admit them into the university without declaring a major.

1.4 Cal Poly's general education will continue to maintain a technical component consistent with the university's character and will provide means whereby graduates:

will have achieved the ability to think clearly, logically, and creatively; to find and critically examine information; to communicate in English orally and in writing; and to perform quantitative functions;

will have acquired appreciable knowledge about their own bodies and minds, about how human ~~society~~ ~~has~~ ~~SOCIETIES HAVE~~ developed and how ~~it~~ ~~THEY~~ now functions, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of ~~their~~ ~~civilization~~ ~~WORLD CIVILIZATIONS~~;

will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

1.4.1 Cal Poly's general education program shall provide alternatives by which undergraduates can complete the CSU mandated requirements for general education.

1.4.2 Cal Poly shall establish policy to facilitate general education transferability.

1.4.3 Cal Poly shall ensure its graduates will have acquired knowledge regarding technology, its importance to society, and its impacts on the natural systems.



Cal Poly Strategic Plan

3

1.4.4 CAL POLY SHALL STRIVE TO PREPARE ITS GRADUATES WITH AN ABILITY TO FUNCTION IN A GLOBAL SOCIETY.

1.5 Cal Poly shall support and develop high quality postbaccalaureate programs that complement the mission of the university.

1.6 Cal Poly shall provide a campus environment where a strong commitment to teaching and learning exists, and all members of the campus community are motivated to work together in the pursuit of educational goals.

1.7 Cal Poly's instructional programs will vary in size depending on such factors as:

- o relevance to mission
- o quality of program, faculty, students, and staff
- o support of the university's Educational Equity and Affirmative Action plans
- o projected demand by students and employers
- o overlaps with programs in other institutions, including the number and size of similar programs offered elsewhere in the state
- o requirements of accreditation associations
- o resource requirements (variety of faculty, staff, facilities, equipment, library resources).

1.8 Cal Poly's decisions about academic programs and administrative organizations shall be based on the educational needs of students and society and the efficient, effective and appropriate use of resources within a program.

1.8.1 Cal Poly shall review these decisions regularly.

1.9 Cal Poly shall participate in self-supporting programs that offer educational opportunities for nontraditional, nonmatriculated students.

1.10 Cal Poly shall ensure that the academic curriculum is appropriately infused with issues of gender and cultural and racial pluralism, INCLUDING SOCIAL, POLITICAL, AND RELIGIOUS SIMILARITIES AND DIFFERENCES AMONG SOCIETIES.

1.10.1 Cal Poly shall require for graduation, successful completion of course work that focuses on the issues of gender and cultural and racial pluralism, INCLUDING SOCIAL, POLITICAL, AND RELIGIOUS SIMILARITIES AND DIFFERENCES AMONG SOCIETIES.

## Cal Poly Strategic Plan

4

1.10.2 Cal Poly shall ensure that the content of courses across the curriculum include relevant issues of gender and cultural and racial pluralism, INCLUDING SOCIAL, POLITICAL, AND RELIGIOUS SIMILARITIES AND DIFFERENCES AMONG SOCIETIES.

1.10.3 CAL POLY SHALL ENCOURAGE ACADEMIC PROGRAMS ABROAD, BOTH IN GENERAL TERMS, AND ESPECIALLY IN THOSE AREAS OF RELEVANCE TO THE STUDENTS' MAJOR COURSES OF STUDY.

1.11 CAL POLY SHALL ENCOURAGE GLOBAL AWARENESS THROUGH INTERNATIONAL EXCHANGES, STUDIES ABROAD, AND INTERACTIONS WITH STUDENTS FROM ABROAD.

## 2. FACULTY SCHOLARSHIP

The faculty shall be encouraged to be proficient and current in their disciplines as well as their teaching skills. Cal Poly shall continue to encourage faculty to belong to appropriate professional organizations. THE UNIVERSITY WILL PROMOTE THE INVOLVEMENT OF FACULTY IN NATIONAL AND INTERNATIONAL ACTIVITIES. Cal Poly will provide the necessary support to ensure that faculty have the opportunity to achieve success in the scholarships identified below.

### Faculty Professional Development

Excellence in teaching is the primary purpose of Cal Poly's faculty, and active participation in various types of scholarly activities is essential to meeting this goal. Cal Poly recognizes and endorses four types of scholarship as part of the expectations for faculty. A Carnegie Foundation report entitled Scholarship Reconsidered: Priorities of the Professorate identifies these as the Scholarship of Teaching, the Scholarship of Discovery, the Scholarship of Integration, and the Scholarship of Application. Each of Cal Poly's faculty members must be active and proficient in the Scholarship of Teaching. While activity in the three remaining areas characterizes the career of a faculty member, at any given time it is likely that one area will receive greater emphasis than the others.

Cal Poly endorses the broad definitions of the four types of scholarship set forth in the Carnegie report. The following thoughts extracted from the Carnegie report summarize the mission of teaching and scholarship at Cal Poly.

The Scholarship of Teaching. As a scholarly enterprise, teaching begins with what the teacher knows. Those who teach must be well-informed and steeped in the knowledge of



their fields. Teaching is also a dynamic endeavor which must bring students actively into the educational process.

Further, teaching, at its best, means not only transmitting knowledge, but transforming and extending it as well. In the end, inspired teaching keeps scholarship alive and inspired scholarship keeps teaching alive. Without the teaching function, the continuity of knowledge will be broken and the store of human knowledge diminished.

- 2.1 Cal Poly shall continue to encourage its faculty members to be proficient and current in the subjects they teach.
- 2.2 Cal Poly shall continue to improve opportunities for each faculty member to be skilled in classroom or comparable modes of instruction and to have the most up-to-date means of information technology available.
  - 2.2.1 Cal Poly shall continue to place particular emphasis upon teaching methods that require students to take an active role in their own learning.
- 2.3 Consistent with its expectations, Cal Poly shall continue to improve classroom space, classroom equipment, supplies, study space, communication and information technologies, books, periodicals, and other resources.
- 2.4 Cal Poly shall develop an on-going and effective program of conferences and workshops on teaching and use of information technology to ensure the highest possible quality of instruction across the campus.

The Scholarship of Discovery comes closest to what is meant when academics speak of "research." This scholarship contributes not only to the stock of human knowledge, but also to the intellectual climate of the University. Not just the outcomes, but the process, and especially the passion, give meaning to the effort. The probing mind of the researcher is a vital asset to Cal Poly, the state, and the world. Scholarly investigation and/or creative activity, in all the disciplines, is at the very heart of academic life, and the pursuit of knowledge must be assiduously cultivated and defended. Disciplined, investigative efforts within the University should be strengthened, not diminished. Those engaged in the Scholarship of Discovery shall ask: What is known and what is yet to be discovered?

The Scholarship of Integration involves the serious, disciplined work of interpreting, drawing together, and bringing new insight to bear on original research. This scholarship can involve doing research at the boundaries where fields of study converge, or it can involve the interpretation and fitting of one's own research--or the research of others--into larger intellectual patterns. Integration means making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating nonspecialists, too. Those engaged in the Scholarship of Integration shall ask: What do the research findings mean and is it possible to interpret what has been discovered in ways that provide a larger, more comprehensive understanding?

The Scholarship of Application involves using knowledge to solve problems. This scholarship is a dynamic process where new research discoveries are applied and where the applications themselves give rise to new intellectual understandings. This scholarly activity, which both applies and contributes to human knowledge, is particularly needed in a world in which huge, almost intractable problems call for the skills and insights of university faculties. Those engaged in the Scholarship of Application shall ask: How can knowledge be responsibly applied to consequential problems, and how can social, economic, and other problems define an agenda for scholarly investigation?

- 2.5 Consistent with its expectations, Cal Poly shall continue to improve its support for the Scholarships of Discovery, Integration, and Application. Such support shall include but not be limited to assigned time, facilities, equipment, travel, and research assistance.
- 2.6 Cal Poly shall recognize and support professional activities to the disciplines (such as holding office, editing journals, reviewing books and participating in professional meetings) and service to the university and larger community (such as serving on committees and activity in community groups and activities).

### 3. STAFF PROFESSIONAL GROWTH AND ACHIEVEMENT

Excellence in support of students and faculty is the primary goal of Cal Poly's staff, and participation in activities that lead to professional growth and achievement is essential to meeting this goal. Professional growth and achievement includes continuing education related to a staff member's current position as well as education and training for future careers. Professional growth and achievement may

Cal Poly Strategic Plan

7

entail different activities for different staff members AND MAY INCLUDE OPPORTUNITIES TO INCREASE THEIR AWARENESS OF, AND PARTICIPATION IN, PROJECTS LOCALLY, NATIONALLY, AND INTERNATIONALLY.

In a university, it is appropriate for all members of the campus community to have the opportunity to seek further learning.

- 3.1 Cal Poly's staff members shall have the opportunity to pursue additional education and training whether in pursuit of a degree, certification, or personal life-long learning.

Staff members must have available to them the tools necessary for professional growth and achievement. This shall include the opportunity to enhance skills in their current fields, to be exposed to recent developments in technology and information, and to acquire additional education.

An important part of professional growth and achievement, especially on a campus as relatively isolated as Cal Poly, is participation in professional organizations and opportunities to attend professional conferences.

- 3.2 Cal Poly's staff shall be encouraged to be proficient and current in their professions in order to provide the highest quality support to students, faculty, and the university at large. In support of this, Cal Poly shall continue to improve and update the work environment.
- 3.3 Cal Poly's staff shall be encouraged to belong to appropriate local, state, and national professional organizations.
- 3.4 Staff professional growth and achievement shall be recognized by the university.
- 3.5 Cal Poly shall institute revised performance evaluation standards that set fair and high standards for performance of staff members. These performance standards shall take into consideration the stated expectations for professional growth and achievement and recognize staff members who endeavor to meet those expectations.
- 3.6 Consistent with its expectations, Cal Poly shall encourage staff participation in the Scholarships of Discovery, Integration, and Application. Such staff support should include, but not be limited to, active

involvement in DOMESTIC AND/OR INTERNATIONAL projects and research.

#### 4. STUDENT SATISFACTION

The experience of students directly relates to their satisfaction and the prospect that they will persist with their academic programs to graduation. Student satisfaction at Cal Poly is enhanced by the ambiance of a small university setting, low student-faculty ratios, and the continuing commitment to provide a motivated, technologically current AS WELL AS GLOBALLY-BASED learning environment. The university must continue to support and promote student satisfaction through early affiliation with specific advising programs, respect for the rights of the individual, access to student services, and opportunities to participate in activities that develop the whole person.

- 4.1 Cal Poly's administrative, academic, and student services programs shall promote student retention, success, and graduation in a timely manner.
- 4.2 Cal Poly's administrative processes affecting students shall be efficient, effective, and oriented toward service.
- 4.3 Cal Poly shall provide services, such as library and information services, computing, and audio-visual services, that improve the learning environment.
- 4.4 Cal Poly shall administer regularly a systematic survey of student attitudes toward academic, administrative, and support services.
  - 4.4.1 Cal Poly shall establish and implement a thorough approach to investigating the reasons why students choose to discontinue study at Cal Poly.
- 4.5 Cal Poly shall provide a campus environment where the rights of each member of the university community are respected.
  - 4.5.1 The Cal Poly community shall strive to be free of all forms of harassment.
  - 4.5.2 Campus policies for handling harassment complaints will comply with state and federal law.
- 4.6 Cal Poly shall provide an environment in which social, co-curricular, and multi-cultural programs motivate students, faculty, and staff to work, participate, and socialize together.



- 4.6.1 CAL POLY SHALL ESTABLISH AND MAINTAIN PROGRAMS TO RECOGNIZE AND INTEGRATE THE SOCIAL AND EDUCATIONAL INTERESTS OF INTERNATIONAL STUDENTS.

## 5. DIVERSITY

Diversity enhances the quality of life and education for all members of the Cal Poly community and enriches the social and professional climate both on and off campus. The concept of diversity assumes recognition and respect for differences in age, country of origin, creed, economic background, ethnicity, gender, physical ability, race, and sexual orientation. The development and maintenance of an integrated multicultural campus is the responsibility of all members of the Cal Poly community. Achieving educational equity within a diverse student body will require programs in outreach, recruitment, retention, career planning, and the promotion of timely graduation with special emphasis on reflecting the diversity among CSU eligible students within the state. Cal Poly commits to meeting the proportion of eligible underrepresented individuals by job category in appropriate recruiting areas. To achieve a truly integrated multicultural campus, members of the faculty, staff, and student body must participate in academic and cultural programs that promote the sensitivity, understanding, and appreciation necessary for the successful attainment of this ideal.

- 5.1 All members of the Cal Poly community shall work cooperatively to achieve an integrated multicultural, multi-racial, AND MULTINATIONAL campus in which the educational and professional opportunities for the student body, faculty, and staff are enhanced.
- 5.2 The composition of the Cal Poly community shall reasonably reflect the cultural diversity of those Californians qualified for enrollment or employment at Cal Poly.
- 5.2.1 Cal Poly shall initiate or maintain programs to increase the number of qualified student applicants, attract and retain students of high calibre, and increase the diversity of the student population in accordance with the campus enrollment management plan.
- 5.2.2. Cal Poly shall establish effective outreach programs to increase the number of underrepresented students, faculty, and staff members and participate to the fullest extent possible in CSU programs for increasing faculty, staff, and student diversity. In addition, Cal

Cal Poly Strategic Plan

10

Poly will have programs that promote the personal and professional success of underrepresented members of the university community.

5.3 Cal Poly shall create a campus environment that ensures equal opportunity for professional and personal success in all segments of the university community.

5.4 Cal Poly shall value diversity and promote mutual respect and interaction among all individuals. Cal Poly shall identify and support effective programs for educating Cal Poly faculty and staff members, students, and off-campus local constituencies in cultural diversity and for encouraging an integrated, diverse community within the university.

5.5 Cal Poly shall create academic and cultural programs to demonstrate to the campus and the community the contributions of culturally diverse groups.

5.6 CAL POLY SHALL CREATE AND SUPPORT ACADEMIC AND CULTURAL PROGRAMS TO ASSIST MEMBERS OF THE CAMPUS COMMUNITY IN DEVELOPING GLOBAL COMPETENCIES.

5.7 CAL POLY SHALL INITIATE, MAINTAIN, AND SUPPORT PROGRAMS TO INCREASE THE PARTICIPATION OF STUDENTS, FACULTY, AND STAFF IN INTERNATIONAL ENDEAVORS.

6. GOVERNANCE AND COLLEGIALITY

Effective university governance depends on a shared sense of responsibility and commitment to the university's educational mission. Collegiality encourages the participation of all constituencies in the decision-making process and creates a work environment that builds cooperation, mutual respect and high morale, and helps achieve the university's goals.

6.1 Cal Poly shall clearly identify, evaluate, and communicate its governance structure, including its agents and their roles and responsibilities, and adopt a structure that includes all constituencies.

6.1.1 Cal Poly's governance structure shall implement shared decision making. This involves fostering mutual respect and a set of values that regards the members of the various university constituencies as essential for the success of the academic enterprise.



Cal Poly Strategic Plan

11

- 6.2 Cal Poly shall regularly evaluate and modify its governance structure and the roles and responsibilities of the structure's elements, with particular attention to collegiality and the coupling of authority and responsibility.
- 6.3 Cal Poly shall evaluate and enhance its roles, relationships, and responsibilities with the CSU Board of Trustees and with the Chancellor's Office.
- 6.4 Cal Poly shall determine the role of other authoritative structures such as the California Postsecondary Education Commission, employee organizations, the governor's office, and the state legislature in its operations, and its responsibility to those structures.

7. INSTITUTIONAL SIZE

Constant improvement in quality is essential to Cal Poly's success in achieving its goals. To accomplish this, facilities frequently need to be altered or added. However, qualitative increases cannot be sustained without money, material, and people to nourish them, and growth beyond adequate resources leads to a deterioration of quality. The university must continually balance size and resources and must develop the additional resources that excellence requires.

- 7.1 Cal Poly shall continue its commitment to planned changes in institutional size.
  - 7.1.1 Cal Poly shall not undertake any growth without adequate facilities and supporting resources.
  - 7.1.2 Campus ambiance shall be improved by ensuring that new facilities are consistent with a master plan for the physical improvement of the campus.
- 7.2 Cal Poly shall explore alternative educational models and technologies to enhance the quality and quantity of the services it provides to its students and other constituencies, including business and industry.
  - 7.2.1 Cal Poly shall consider alternatives to the university's current quarter system.
  - 7.2.2 Cal Poly shall explore new technologies AND NEW OFF-CAMPUS STUDY PROGRAMS that offer the potential to increase the quality and quantity of the education and services it provides.

Cal Poly Strategic Plan

12

- 7.3 Cal Poly's planning for institutional size shall reinforce the campus' goals for quality and diversity.

7.3.1 CAL POLY SHALL ATTAIN A BENEFICIAL BALANCE IN THE MIX OF INTERNATIONAL STUDENTS ENROLLED.

- 7.4 Cal Poly shall continue to develop and expand auxiliary services such as the Cal Poly Foundation enterprises to enhance the quality and quantity of support services and programs delivered to the campus community.
- 7.5 Cal Poly shall consult with the City and County of San Luis Obispo and participate in public forums in planning for and mitigating the impact of changes in institutional size.
- 7.6 Cal Poly shall actively seek all appropriate sources of financial and material support, expanding its efforts to take advantage of untapped existing opportunities and to create new ones.
- 7.7 Cal Poly shall consider its human resources as part of any evaluation of resources--especially when considering the adequacy of resources to support increases in enrollment.
- 7.8 Cal Poly's physical environment and services shall continually be improved by creative planning that emphasizes a comprehensive, humanistic environmental awareness.

8. UNIVERSITY RELATIONS AND IMAGE

Cal Poly has a multitude of relationships with many and varied groups. Its image is similarly multifaceted, depending on the quality of each relationship. While Cal Poly's reputation is enviable, it is neither perfect nor permanent. Active, open, and honest relations are the foundation of a positive image and build understanding, lasting good will, and support for the university's programs and goals. Cal Poly should continue to build and maintain relations and an image that reflect the highest integrity and help the university achieve its goals.

- 8.1 Cal Poly shall continue to develop a comprehensive program of active relations with the university's DIVERSE constituencies and audiences to ensure effective, efficient, positive and mutually satisfying relationships, INCLUDING THOSE RELATIONSHIPS WITHIN THE LOCAL, NATIONAL, AND INTERNATIONAL COMMUNITIES.

- 8.1.1 Cal Poly shall treat its personnel as full partners in the university's endeavors, fully recognizing the value and importance of both

Cal Poly Strategic Plan

13

faculty and staff, and shall be guided by a commitment to fostering a community spirit on the campus.

- 8.1.2 Cal Poly shall ensure the coordination of its various relations programs.
  - 8.1.3 Cal Poly shall ensure that all pertinent information about the university is effectively communicated to the university community, the general public, and to appropriate news media.
  - 8.1.4 Cal Poly shall be a good neighbor and enhance the university's positive impact by emphasizing open communication with the city and county and addressing concerns of the local community.
  - 8.1.5 Cal Poly shall strive to increase parent and alumni participation in campus life and activities in order to build a stronger base of support as well as pride and satisfaction among both current and former students.
  - 8.1.6 Cal Poly shall consider business, industry, and private donors to be partners with the university, and shall strive to develop mutually satisfying relationships and a climate that will maintain and increase the level of support.
  - 8.1.7 Cal Poly shall continue to evaluate and address changes in its relationship with the state government and other levels of government as appropriate.
  - 8.1.8 CAL POLY SHALL FOSTER A SPIRIT THAT EMBRACES AND CELEBRATES THE CULTURAL DIVERSITY OF ALL PEOPLES AND ESPECIALLY OF ITS CAMPUS CONSTITUENTS.
- 8.2 Cal Poly shall strive to enhance the university's image among all of its audiences and constituent groups, LOCAL, NATIONAL, AND INTERNATIONAL.
- 8.2.1 Cal Poly shall seek a clear understanding of the university's different audiences and the different attitudes and images they have regarding the university.
  - 8.2.2 Cal Poly shall accurately reflect in its communications the university's mission and goals, a vision of its future, the quality of its human resources and programs, the realities of campus

Cal Poly Strategic Plan

14

life, and a concern for the university's long-standing reputation built on honesty and integrity.

- 8.3 Cal Poly shall publicize its strategic planning effort and its strategic goals immediately upon adoption of the Strategic Plan.

Adopted:

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

**AS- -95/Chem  
RESOLUTION ON  
DEPARTMENT NAME CHANGE FOR THE  
CHEMISTRY DEPARTMENT**

WHEREAS, The Chemistry Department has requested the name of its department be changed to the CHEMISTRY AND BIOCHEMISTRY DEPARTMENT to better reflect the program the department is currently offering; and

WHEREAS, The request for this name change has been approved by the College of Science and Mathematics Council, the College of Science and Mathematics Academic Senate Caucus, and the Dean for the College of Science and Mathematics; therefore, be it

RESOLVED: That the name of the Chemistry Department be changed to the CHEMISTRY AND BIOCHEMISTRY DEPARTMENT.

Proposed by the Chemistry Department  
May 24, 1995



**RECEIVED**

**MAY 30 1995**

**Academic Senate**

**CAL POLY**


**SAN LUIS OBISPO  
CA 93407**

State of California  
**Memorandum**

To: Jack Wilson, Chair  
Academic Senate

Date: May 24, 1995

Academic Deans' Council

From:   
Robert D. Koob  
Vice President for Academic Affairs

Copies: Glenn Irvin  
Philip Bailey  
John Maxwell

Subject: **REQUEST FOR NAME CHANGE--CHEMISTRY  
DEPARTMENT**

---

Attached is a request from Dean Philip Bailey requesting that the Chemistry Department's name be changed to the "Chemistry and Biochemistry" Department. I would appreciate your having the Academic Senate review this request, hopefully prior to the end of this academic year. At the same time, I will have this request reviewed by the Academic Deans' Council.

Attachment

**M e m o r a n d u m**

**CAL POLY**

San Luis Obispo

To : Robert Koob, Vice President  
Academic Affairs


RECEIVED

Date : May 22, 1995

File No. :

MAY 24 1995

Copies : John Maxwell

From : Philip S. Bailey, Dean   
College of Science and Mathematics

VICE PRESIDENT  
ACADEMIC AFFAIRS

Subject : Chemistry Department Name Change

The Chemistry Department requests university approval to change its name to the Department of Chemistry and Biochemistry. The recommendation has the endorsement of the College of Science and Mathematics Council and Academic Senate Caucus as well as my endorsement.

I would appreciate your bringing the recommendation before the Dean's Council and forwarding it to the Academic Senate for consideration.

Thank you.

From: MAILER --CALPOLY Date and time 05/19/95 18:49:51  
Return-Path: <rbrown@CYMBAL.AIX.CALPOLY.EDU>  
Received: from CALPOLY (NJE origin SMTP@CALPOLY) by OASIS.CALPOLY.EDU (LMail  
V1.2a/1.8a) with BSMTP id 6484; Fri, 19 May 1995 18:49:52 -0700  
Received: from cymbal.aix.calpoly.edu by ACADEMIC.CALPOLY.EDU (IBM VM SMTP V2R2  
with TCP; Fri, 19 May 95 18:49:51 PDT  
Received: by cymbal.aix.calpoly.edu (AIX 3.2/UCB 5.64/4.03)  
id AA89018; Fri, 19 May 1995 18:50:15 -0700  
Date: Fri, 19 May 1995 18:50:15 -0700 (PDT)  
From: Ronald Brown <rbrown@cymbal.aix.calpoly.edu>  
To: dj012@oasis  
Subject: Chem Dept name change  
Message-Id: <Pine.A32.3.91.950519184206.53535A-100000@cymbal.aix.calpoly.edu>  
Mime-Version: 1.0  
Content-Type: TEXT/PLAIN; charset=US-ASCII

hil,

I have polled the CSM members of the academic senate and there is no objection (or even concern) toward the changing of Chemistry's name to the Dept. of Chemistry and Biochemistry. We all concur with that request. Unless you need something more formal, consider this your consultation with the caucus.

The procedure, I believe, is for you to forward your recommendation to the vice president, having consulted with both the chairs and the caucus. He is to request the academic senate to advise him. You might forward your recommendation to the senate office (I don't know if John Maxwell copied the senate in his original proposal), so they have on record that the request has been made. I can't imagine that anyone would have a problem with it]

' Chem Dept name change

Adopted:

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

**AS- -95/IC  
RESOLUTION ON  
"U" GRADES**

- WHEREAS, Executive Order 268 specifies that "The symbol 'W' indicates that the student was permitted to drop the course after the \_\_\_\_ (day/week) of instruction with the approval of the instructor and appropriate campus officials. It carries no connotation of quality of student performance and is not used in calculating grade point average or progress points"; and
- WHEREAS, Executive Order 268 specifies that the grade of "U" is used "when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. For purposes of grade point average and progress point computation this symbol is equivalent to an "F"; and
- WHEREAS, It is recognized that registration is a student responsibility, and that students enrolling but failing to attend class are potentially preventing other students from utilizing campus resources; and
- WHEREAS, In some cases, the "U" grade may represent an unduly harsh performance grade consequence for a procedural error; therefore, be it
- RESOLVED: That students may request a grade change from "U" to "W"; and, be it further
- RESOLVED: That students may receive only one such grade change from "U" to "W" during their academic career at Cal Poly; and, be it further
- RESOLVED: That such student-initiated grade changes will be governed by the policy set out in AS-384-92 (Resolution on Change of Grade) adopted April 14, 1992.

Proposed by the Academic Senate  
Instruction Committee  
May 11, 1995

Adopted:

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

**AS- -95/  
RESOLUTION ON  
GUIDELINES FOR EXPERIENTIAL EDUCATION**

Background Statement: Efforts have been made over the past eight years to develop university guidelines for experiential courses. In 1986-1987, an Ad Hoc Committee on Experiential Education studied the issue and proposed guidelines which were framed in an Academic Senate resolution dated October 1989. The Senate Executive Committee referred the issue to the Curriculum Committee for further study and the committee made "tentative recommendations" in its "End of Year Overview, 1992-93." On October 3, 1994, Jack Wilson, Chair of the Academic Senate, requested the Curriculum Committee to "develop guidelines for 'coop' courses" as part of the committee's charge for 1994-95.

Following review of these previous efforts, the current Curriculum Committee concluded that the issues of major concern were: first, that experiential education should not constitute an inordinate component of a student's course of study; and, second, that grading of students' efforts in these classes is subjective and does not reflect uniform standards for what must be an individualized experience both in conception and execution.

The Curriculum Committee concluded that it was impractical and unwarranted to establish a university-wide limitation on student credit units earned in experiential courses. The committee also concluded that experiential courses should be graded C/NC across the university due to their individualized nature and the lack of university-wide standards of expectation. These recommendations were made in the committee's "Report on Curricular Reform," forwarded to the Senate Executive Committee.

- WHEREAS, Experiential education is a complement to the formal curriculum and includes those courses with a significant component of out-of-classroom experience. Such courses may include but are not limited to coops, internships, enterprise projects, student teaching, service and club related activities; and
- WHEREAS, Experiential education constitutes a valued part of Cal Poly's curriculum; and
- WHEREAS, Such courses call for student design and implementation of course methods and goals; and
- WHEREAS, Such courses represent a highly individualized educational experience for the student and raise difficulties in ensuring standardized expectations across the university; therefore, be it
- RESOLVED: That grading for experiential courses be on a C/NC basis only.

Proposed by the Academic Senate  
Curriculum Committee  
May 8, 1995



State of California

CAL POLY  
San Luis Obispo  
CA 93407

## Memorandum

To : Harvey Greenwald, Chair  
Academic Senate

Date : July 21, 1995

File No.:

Copies : P. Zingg  
M. Suess

  
From : Warren J. Baker  
President

Subject: SELECTION OF CONSULTATIVE COMMITTEE FOR THE POSITION OF  
VICE PRESIDENT FOR ACADEMIC AFFAIRS AND SENIOR VICE PRESIDENT

An important priority for this academic year will be the recruitment for Bob Koob's replacement. As we have discussed, I am seriously considering creating a combined position of **Provost and Vice President for Academic Affairs**. All vice presidents will continue to report directly to the President. Attached is a DRAFT advertisement for such a position. I would appreciate any comments or suggestions you may offer about the position or the text of the DRAFT announcement before you leave for summer quarter break.

Although the consultative committee cannot be finalized until the faculty and students return in September, I would appreciate it if you would proceed with the election of nominees in accordance with the provisions described in CAM 315.7 (copy attached) as early in Fall Quarter as possible. Also, please advise me whether you, or your designee, will serve on the committee.

Attachment

- G. It is anticipated that a candidate will not be considered for appointment unless deemed acceptable to the consultative committee; however, the final responsibility is given to the President. (See 5 Cal. Adm. Code 42702.)
- H. The committee will be free to report its deliberations to the Academic Senate and the ASI Board of Directors in a manner appropriate to the handling of professional personnel matters.

315.5 Appointment of Instructional Department Heads/Chairs

(See CAM 314.1.A.3 and collective bargaining agreement for faculty unit employees.)

315.6 Appointment of Noninstructional Department Heads

Noninstructional department heads are members of the university administrative line organization and as such are directly responsible to the appropriate program administrator or dean for administration of their respective departments. They are appointed by the program administrator or dean, following consultation with the President, for indefinite terms. (See 313.1 -- Appointment Authority.) Consultative procedures will vary; depending on the particular circumstances, the procedure usually will involve consultation with other department heads and key personnel, and may also involve students, other staff and faculty members, or knowledgeable outsiders. The Affirmative Action Director or department affirmative action facilitator should be a nonvoting member of each recruitment/selection committee. (See also 313.1 -- Appointment Authority.)

The appointment of acting, interim, or temporary department heads will also be made by the program administrator or dean following consultation with the President.

315.7 Appointment of Vice President for Academic Affairs/Senior Vice President

When a vacancy occurs in the Vice President for Academic Affairs/Senior Vice President position, the President will form a consultative committee.

- A. The committee will be composed of tenured academic employees, Management Personnel Plan employees, and permanent staff members, plus two students of at least junior standing. Composition of the committee will be as follows:
  - 1. One faculty member from each of the instructional schools elected by the faculty
  - 2. One academic member representing librarians and other nonteaching academic employees elected by academic employees from appropriate areas

3. Two students selected by the ASI President and confirmed by the Student Senate
4. The Academic Senate chair (or designee)
5. One at-large faculty member or academic member selected by the President
6. Three staff members representing the Council of Academic Deans, Business Affairs, Student Affairs, auxiliary services, other administrative services, and the support staff in the instructional schools, selected by the President
7. The Affirmative Action Director as an ex officio, nonvoting member.

The Director of Personnel and Employee Relations will serve as a staff member to the committee.

- B. The President will send notice of the position vacancy to the chair of the Academic Senate and the President of the ASI and request that members of the consultative committee in A. 1, 2, and 3 above be nominated. Upon receipt of the notice of the position vacancy, the chair of the Academic Senate and the ASI President will initiate the formation of a consultative committee using the following procedures:
1. Nomination of faculty members in A. 1 and 2 will be by an election process with ten signatures being required on a petition in order to place a faculty member's name on the ballot. The signatures on this petition must be those of faculty of the school; for the representative to be nominated from outside the schools, signatures must be those of faculty members in the Library or other nonteaching areas. The petitions are to be submitted to the chair of the Election Committee of the Academic Senate.
  2. The Election Committee of the Academic Senate will conduct an election in each of the appropriate areas of the university. The election shall be completed and reported to the President within three weeks of the notice of vacancy. In this election, faculty members in the instructional schools will vote for one of the candidates from their respective schools; academic employees outside the instructional schools will vote for one of the candidates from a slate of nominees from the Library or other nonteaching areas. The candidates receiving the most votes will be nominated as members of the consultative committee.
  3. Selection of student members will be by the ASI President within two weeks of the notification of the vacancy with confirmation by the Student Senate. Candidates must have at least junior standing, a minimum of three quarters attendance at Cal Poly and a G.P.A. of at least 2.5.

- C. The consultative committee will select its own chair at the first meeting which is to be called by and presided over by the Director of Personnel and Employee Relations until the election of the chair.
- D. The President or a designee will receive all applications. All applications will be forwarded to the consultative committee along with the full information available on each candidate's educational and professional qualification. The President may indicate which candidates are considered not qualified for the position.
- E. Appointment to Vice President for Academic Affairs/Senior Vice President will be made only from the applicants submitted to the consultative committee.
- F. The President or a designee will meet with the consultative committee in order to hear its advice on each candidate. Every effort will be made to reduce the list of candidates to those who are mutually acceptable. Within budget limitations, a mutual effort will also be made to determine which candidates will be invited to be interviewed by the committee. All qualified on-campus applicants will be interviewed by the committee.
- G. It is not anticipated that a candidate will be considered for appointment unless deemed acceptable to the consultative committee. The committee will send the President the names of at least three candidates acceptable to the committee. The final responsibility for appointment is given to the President (See 5 Cal. Adm. Code 42702.)
- H. The tenured faculty of the academic department to which the Vice President is to be assigned for a concurrent faculty appointment shall be consulted by the President prior to appointment. After consultation, tenure may be granted by the President, at the time of appointment only. (See collective bargaining agreement for faculty unit employees.)
- I. The committee will be free to report its deliberations to the Academic and Student Senates in a manner appropriate to the handling of professional personnel matters.

315.8 Appointment of Dean, Library Services

- A. When a vacancy occurs in the Dean of Library Services position, the President will notify the Chair of the Academic Senate and the President of the ASI requesting that a consultative committee be formed.
- B. The Chair of the Senate and the ASI President will initiate the formation of a consultative committee using the following procedures:



# DRAFT

## PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

**GENERAL DESCRIPTION OF THE POSITION:** The University seeks an experienced, visionary and dynamic leader to work effectively with the President and all major councils and committees to accomplish the mission of the University. The combined position of Provost and Vice President for Academic Affairs reports directly to the President and serves as acting President in the absence of the President. The Provost coordinates, on behalf of the President, all programmatic areas within the University and represents the campus within the CSU system and to external constituencies as designated by the President. The Vice President for Academic Affairs is the chief academic officer of the University and is responsible to the President for all operations of the University related to instructional programs, educational policy, academic planning, academic resources and faculty personnel actions. The six college deans, the Academic Affairs' staff, and all other academic units report to the Vice President for Academic Affairs.

### QUALIFICATIONS:

- earned doctorate or equivalent terminal degree
- a distinguished record of teaching, scholarship, and service that exhibits a commitment to academic excellence
- successful record of progressively responsible university administrative experience, preferably at dean or equivalent level
- appreciation and experience with shared collegial governance characterized by broad consultation and collaboration
- superior communication and interpersonal skills
- a strong commitment to the values of the integration of learning, teaching and scholarship, building a culture of diversity, and implementing the mission of the University
- experience and creativity in addressing contemporary curricular, financial, technological, human resource and service challenges confronting a comprehensive, polytechnic university
- experience in strategic planning, assessing institutional effectiveness, developing policy and capital improvements to enhance academic programs
- experience and ability in integrating communication and information resources into teaching and other operations of the university



**THE UNIVERSITY:** Founded in 1901, Cal Poly is one of the 21 campuses of The California State University (CSU) system. Cal Poly is a comprehensive, polytechnic university with a national reputation for the preparation of undergraduate and graduate students for professional and technical careers within the framework of a thorough general education. The University enrolls approximately 16,000 students, selected from a large applicant pool. Cal Poly is one of the largest campuses in the nation; its 400-acre central campus adjoins an additional 5,651 acres devoted to student farming, experimental architecture and other outdoor laboratory study. Nearly two-thirds of the students major in agriculture, architecture and environmental design, business, or engineering. However, majors are available in all colleges: Agriculture, Architecture and Environmental Design, Business, Engineering, Liberal Arts, and Science and Mathematics; as well as in the University Center for Teacher Education.

The University's 865 faculty members are committed to teaching excellence and preparing students to be successful in the global society of the 21st century. The instructional facilities are as diverse, specialized and lab-orientated as the instructional programs. Recent additions include a Faculty Multimedia Development Center, high-tech dairy and poultry instructional facilities, an IBM ES/9000-732 mainframe, and sophisticated student computer labs supported by a centralized UNIX computing environment. The University's spacious library has a collection of approximately 700,000 volumes as well as a highly rated government documents collection. The 1995-96 State general fund budget is \$126 million. Combined Current Funds revenues for the University and auxiliary organizations are \$222 million; combined assets in endowment funds are \$42 million.

State of California

**Memorandum**

**RECEIVED**

AUG 21 1995

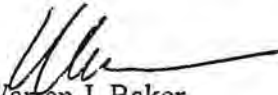
**CAL POLY**

SAN LUIS OBISPO  
CA 93407

**Academic Senate**

To: P. Bailey, W. Boynton, J. Jen, P. Lee, P. Neel,  
P. Zingg, C. Barnes, I. Rockman, L. Dalton, D. Walch  
H. Greenwald, J. Hampsey, G. Lewis, D. Howard-  
Greene, R. Ramirez, Cal Poly Plan Steering Committee

Date: August 8, 1995

From:   
Warren J. Baker  
President

Copies:

Subject: Academic Priorities - 1996-97 Budget

---

The attached material was discussed at a recent Executive Council Meeting and will be a topic of continuing discussion by the Vice Presidents of Academic Affairs and the Executive Council. I would appreciate any comments or observations you may have on this material.

Attachment

## EXECUTIVE COUNCIL OF CSU

August 1 - 2 1995

# ISSUE FOR DISCUSSION

### ITEM

Academic Priorities - 1996-97 Budget

### BACKGROUND

The CSU's budget redesign process calls for the university's leadership to develop an annual Chancellor's Statement of System-wide Priorities to guide planning and budgeting for the next fiscal year. The budget process document continues: "It is expected that the Chancellor's Office and campus presidents will give serious attention to these priorities in allocating campus resources and developing new program initiatives."

The attached draft academic priority statement was developed at a recent retreat of the Vice Presidents for Academic Affairs, with participation by the Chancellor's Academic Affairs leadership and the Chair of the Statewide Academic Senate. It is the in-progress product of an ongoing attempt to develop consensus around academic priorities and the resultant drivers in the next budget.

### DISCUSSION

The attached draft has been developed to serve two functions. The first is to identify key academic priorities to help guide development of the 1996-97 budget. The second is to serve as a plan and process as academic leaders cope with the major changes underway and anticipated.

The outline focuses on the following questions:

- Who will be our students?
- What will be their curricular needs?
- How should we change to meet those needs?
- How can we effectively link our budget to these efforts?

This document reflects the current state of thinking. Direction from the Executive Council is welcome. Should we continue along these lines? Are there big issues we have overlooked?

## ACADEMIC PRIORITIES FOR TRANSFORMING THE CALIFORNIA STATE UNIVERSITY SYSTEM

### Preamble

While a university is now more than what Aristotle once defined as "a community of scholars," its main purpose remains teaching and learning. In an organization that exists for such a purpose, those most directly responsible for teaching and learning must play a central role in outlining the main issues that will define the university's efforts and that will therefore drive the budget to implement these efforts. In short, academic leaders must identify as well as accomplish priorities.

The summer retreat of the Vice Presidents for Academic Affairs was devoted to building consensus around academic priorities and the resultant drivers in the next budget. This meeting, while it built upon more than a year of developments, broke new ground in important ways:

- \* The level of collaboration reached new heights.
- \* The presence and participation of the Statewide Academic Senate Chair, Prof. James Highsmith, was historic.
- \* The product, a draft statement of academic priorities specifically oriented to the annual budget process, represents another significant step in realizing the intent of the CSU budget redesign project.

The Academic Affairs leadership, the academic vice presidents, and the Statewide Academic Senate leadership all know that we will never return to the academic and fiscal climate that characterized California (and the nation) in the past, and that we are collectively involved in the transformation of the California State University. As CSU Chico Vice President Scott McNall said, "We know how drastically the climate has changed for higher education, both in California and in the nation. We must re-imagine and re-engineer the university, because we cannot continue to do more with less."

Our discussions focused on a few strategic questions:

- Who will be our students?
- What will be their curricular needs?
- How should we change to meet those needs?
- How can we effectively link our budget to these efforts?

## **I. Defining Our Students in Response to Societal Needs**

- A. The CSU needs to determine more precisely who its students will be (for example, the geographic, demographic, and educational source of students who will seek education for California's future.)
- B. Having identified this group of future students, the CSU needs to identify more precisely their educational needs
  - 1. The extent and nature of precollegiate preparation
  - 2. Student expectations for learning - what, when, where, and how do they want to learn
  - 3. The range of skills needed to promote a progressive, harmonious society and a robust economy
  - 4. Student needs for transitions between levels of education and from school to career
  - 5. Student capacities for self-directed, life-long learning

## **II. Re-imagining the Curriculum and Documenting its Effectiveness**

- A. The CSU needs to re-examine the nature of the undergraduate degree, the needs it serves, the way in which it is conceptualized, and the way(s) in which we organize it. The baccalaureate must be a coherent set of intellectual capacities and skills, not just a collection of courses. General education courses must be linked both to one another and to the major. Learning outcomes must be identifiable and measurable.
- B. Specific dimensions of CSU's graduate and undergraduate programs need to be analyzed with an eye to strengthening various key elements, including, but not limited to:
  - 1. The contribution of CSU programs to the state's economy
  - 2. The contribution of CSU programs to California's place in a global society and in a fragile eco-system
- C. The CSU needs to re-conceptualize teaching and learning processes.
  - 1. Linking credit to learning, rather than to seat time
  - 2. Promoting effectiveness and efficiency through technology
  - 3. Extending our reach through distance learning and new technologies



- D. The CSU needs to be able to demonstrate the effectiveness of teaching and learning, and therefore needs to develop its processes to assess learning outcomes. Linking the assessment of learning outcomes to teaching effectiveness must become an important characteristic of CSU work.
- E. The CSU needs to examine the perceived value of its degrees, both to ensure the presence of significant value added and to seek wider public recognition of their worth.

### III. Transforming Faculty Roles and Rewards

- A. Changing the culture of faculty roles and professional practices
  - 1. Faculty members in the CSU are beginning to shift from "teaching" to "facilitating student learning," but many are uncertain how to use new pedagogical techniques designed to accomplish this. This shift focuses on student outcomes, has a "value-added" component, is outcomes-based, and serves as a platform for lifelong learning.
  - 2. Because of changed expectations on the part of students and changes in learning styles, faculty members are now required to use new educational technologies, but often do not know how to do so.
  - 3. Because our students must be technologically literate, professors must be prepared to provide instruction that will lead to technological competence.
  - 4. Faculty members may come to the CSU with career expectations inconsistent with institutional needs. It has been observed that there are at least two different faculty cohorts within the CSU, with different expectations for success and for engagement with students, and with differing degrees of commitment to change.
  - 5. Faculty contributions are not, and should not, be uniform. We need to encourage those faculty who contribute to both campus and system-wide goals, such as developing new learning modes.

6. Scholarship needs to be broadly defined, as Boyer (and just about everybody else) argues, but that does not mean that scholarship is not important or relevant. Currency in one's knowledge base and continued intellectual growth are critical.
- B. A changing student body requires a faculty committed to diversity and tolerance. We also want faculty committed to students, but not at the exclusion of research (disciplinary currency). Faculty with skills in advising and mentoring will be increasingly valuable, not only for facilitating student learning, but for improving student retention.
- C. The reward structure needs to be modified to recognize new faculty roles and learning modes. Major strides were made this year through the introduction of pay for performance and a more flexible workload policy.
  1. We must work to align the overall reward structure more closely with institutional goals, so that those who work to achieve those goals see increased compensation and other rewards for their efforts.
  2. We must move beyond what some perceive as a management approach that suggests faculty members must work more efficiently for essentially the same rewards, to one where the benefits of productivity improvements can be shared with the faculty, and where faculty members who exhibit enterprising approaches can share in the benefits.

#### IV. Re-engineering the University

##### A. The context:

Several trends converge to demand our attention. A technology-driven economy demands more and better trained knowledge workers. The public is skeptical of our efforts and legislatures demand more accountability. Sources of state and federal funding are diminishing. A global economy is changing everyone's workplace. In addition, we must do a better job of preparing people of color for fulfilling careers in a time when they feel that their access to higher education is threatened.

Our over-arching objectives must not lose sight of Jeffersonian ideals, while encouraging better workforce preparation. We need to create a CSU forum to include many constituencies in a shared vision reflecting these realities.

B. The role of the CSU in California and in the nation

1. The CSU is characterized by a sharing of human resources and the development of new educational materials, cooperation, etc. (for example, the efforts of the CSU Institute and the CSU to develop courses and educational packages for not only California but the nation.)
2. The CSU has the ability to help shape and support K-12 Education.
3. The CSU is recognized as a leader in higher education.

C. A diverse system

1. Our inter-relationships need to be refined. The assumptions which previously guided growth have changed, especially as they identified our clientele. Changing populations and human needs have created the kind of demands already identified above. Greater campus differentiation and clearer articulation of campus missions are on our agendas. A freeing from formula driven decision-making, an emphasis on outcome-based measures, and a style encouraging entrepreneurial activity lead us to redefine our campuses, our system, and our interrelationships. New collaboration and synergy are increasingly important.
2. The CSU has a track-record of encouraging diversity, but it must also struggle to stay ahead of the changes which accompany the increasing diversity of California's population.

D. Opportunities and challenges

1. The CSU needs to distinguish itself from its competitors.
2. The CSU needs to establish a new presence in California and reclaim its prestige.

#### E. A Plan of Action

1. Encourage campuses to test the boundaries of the system—for example, innovative degree programs, time-to-degree innovations, credit for learning experiences—without weakening the system.
2. Encourage the development of system-wide ITFS programs which can be beamed across the country. A select number of programs—for example, Criminal Justice, Nursing, Engineering, etc.—should be chosen for development and faculty from different campuses should be brought together to develop world-class programming.
3. Follow through on the goals identified already, especially defining our students, their needs, and our expectations for faculty/staff.

#### V. Investments in Renewal and Change: Linkages to the Budget

- A. Appropriate campus-specific and system-wide initiatives for faculty renewal must be deepened. Faculty members need support to learn new teaching techniques, to use new educational technologies, and to learn the skills necessary to assist students in becoming technologically literate. Monies need to be dedicated to make these changes work.
- B. System-wide initiatives for faculty development should be carefully matched to system-level needs identified by the academic leadership of the system. All system-level efforts relating to faculty development should be closely coordinated by the Senior Vice Chancellor for Academic Affairs.
- C. The new Performance Salary Step Increases should be used to encourage excellence in the facilitation of learning.
- D. Incentives, including reduction in workload and extra compensation, should be provided to allow faculty to experiment with new modes of learning, and with methods that provide opportunities to complete cycles of learning more quickly.

- E. Workshops should be held for faculty on how they might better integrate their teaching and research. An example of a useful topic is collaborative learning, which can provide a means by which teaching and research can be appropriately related.

This is the current state of our thinking. The drafting committee of Vice Presidents and Academic Affairs staff will continue to refine our ideas and bring them back to our whole group. We need direction from the Executive Council: Shall we continue along these lines? Are there big issues we are missing?



Shins - Exec 9/9/95

## Cal Poly Memorandum

DATE: June 1, 1995

COPIES: W. Baker  
R. Koob  
G. Irvin  
College Deans  
Department chairs for  
programs reviewed  
University Library

TO: Academic Senate Executive Committee  
FROM: Program Review and Improvement Committee  
SUBJECT: Report on programs reviewed during 1994-95

The Academic Senate Program Review and Improvement Committee reviewed nine programs during the academic year 1994-95. Each program received a Request for Information, based on the Academic Program Review and Improvement document adopted by the Senate in April 1992. The committee then met with all programs to clarify the nature and the procedure of the review process. Programs submitted their reports in January. Based on these, the committee formulated preliminary reports and forwarded them to the programs. We met individually with each program during spring quarter to allow them an opportunity to respond to the preliminary report and to clarify any misunderstandings or misinterpretations. Final reports were then prepared, and programs were given an opportunity to submit a written response.

Please find attached, for each program, the overall findings and recommendations of this committee, the committee's rating of the program for each of the items reviewed, and the response of the program. We thank each program for the effort they have put into their reviews.

Copies of this report should be placed in the University Library for public access.

\_\_\_\_\_  
Fred Abitia

\_\_\_\_\_  
Robert Heidersbach

\_\_\_\_\_  
Randall Knight, Chair

\_\_\_\_\_  
Thomas Ruehr

\_\_\_\_\_  
James Bermann

\_\_\_\_\_  
Glenn Irvin (ex officio, non-voting member)

\_\_\_\_\_  
James Rodger

\_\_\_\_\_  
Michael Wenzl

## **1994-95 Program Review and Improvement Committee**

### **General Recommendations**

1. The issue of diversity is as much cultural - the standards, expectations, and behaviors of a profession - as it is curricular. Recognizing and valuing diversity cannot be achieved just in the classroom, especially in technical subjects where the subject matter itself is "neutral." How should programs address the larger cultural issues of their profession? This is an issue the University community as a whole needs to consider. The Catalog should clearly identify classes where these issues are addressed.
2. As noted by the previous two Program Review Committees, many degree programs have excessive units and little flexibility. In accordance with President Baker's statement on the Year of the Curriculum, all majors should provide students with a reasonable amount of choice and flexibility. In addition, all majors should be at, or very close to, 186 total required units unless accreditation requirements dictate a higher level.
3. Programs need, through ongoing reminders, to move away from the entrenched but outdated idea that more required courses and more units will translate into greater resources.
4. Programs should consider assessing their effectiveness by a regular survey of alumni 5 - 10 years after graduation.
5. Departments and programs should have clear and approved statements as to what kind of activities constitute professional development and what kinds of documents or other works are counted as publications. This will be very helpful both to new faculty and to the RTP process.
6. The University needs to establish standards for the external review of programs that do not have an accreditation process.

**QUESTION # 4 - Given its mission and the possibility of increased resources per FTES, what should Cal Poly do with these resources to ensure educational quality is maintained or improved?**

**The first four answers represent the no. 1 priority items of the four groups.**

1. Improve student-faculty ratio.
1. Improve physical plant
1. Upgrade lab equipment
1. More money for professional development
2. Upgrade library.
3. Reduce workload.
4. Increase support staff.
5. Invest in visual arts.
6. Increase student assistant dollars.
7. Increase technical infrastructure.
8. Incentives for external funding
9. Better tracking of students
10. No more large lecture halls.
11. More new faculty
12. Optimize class size.
13. Improve information services.
14. More faculty parking
15. Increase student diversity, financial aid

## RESULTS FROM FOCUS GROUP TWO

9/13/95

For questions 1 and 2 the focus group was broken up into 4 groups, two with 3 members and two with four members. Each group was then given about 15 minutes to develop a list of answers to the questions. When they had finished, their answers were solicited by one of the facilitators. They were not asked to prioritize their answers. The following answers do not represent any priority.

### QUESTION # 1 - What does Cal Poly do well?

1. Emphasis on practical real-world
2. Promotes risk free learning in labs and projects.
3. Hands-on experience
4. Faculty attitude and accessibility (towards students) vis-a-vis size.
5. Lab-intensive curriculum.
6. Great liberal arts education
7. Promotes student-faculty and student-student interaction.
8. Engages student in learning process.
9. Coop and other off campus learning experiences
10. Leadership development through both curricular and co-curricular activities
11. Good learning environment
12. Good blend of humanities and arts and sciences
13. Technologically interfaced learning environment
14. Inclusion of staff in learning process
15. Use of advisory groups, alumni relations
16. Attention to undergrads
17. Senior project and research experience for students
18. Resists change
19. Retention of at-risk students

## **QUESTION # 2 - What does Cal Poly do that is unique?**

1. More selective of students
2. Blend of large size and commitment to undergrad education
3. Real-lab experiences
4. Real-world experiences such as enterprise projects
5. Unique majors
6. Provides nurturing environment of small private college.
7. Small class sizes with focus on techniques of discipline
8. Extensive student cocurricular involvement
9. We want students to succeed, here and after graduation.
10. Some small classes
11. Education in specific professions
12. Do a lot with little resources
13. Physical setting
14. Graduates love Cal Poly.
15. Residential character
16. Small classrooms
17. Oldest science building in CSU
18. Only one statue



For questions 3 and 4 the group membership of the four smaller groups was changed. Each group was instructed to prioritize their list of answers to the questions. Each group was given about 10 minutes to develop their list.

**QUESTION # 3 - What would you need as a faculty member to do a better job?**

The first four answers represent the number one priority items of the four groups.

1. Time to think
1. More support staff
1. More information on teaching strategies with technical support
1. Delivery of AV equipment to class
2. Student assessment
3. More O &E
4. Faculty club
- .. More common spaces
6. Better facilities
7. More external relations (industry park mentioned)
8. 300+ seat lecture hall

**QUESTION # 4 - Given its mission and the possibility of increased resources per FTES, what should Cal Poly do with these resources to ensure educational quality is maintained or improved?**

**The first four answers represent the no. 1 priority items of the four groups.**

1. Improve student-faculty ratio.
1. Improve physical plant
1. Upgrade lab equipment
1. More money for professional development
2. Upgrade library.
3. Reduce workload.
4. Increase support staff.
5. Invest in visual arts.
6. Increase student assistant dollars.
- . Increase technical infrastructure.
8. Incentives for external funding
9. Better tracking of students
10. No more large lecture halls.
11. More new faculty
12. Optimize class size.
13. Improve information services.
14. More faculty parking
15. Increase student diversity, financial aid

Exo miss 9/19/95

State of California

California Polytechnic State University  
San Luis Obispo, California  
93407

## Memorandum

**To:** Sample of Summer Faculty

**Date:** August 21, 1995

**Copies:**

**From:** Harvey Greenwald, Chair  
Chair, Academic Senate.  
Ext. 1657

**Subject:** Trial Questionnaire

The Academic Senate is attempting to pretest a questionnaire that we plan to send to all faculty early in fall quarter. We have selected a few faculty who are teaching summer quarter to help us refine the questionnaire. As you may be aware, often past questionnaires have been used without pretesting and have led ambiguous or confusing results. We are trying to avoid that problem by asking you to answer the following questionnaire.

Please actually fill out the questionnaire as though it is the finished product. When you find an area that is confusing, awkward or you feel misses something important, place a check next to that spot. DO NOT write your comments yet. Please wait until you have finished the questionnaire. It is important that you also examine the flow of the questions, and if you stop to write comments you may miss other problems. When you are finished you will see that the last question asks you for your comments. Please feel free to give us your comments there, or if you would prefer, write comments on the margins of the questionnaire, or use additional paper.

If it is possible we would like to receive your completed questionnaire and comments by Monday, August 28th, although we will accept your input at anytime. If you have any questions, please call me at ext-1657, or Richard Shaffer at ext-1374.

Thank you in advance for your valuable help.

***Faculty Survey on Spending Priorities and Educational Quality  
Conducted by The Academic Senate***

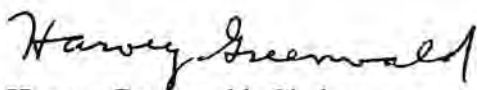
Anticipating an extended downturn in state funding for higher education, Cal Poly's administration is searching for alternative revenues to sustain the quality of the education we offer students. Therefore, President Baker has proposed an initiative, known as the Cal Poly Plan, for augmenting state allocations to Cal Poly with higher fees from students.

Preliminary discussions with the Chancellor's Office have begun, but certainly no decisions, which would involve students, faculty, and staff, as well as the CSU Trustees and, probably, the legislature, have been reached. Indeed, the very frame for a Cal Poly Plan remains, so far, undefined.

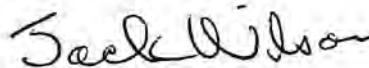
What is clear is that such a plan would require accountability for the effective use of resources in pursuit of our agreed-upon goals and mission. To this end, the university is trying to gather important information from both students and faculty. During fall registration, students were surveyed to determine their priorities for spending the additional dollars generated by a local fee increase. By means of the attached instrument, the Academic Senate is asking faculty to determine their spending priorities for the same dollars. We're also asking faculty to help define quality at Cal Poly since quality will figure importantly in any system of accountability.

At this point, the Academic Senate neither accepts nor rejects the notion of the Cal Poly Plan. It won't take a position without a full discussion in the Senate. To help us shape discussion in the interim, we ask that you complete and return the attached survey. Your individual thoughtful responses to this survey may be crucial if faculty are to be accurately represented. The Academic Senate is concerned that faculty maintain a position of leadership. Your responses will be anonymous, and all results will be presented in summary form only. We look forward to hearing your views. Please feel free to call me if you have any questions.

Sincerely,



Harvey Greenwald, Chair  
Academic Senate (ext. 1657)



Jack Wilson, Past Chair  
Academic Senate

**Please return completed survey to the academic senate office.**

- A. Possible Areas For Increased Funding.** The Cal Poly Plan proposed by the Administration would increase student fees to make up for the decline in State support. Should the Poly Plan be approved by the Trustees and the Legislature, the fees could be used for a number of different purposes. The Cal Poly Academic Senate is interested in your views about where the increase funding should be directed.

For the following questions, please indicate whether you feel each area should get a Major Increase, Slight Increase, Stay the Same, Slight Decrease, or a Major Decrease in funding. (Circle one number in each row.)

Do you feel the areas should get a:

		Major Increase	Slight Increase	Stay the Same	Slight Decrease	Major Decrease	No Opinion / Do Not Know
<b>Professional Development</b>							
1.	Training or workshops on general teaching effectiveness.	1	2	3	4	5	0
2.	Release time for course development / modification.	1	2	3	4	5	0
3.	Training in computer applications (word processing, spreadsheets, etc.).	1	2	3	4	5	0
4.	Training /workshops on higher level, specialized computer applications.	1	2	3	4	5	0
5.	Training in multi-media.	1	2	3	4	5	0
6.	Release time for research.	1	2	3	4	5	0
7.	Sabbaticals.	1	2	3	4	5	0
8.	Travel for professional meetings /training.	1	2	3	4	5	0
<b>Faculty Staffing</b>							
9.	Hire tenure track faculty.	1	2	3	4	5	0
10.	Hire full-time non-tenure track faculty.	1	2	3	4	5	0
11.	Hire part-time non-tenure track faculty.	1	2	3	4	5	0
12.	More faculty teaching summer quarter.	1	2	3	4	5	0



**Do you feel the areas should get a:**

		<b>Major Increase</b>	<b>Slight Increase</b>	<b>Stay the Same</b>	<b>Slight Decrease</b>	<b>Major Decrease</b>	<b>No Opinion / Do Not Know</b>
<b>Teaching Load</b>							
13.	Funding to reduce class sizes.	1	2	3	4	5	0
14.	Funding to reduce teaching unit load.	1	2	3	4	5	0
15.	Funding for more student or graduate assistants.	1	2	3	4	5	0
<b>Course Offerings</b>							
16.	Offer more sections of general education classes.	1	2	3	4	5	0
17.	Offer more sections of classes in the student's major.	1	2	3	4	5	0
18.	Offer more summer quarter classes.	1	2	3	4	5	0
19.	Offer more early or late classes.	1	2	3	4	5	0
<b>Student Support Services</b>							
20.	Disabled student services.	1	2	3	4	5	0
21.	Academic advising centers.	1	2	3	4	5	0
22.	Training faculty for student advising.	1	2	3	4	5	0
23.	Release time for faculty advising.	1	2	3	4	5	0
24.	Academic Skills Center (learning assistance).	1	2	3	4	5	0
25.	Psychological Services.	1	2	3	4	5	0
26.	Careers and Placement.	1	2	3	4	5	0
27.	Health Services.	1	2	3	4	5	0
28.	Extra curricular enrichment -- recreation, student life activities, etc.	1	2	3	4	5	0
29.	Housing services.	1	2	3	4	5	0

**Do you feel the areas should get a:**

		<b>Major Increase</b>	<b>Slight Increase</b>	<b>Stay the Same</b>	<b>Slight Decrease</b>	<b>Major Decrease</b>	<b>No Opinion / Do Not Know</b>
<b>Library Services</b>							
30.	Buy more books and materials.	1	2	3	4	5	0
31.	Create more electronic access.	1	2	3	4	5	0
32.	Increase operating hours.	1	2	3	4	5	0
<b>General Departmental/School Budget</b>							
33.	Department equipment.	1	2	3	4	5	0
34.	Support staffing / Student assistants.	1	2	3	4	5	0
35.	Other departmental operating expenses.	1	2	3	4	5	0
<b>Equipment</b>							
36.	Equipment for use in faculty offices.	1	2	3	4	5	0
37.	Equipment for students in courses in major.	1	2	3	4	5	0
38.	Equipment for students in non-major / general education courses.	1	2	3	4	5	0
39.	Increasing general access to information technology in the classroom.	1	2	3	4	5	0
40.	Funding for maintenance of current equipment.						
<b>Other Programs</b>							
41.	Speakers forums.	1	2	3	4	5	0
42.	Improving students' computer access to their academic records and evaluations.	1	2	3	4	5	0
43.	Training for support staff.	1	2	3	4	5	0

- B. Comments:** Please comment further on any areas we may have missed that you feel should be funded more fully.

---

---

---

---

---

---

---

**C. Priorities**

1. We would like to know how you would rank the areas of funding listed above. Please tell us which of the areas you feel should be given the highest priority for additional funds. (You may use the number of the item above if you prefer.)

**Item  
Ranking**

**How much  
would you  
spend on this  
out of \$100?  
(Question 2)**

Now, which of the areas do you believe is the second highest priority for additional funds?

The third highest priority for additional funds?

The fourth highest priority for additional funds?

And finally, the fifth highest priority for additional funds?

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Should total:

\$100

2. We know that \$100 is not much for each of the areas in serious need of funding. But, suppose you had one hundred dollars to spend on the five under funded areas you listed. How would you divide up the \$100? (Please put the dollar figure next to the item in number 1 above. Make sure that your figures total \$100.)

#### D. Quality

Understanding that productivity will always be a concern, we are interested in trying to figure out what faculty at Cal Poly mean by another dimension of the educational experience; quality. We would like your opinions and suggestions on the following topics. (Please use additional paper if needed.)

1. What does "the **quality** of education" at Cal Poly mean to you?
2. Now for the really hard part, do you have an idea about how one could measure "quality of education"?

**E. Background Information**

What College do you belong to? \_\_\_\_\_

What Department do you belong to? \_\_\_\_\_

How many years have you taught at Cal Poly? \_\_\_\_\_

How old are you? \_\_\_\_\_

Are you (Circle one) Full-time      Part-time

What is your academic rank /title? \_\_\_\_\_

Are you tenured (circle one)? Yes      No

**G. Final Comments**

Remember from the cover letter that you are pretesting this questionnaire to find any poorly written portions or to find areas that we have missed. Do you have any comments about the questions on this questionnaire, the general organization of the questionnaire and/or the topics covered.