

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

FILE COPY

Academic Senate Executive Committee  
Tuesday, October 10, 1995  
UU 220, 3:00-5:00pm

9.19.95  
minutes  
were  
removed

- I. Minutes: Minutes of the Academic Senate Executive Committee meetings of September 19, 1995 (pp. 2-5).
- II. Communication(s) and Announcement(s):  
**The Executive Committee will be meeting next Tuesday, October 17, to discuss ITS and computing allocations.**
- 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. **Committee vacancies:** (p. 6).
  - B. **Assigned time distribution:** (p. 7).
  - C. **Cal Poly Plan:** Approval of final draft. (The final draft will be distributed at the meeting. Enclosed is a copy of the pilot survey sent to selected faculty, pp. 8-15).
  - D. **Recommendations for memberships of second-round Cal Poly Plan Focus Groups.**
- VI. Discussion Item(s):
  - A. ***Report of the Ad Hoc Committee to Review the Organization and Structure of Academic Senate Committees:*** (pp. 16-30).
  - B. ***Commitment to Visionary Pragmatism:*** (pp. 31-51).
  - C. ***Affirmative Action Plan for Cal Poly:*** (pp. 52-65).
- VII. Adjournment:

10/01/95

## 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 Personnel Policies Committee Program Review and Improvement Committee Status of Women Committee	(Donna Duerk, Gerald Smith)      (Walt Bremer)
CBUS	Status of Women Committee	TERRI SWARTZ
CENG	Fairness Board Status of Women Committee University Professional Leave Committee	
CLA	Budget Committee Con&Byl Committee Curriculum Committee Fairness Board GE&B Committee	HERNAN CASTELLANO JAMES COLEMAN RANDALL MURRAY LINDA BOMSTAD
CSM	Constitution and Bylaws Committee Instruction Committee Program Review and Improvement Committee	(Ray Terry)
PCS	Status of Women Committee	(Jere Ramsey, Wendy Spradlin)

### Distinguished Teaching Awards Committee:

Present members:	Linda Halisky (English) Rami Shani (Mgt) Lee Burgunder (BusAdm) VACANCY VACANCY
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October 4, 1995

## Academic Senate Assigned Time

	FTEF	WTU's
<u>1991-92</u>		
Chair	0.555	25
Vice Chair	(granted by Dean of Library)	
Secretary	0.067	3
Budget Chair	0.180	8
Curriculum Chair	0.200	9
GE&B Chair(s)	0.133	6
Fairness Board Chair	0.067	3
Long-Range Plg Chair	0.090	4
Reserved	<u>0.110</u>	<u>5</u> (unused)
	1.400	63
<u>1992-93</u>		
Chair	0.545	24
Vice Chair	(granted by Dean of Library)	
Secretary	0.067	3
Budget Chair	0.180	8
Curriculum Chair	0.220	10
GE&B Chair(s)	0.200	9
Fairness Board Chair	0.090	4
Long-Range Plg Chair	<u>0.090</u>	<u>4</u>
	1.392	62
<u>1993-94</u>		
Chair	0.500	22.5
Vice Chair	0.067	3
Secretary	0.067	3
Budget Chair	0.100	4.5
Curriculum Chair	0.200	9
GE&B Chair(s)	0.400	18
Fairness Board	<u>0.067</u>	<u>3</u>
	1.400	63
<u>1994-95</u>		
Chair	0.500	22.50
Vice Chair	0.067	3
Secretary	0.133	6
Budget Chair	0.133	4
Curriculum Chair	0.133	6
Fairness Board Chair	0.067	3
GE&B Chair	0.133	6
Instruction Chair	0.050	2.50
Long-Rg Plg Chair	0.050	4
Prog Rev & Imp Chair	<u>0.133</u>	<u>6</u>
	1.399	63
<u>Proposed for 1995-96</u>		
Chair	0.500	22.50
Vice Chair	0.067	3
Secretary	0.133	6
Budget Chair	0.133	3
Curriculum Chair	0.133	6
Fairness Board Chair	0.067	3
Instruction Chair	0.067	3
Pay for Performance Chair	0.133	6
Prog Rev & Imp Chair	0.067	3
RESERVED	<u>0.189</u>	<u>8</u>
	1.400	63

FILE COPY

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***

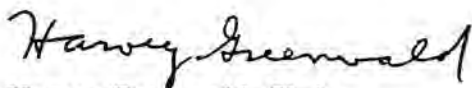
Anticipating an extended downturn in state funding for higher education, Cal Poly's administration is searching for alternative revenues to sustain the quality of the education we offer students. Therefore, President Baker has proposed an initiative, known as the Cal Poly Plan, for augmenting state allocations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

		Major Increase	Slight Increase	Stay the Same	Slight Decrease	Major Decrease	No Opinion / Do Not Know
<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:

		Major Increase	Slight Increase	Stay the Same	Slight Decrease	Major Decrease	No Opinion / Do Not Know
<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.

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**C. Priorities**

	<b>Item Ranking</b>	<b>How much would you spend on this out of \$100? (Question 2)</b>
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 <u>highest</u> priority for additional funds. (You may use the number of the item above if you prefer.)	<hr/>	<hr/>
Now, which of the areas do you believe is the <u>second</u> highest priority for additional funds?	<hr/>	<hr/>
The <u>third</u> highest priority for additional funds?	<hr/>	<hr/>
The <u>fourth</u> highest priority for additional funds?	<hr/>	<hr/>
And finally, the <u>fifth</u> highest priority for additional funds?	<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.)		



**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.

October 1995

## REPORT OF THE AD HOC COMMITTEE TO REVIEW THE ORGANIZATION AND STRUCTURE OF ACADEMIC SENATE COMMITTEES

During the summer of 1995, an Academic Senate ad hoc committee, consisting of Margaret Camuso, Nancy Clark, Charles Dana, Harvey Greenwald, John Hampsey, Tim Kersten, and Susan Opava, was formed to evaluate the organization and structure of the present Academic Senate committees and to make recommendations, if necessary, for improved committee functioning.

In order to evaluate the efficiency of the Senate's present committee structure, it identified what the Senate's key functions and roles were, then looked at whether the existing committee structure: (1) effectively carried out these key functions and roles; (2) utilized faculty time productively; (3) encouraged faculty participation; (4) duplicated committee responsibilities; (5) was outdated in any way; and (6) whether the present committee structure was fluid enough to accommodate current and potential changes occurring within higher education.

After careful evaluation, the following recommendations have been prepared by the Ad Hoc Committee to Review the Organization and Structure of Academic Senate Committees. For ease of deliberation, the following text has been excerpted from the *Constitution of the Faculty and Bylaws of the Academic Senate*, and suggested changes have been made in strikeout and underline format. The suggested changes reduce the number of Academic Senate committees from sixteen to nine: five General Standing Committees and four Special Standing Committees.

(Excerpted from *Bylaws of the Academic Senate*, Section VII. Committees)

### VII. COMMITTEES

#### A. GENERAL

The functional integrity of the Senate shall be maintained by the committee process. The committee structure shall include standing committees staffed by appointment or ex officio status, elected committees staffed by election, and ad hoc committees which might be staffed either by appointment or election, as directed by the Senate.

#### B. MEMBERSHIP

Except as noted in the individual committee description, committees shall include at least one representative from each college and from Professional Consultative Services. Additional ex officio representation may include ASI members appointed by the ASI president, the Chair of the Senate, faculty emeriti, and other representation when deemed necessary by the Senate. Ex officio members shall be voting members unless otherwise specified in the individual committee description.

During ~~the second week of~~ Spring Quarter, ~~the new~~ each caucus shall convene to nominate candidates from that college or Professional Consultative Services to fill



committee vacancies occurring for the next academic year. ~~The caucus shall obtain a statement of willingness to serve from each nominee.~~

These nominations shall be taken to a meeting of the ~~newly elected~~ Executive Committee before the June regular meeting of the Senate. The Executive Committee shall appoint members to standing committee vacancies from these lists of nominations, unless another method of selection is specified in these Bylaws. Each appointed member shall serve for two years. No person shall be assigned concurrent membership on more than one standing committee, except Executive Committee members, who may serve on that committee and one other.

C. COMMITTEE CHAIRS

The Academic Senate Executive Committee shall appoint the chairs of the General Standing Committees. The chairs of these committees shall be nonvoting and may be chosen from within or outside the committee. If the chair is chosen from within the committee, a new appointment to the committee shall be made by the Executive Committee from the chair's college to ensure that the college has voting representation. Committee chair appointments will be submitted to each committee for its approval. The chairs of the Special Standing Committees shall be elected annually by a majority vote of the eligible voters on the committee.

The chair need not be an academic senator. The chair shall be responsible for reporting committee activities to the Academic Senate. The chair shall notify the chair of the college caucus whenever a member has not attended two consecutive meetings. Committee chairs shall meet with the Chair of the Academic Senate at least once per quarter.

D. OPERATING PROCEDURES

Operating procedures of each committee shall be on file in the office of the Senate.

E. MEETINGS

Meetings of all committees, except those dealing with personnel matters of individuals, shall be open. The time and place of each meeting shall be announced in advance.

F. REPORTING

Each committee shall maintain a written record of its deliberations. Minutes of each meeting shall be submitted to the Academic Senate office. A summary report shall be submitted to the Academic Senate Executive Committee at the end of each quarter. year end report shall be submitted to the outgoing Executive Committee before the June regular meeting of the Senate.

G. MINORITY REPORTS

Minority reports may be submitted with the reports of the committees.

H. GENERAL STANDING COMMITTEES

The following committees shall be standing committees:

1. ~~Budget~~
2. ~~Constitution and Bylaws~~
3. ~~Curriculum~~
4. ~~Distinguished Teaching Awards~~
5. ~~Elections~~
6. ~~Fairness Board~~
7. ~~General Education and Breadth~~

8. ~~Instruction~~
9. ~~Library~~
10. ~~Long Range Planning~~
11. ~~Personnel Policies~~
12. ~~Program Review and Improvement~~
13. ~~Research~~
14. ~~Status of Women~~
15. ~~Student Affairs~~
16. ~~University Professional Leave~~

1. Budget and Planning
2. Curriculum
3. Faculty Affairs
4. Instruction
5. Research and Professional Development

I. SPECIAL STANDING COMMITTEES

1. Faculty Awards
2. Fairness Board
3. Grant Review
4. Program Review

H.J. COMMITTEE DESCRIPTIONS

1. Budget and Planning Committee
  - a. Membership

The ex officio members of the Budget Committee shall be the Vice President for Academic Affairs or her/his designee, the Budget Officer or her/his designee, the Vice President for Administration and Finance or her/his designee, the Director of Institutional Studies or her/his designee and an ASI representative.
  - b. Responsibilities
    - (1) The Budget and Planning Committee shall provide oversight and make recommendations concerning policy for the allocation of budgeted resources. This includes the review of matters related to the allocation of budgeted resources, and provide representation as appropriate on bodies formed to review the mechanisms by which campus-wide instructional resource allocations are made. provide input as appropriate to the instructional budgetary process, and monitoring through college representatives the budget allocations and expenditures made departmentally and by college.
    - (2) In addition, the Budget and Planning Committee shall also be responsible for recommendations concerning future actions, policies, and goals as they affect the university. These shall include, but not be limited to: academic policies and procedures, academic personnel policies and procedures, and

faculty development. Areas assigned to specific standing committees of the Academic Senate fall within its purview when future predictions and extreme long-range planning are necessary or possible.

*(Comments: Items a and b should be considered in the context of the strategic plan objectives. Long-range planning has been added to the responsibilities of the Budget Committee. This will allow the committee to deal with present and future budgetary issues.)*

~~2.~~ ~~Constitution and Bylaws Committee~~

~~a.~~ ~~Membership~~

~~An ASI representative will be ex officio.~~

~~b.~~ ~~Responsibilities~~

~~The Constitution and Bylaws Committee shall review periodically the Constitution of the Faculty, the Bylaws of the Academic Senate, and operating procedures of standing committees of the Senate, and shall recommend changes to these to assure that they are current and in agreement with university regulations and with the memorandum of understanding. The procedure involving amendments to the Constitution shall be consistent with Article IV of the Constitution. The procedure involving amendments to the Bylaws shall be consistent with Article IX of the Bylaws.~~

*(Comments: This function will become the responsibility of the Academic Senate Executive Committee. If the Constitution and Bylaws require substantial changes, an ad hoc committee will be formed for this purpose.)*

~~3-2.~~ Curriculum Committee

a. Membership

The ex officio members of the Curriculum Committee shall be the Vice President for Academic Affairs or her/his designee, the Dean of Research and Graduate Studies or her/his designee, the Dean of Library Services or her/his designee, and an ASI representative.

b. Responsibilities

The Curriculum Committee shall be responsible for recommendations regarding academic master planning and curriculum, academic programs, university requirements for graduation, general education and breadth, cultural pluralism, and library oversight as it relates to instruction. Members will meet at least quarterly and as needed. The chair shall be responsible for the coordination of the curriculum review with the Vice President for Academic Affairs office.

Cultural Pluralism Requirement Subcommittee:

There will be a standing subcommittee of the Curriculum Committee for the initial review of courses proposed to fulfill the Cultural Pluralism Baccalaureate requirement. This subcommittee shall

consist of seven voting members, one from each college and one from Professional Consultative Services. Terms shall be for two years, staggered to ensure continuity.

Academic Senate caucuses will solicit and receive applications for membership. The slate of applicants will be forwarded to the Curriculum Committee who will appoint members.

A chair of this subcommittee will be elected from the subcommittee members each academic year.

Ex officio members shall be the Director of Ethnic Studies, the Director of Women's Studies, a representative from the General Education and Breadth Committee and the Curriculum Committee, and an ASI representative.

Selection of courses to fulfill the requirement shall follow the criteria listed in AS-395-92.

Recommendations from this subcommittee will be forwarded to the Curriculum Committee who will, in turn, submit them to the Academic Senate for a vote.

*(Comments: Subcommittees shall be established to deal with GE&B and cultural pluralism. The issue of GE&B will be the subject of a report of a separate committee during the fall of 1995. The college curriculum committees will be given greater responsibility for dealing with curriculum changes.)*

~~5. Elections Committee~~

~~a. Membership~~

~~There are no ex officio members.~~

~~b. Responsibilities~~

~~The Elections Committee shall be responsible for supervising and conducting the election process for membership to the Academic Senate, Research Committee, University Professional Leave Committee, Senate offices, the statewide Academic Senate, appropriate recall elections for the preceding as per Section VIII of these Bylaws, and ad hoc committees created to search for such university positions as president, vice presidents, college deans, and similar type administrative positions. The committee shall notify the Chair of the Senate one week before the regular June meeting of the need to select alternate members for the Executive Committee during the summer quarter.~~

*(Comments: Except for the faculty responsibility of supervising the election process, conducting an election is clerical in nature. These tasks have been performed by the Senate's office staff for several years. A committee devoted to elections is unnecessary. The Academic Senate officers will have the responsibility for supervising the election process.)*



~~7. General Education and Breadth Committee~~

~~a. Membership~~

~~The ex-officio members of the General Education and Breadth Committee shall be the Vice President for Academic Affairs or her/his designee, an ASI representative, and a representative from the Curriculum Committee.~~

~~b. Responsibilities~~

~~The General Education and Breadth Committee shall provide oversight, direction, and evaluation of the general education component of the university curriculum on a continuing basis and shall recommend appropriate requirements, policies, and procedures. The committee will review all courses proposed for general education and breadth certification in various distribution areas, will periodically review the appropriateness of certified courses, and will review the mix of courses in the distribution areas.~~

~~The committee shall conduct a comprehensive evaluation of general education and breadth requirements, policies, and procedures at least biennially.~~

~~Implementation of the committee's curricular recommendations shall conform with the curriculum review process.~~

~~(1) Distribution area subcommittees:~~

~~There will be standing subcommittees corresponding to each distribution area. The distribution area subcommittees shall consist of five members. Each subcommittee shall elect a chair annually from its membership. Terms shall be for two years, staggered to ensure continuity.~~

~~Senate caucuses will solicit and receive application for membership on the distribution area subcommittees. The slates of applicants will be forwarded to the General Education and Breadth Committee who will appoint members. In making these appointments, the General Education and Breadth Committee shall seek to constitute reasonably balanced subcommittees, including (but not limited to) applicants whose teaching service areas, academic preparation, and/or professional activities are in the distribution areas.~~

~~(2) The Vice President for Academic Affairs' office:~~

~~The Vice President for Academic Affairs' office will be responsible for the implementation of campus requirements, policies, and procedures relating to general education and breadth. The Vice President for Academic Affairs' office shall inform the General Education and Breadth Committee through the Chair of the Senate of all actions taken with respect to general education and breadth.~~

- (3) ~~The chair of the General Education and Breadth Committee:  
The chair of the General Education and Breadth Committee shall be elected annually. The chair is responsible for setting the agenda for committee meetings, establishing liaison with the distribution area subcommittees, maintaining relations with the Vice President for Academic Affairs' office pursuant to the implementation of general education and breadth requirements, policies, and procedures, and providing appropriate supporting materials to the General Education and Breadth Committee. The chair shall receive appropriate assigned time.~~
- (4) ~~Proposals for general education and breadth:  
In addition to proposals emanating from the General Education and Breadth Committee, proposals for general education and breadth requirements, policies, and procedures may originate from any segment of the university.~~
- (5) ~~Process for review of general education and proposals:  
All proposals for changes to the general education and breadth requirements, policies, and procedures, shall be submitted to the General Education and Breadth Committee via the Academic Senate office. The General Education and Breadth Committee shall refer proposals to the appropriate distribution area subcommittee(s) for their deliberation and recommendation. The distribution area subcommittees will consider all matters and proposals referred to them by the General Education and Breadth Committee and shall report their recommendations to that committee in a timely manner.~~

~~The General Education and Breadth Committee will submit its reports and recommendations along with all supporting materials to the Academic Senate for its consideration. The Academic Senate shall forward all reports, recommendations, and supporting materials to the President's office.~~

~~As appropriate, the Vice President for Academic Affairs will be responsible for obtaining the views of the Academic Deans' Council on general education and breadth matters.~~

~~Final decisions on general education and breadth requirements, policies, and procedures will lie within the Office of the President.~~

*(Comments: The current structure of GE&B review will be reviewed during the fall of 1995).*

11.3. Personnel Policies Faculty Affairs Committee  
a. Membership

The ex officio members of the Personnel Policies Committee shall be the Director for Faculty Affairs or her/his designee, ~~the chair of the University Professional Leave Committee or her/his designee~~, and an ASI representative.

b. Responsibilities

The ~~Personnel Policies~~ Faculty Affairs Committee shall be the advisory body of the Academic Senate on personnel policy and its administration and procedures. The scope of personnel procedures and policies coming within its purview include appointment, promotion, and tenure, academic freedom, leaves of absence, retention, professional relations and ethics, promotion, research, grievance, layoff procedures, and lecturers' rights and responsibilities.

*(Comments: The responsibilities of this committee need to be reviewed in relationship to the faculty union.)*

8.4. Instruction Committee

c. Membership

The ex officio members of the Instruction Committee shall be the Director of Communications Services or her/his designee, the Vice President for Academic Affairs or her/his designee, the Dean of Library Services or her/his designee, and an ASI representative.

d. Responsibilities

The Instruction Committee shall be responsible for recommendations regarding subjects which impinge directly on the quality of teaching; for providing policy recommendations concerning grading as well as admissions policies and requirements. It will also provide review and input concerning electronic teaching techniques.

In accordance with CAM 481 and AS-357-91/IC, the Instruction Committee shall review the Academic Calendar as proposed by the Vice President for Academic Affairs before its final submission to the President for approval.

*(Comments: The membership of the committee needs to be reevaluated in view of its increased responsibilities. Electronic teaching techniques include distance learning, multimedia techniques, computer-assisted education, etc. Changes in policies concerning admissions will greatly affect what we teach and how we teach. It is important for the Academic Senate to have input into this issue.)*

~~9. Library Committee~~

~~a. Membership~~

~~The ex officio members of the Library Committee shall be the Dean of Library Services, the Vice President for Academic Affairs or her/his designee, and an ASI representative.~~

~~b. Responsibilities~~

~~The Library Committee shall act as a fact finding body and consult~~

~~with the Academic Senate, the library, and the administration on matters dealing with library affairs and policy. The committee shall report to the Academic Senate.~~

*(Comments: It is proposed that the Library Committee be eliminated. Its duties will be included under the Curriculum Committee and Research & Professional Development Committee.)*

~~10. Long Range Planning Committee~~

~~a. Membership~~

~~The ex officio members of the Long Range Planning Committee shall be the Vice President for Academic Affairs or her/his designee, the Vice President for Administration and Finance or her/his designee, the Director of Institutional Studies or her/his designee, and an ASI representative.~~

~~b. Responsibilities~~

~~The Long Range Planning Committee shall be responsible for recommendations concerning future actions, policies, and goals as they affect the university. These shall include, but not be limited to: academic policies and procedures, academic personnel policies and procedures, and faculty development. Areas assigned to specific standing committees of the Academic Senate fall within its purview when future predictions and extreme long-range planning are necessary or possible.~~

*(Comments: These responsibilities have been moved to the Budget and Planning Committee.)*

~~13.5. Research and Professional Development Committee~~

~~a. Membership~~

~~(1) A majority of the membership shall consist of elected faculty members. They shall be elected as follows:~~

~~(a) one member shall be elected from each college and Professional Consultative Services by faculty unit employees from the college and Professional Consultative Services, respectively.~~

~~(b) membership shall be for two year terms, with the terms of service staggered between the various colleges and Professional Consultative Services.~~

~~i) membership for the Colleges of Agriculture, Architecture and Environmental Design, Business, and Engineering shall be for terms beginning in odd numbered years; i.e., 1989.~~

~~ii) membership for the Colleges of Liberal Arts, Science and Mathematics, and Professional Consultative Services shall be for terms beginning in even numbered years; i.e., 1990.~~

~~(2.)a. Membership~~



The ex officio members of the Research Committee shall be the Dean of Research and Graduate Programs or her/his designee, an instructional dean or her/his designee, the Vice President for Administration and Finance or her/his designee, the Foundation Executive Director or her/his designee, and an ASI representative. The representative of the instructional deans shall be appointed by the Vice President for Academic Affairs for a two-year repeatable term. Ex officio members shall be nonvoting members of this committee. The representative from Professional Consultative Services shall be a librarian.

~~(3) The chair of the Research Committee shall be elected from the elected faculty members of the committee.~~

~~(4) No member of the Research Committee is eligible to apply for any grant, leave, or award program administered by the committee, while serving on the committee.~~

b. Responsibilities

The Research and Professional Development Committee shall:

~~(1) Develop and recommend to the President, through the Academic Senate, appropriate policies and guidelines for the encouragement and conduct of research, and for the dissemination of research results.~~

~~(2) Evaluate research proposals for Creative Activity and Research Effort (CARE) grants and recommend to the President, through the Academic Senate, appropriate funding for the grants.~~

~~(3) Develop and recommend policies and procedures for the Research Committee, and for the administration of the State Funded Faculty Support Grants, to the President through the Academic Senate.~~

~~(4) Solicit, receive, and evaluate requests for State Funded Faculty Support Grants and make recommendations for funding, when appropriate, to the President through the Academic Senate.~~

~~(5) Evaluate requests for special leaves for research or creative activity and, when appropriate, rank order them for consideration and transmit this ranking through the Academic Senate to the President.~~

(1) Provide oversight for research and professional development activities on campus.

(2) Make recommendations concerning policies and procedures for research and professional development activities on campus.

(3) Conduct a regular review of research centers and institutes on campus.

(4) Provide library oversight as it relates to research and professional development.

(5) Review and make recommendations on disputed university professional leaves.

*(Comments: This proposed committee represents a splitting of the duties of the former Research Committee. The New Research and Professional Development Committee will better be able to deal*

*with policy and procedure issues concerning research. The proposed Grants Review Committee can focus on evaluation and recommendations of grant proposals.) Items (3), (4), and (5) above represent new responsibilities. Since sabbatical leaves are no longer funded, the University Professional Leave Committee has little (if anything) to do. Any disputes that might arise involving leaves at the college level would be handled by the Research and Professional Development Committee.)*

~~14. Status of Women Committee~~

~~a. Membership~~

~~The ex-officio members of the Status of Women Committee shall be the Vice President for Student Affairs or her/his designee, a part-time faculty member to be appointed by the Chair of the Academic Senate with approval of the Executive Committee, the campus representative to the Women's Council of the State University, and one ASI representative.~~

~~b. Responsibilities~~

~~The Status of Women Committee shall address issues that concern women on campus. The committee shall also be responsible for reviewing and acting on resolutions passed by the Women's Council of the State University.~~

*(Comments: It is proposed that the Status of Women Committee be converted to a university-wide committee. The issues it addresses involves the university as a whole, not just the faculty or Senate.)*

~~15. Student Affairs Committee~~

~~a. Membership~~

~~The ex-officio members of the Student Affairs Committee shall be the Vice President for Student Affairs or her/his designee and two ASI representatives, one of whom shall be an officer of the ASI.~~

~~b. Responsibilities~~

~~The Student Affairs Committee shall be responsible for recommendations concerning the interrelationship of the student and academic environment. And, it shall be the advisory body of the Academic Senate on admission policies and quotas.~~

*(Comments: The responsibilities of this committee duplicates the university-wide Student Affairs Council. It is proposed that this committee be eliminated as a Senate committee and the university-wide committee modify its membership to provide college-wide representation.)*

~~16. University Professional Leave Committee~~

~~a. Membership~~

~~(1) Members of the University Professional Leave Committee shall be elected. One member shall be elected from each college and the library by tenured and probationary faculty unit~~

~~employees from the college and library, respectively. The member representing the library shall be elected from and by the library faculty rather than from Professional Consultative Services in general.~~

- ~~(2) Faculty eligible for membership are tenured, not on a college/library professional leave committee, and not applying for a leave with pay.~~
  - ~~(i) membership for the Colleges of Agriculture, Business, and Engineering shall be elected in the spring of odd-numbered calendar years.~~
  - ~~(ii) membership for the Colleges of Architecture and Environmental Design, Liberal Arts, Science and Mathematics, and the Library shall be elected in the spring of even numbered years.~~

~~b. Responsibilities~~

~~The University Professional Leave Committee shall be responsible for the direction of the professional leave program of the university.~~

- ~~(1) Recommend to the Vice President for Academic Affairs, after approval by the Academic Senate, changes in the procedures and criteria for ranking leave with pay applications.~~
- ~~(2) Recommend changes in leave with pay application response deadlines to the Vice President for Academic Affairs after approval of the Academic Senate.~~
- ~~(3) Review college/library leave with pay procedures and criteria for compliance with MOU and university guidelines. Recommended changes shall be directed to the appropriate administrator with a copy to the Vice President for Academic Affairs.~~
- ~~(4) Review all applications and the prioritization by college/library professional leave committees to ensure compliance with approved guidelines and quality of applications; inform the Vice President for Academic Affairs of any apparent inequities in those rankings; and make recommendations based on its findings.~~
- ~~(5) Make ad hoc recommendations concerning the filling of such unused sabbatical leave vacancies which occur after the initial awarding.~~
- ~~(6) Shall act as the committee to review Meritorious Performance and Professional Promise Awards referred to it by the President.~~

*(Comments: This committee has little (if anything) to do since sabbatical leaves are no longer funded. Disputes that might arise involving leaves at the college level would be handled by the Research and Professional Development Committee.)*

K. SPECIAL STANDING COMMITTEES

4.1. Distinguished Teaching Faculty Awards Committee

a. Membership

The ~~Distinguished Teaching Faculty~~ Awards Committee shall be composed of five faculty members from different colleges, when possible, and two students. The faculty members will be appointed by the Chair of the Academic Senate with the approval of the Executive Committee. These faculty members will be former recipients of the Distinguished Teaching Award and will serve two-year staggered terms. No member of this committee shall serve more than two consecutive terms without an intervening period of at least one year. Colleges which are not represented during a term of membership will be rotated onto the committee when a member needs to be replaced. The students will be appointed by the ASI, will have at least junior standing, and will have completed at least three consecutive quarters and 36 quarter units with at least a 3.0 grade point average at Cal Poly.

b. Responsibilities

- (1) The ~~Distinguished Teaching Faculty~~ Awards Committee shall determine the ~~criteria~~ policies and procedures to be used for judging ~~distinguished teachers~~ recipients for the Distinguished Teaching Award. Nominees for the award will be received by the committee during the fall quarter, and final selection will be made no later than the sixth week of the spring quarter.
- (2) The Faculty Awards Committee shall also conduct the selection process for the Trustees' Outstanding Professor Award.

*(Comments: Item (2) reflects a responsibility that the Distinguished Teaching Awards Committee has performed for the last several years.)*

6.2. Fairness Board

a. Membership

The ex officio members of the Fairness Board shall be one member from Student Affairs to be appointed for a two-year term by the Chair of the Academic Senate, and at least two ASI representatives who have at least junior standing and have attended Cal Poly for at least three consecutive quarters.

b. Responsibilities

The procedures to be followed and the problems to be considered shall be as approved by the Academic Senate and published as a document entitled, "Fairness Board Description and Procedures."

Changes in the document shall be made by the Senate upon recommendation of the ~~Student Affairs Committee~~ Fairness Board. The Board shall report to the Academic Senate.



13.3. Research Grants Review Committee

a. Membership

- (1) A majority of the membership shall consist of elected faculty members. They shall be elected as follows:
  - (a) one member shall be elected from each college and Professional Consultative Services by faculty unit employees from the college and Professional Consultative Services, respectively.
  - (b) membership shall be for two-year terms, with the terms of service staggered between the various colleges and Professional Consultative Services.
    - i) membership for the Colleges of Agriculture, Architecture and Environmental Design, Business, and Engineering shall be for terms beginning in odd-numbered years; i.e., 1989.
    - ii) membership for the Colleges of Liberal Arts, Science and Mathematics, and Professional Consultative Services shall be for terms beginning in even-numbered years; i.e., 1990.
- (2) The ex officio members of the Research Grants Review Committee shall be the Dean of Research and Graduate Programs or her/his designee, an instructional dean or her/his designee, the Vice President for Administration and Finance or her/his designee, the Foundation Executive Director or her/his designee, and an ASI representative. The representative of the instructional deans shall be appointed by the Vice President for Academic Affairs for a two-year repeatable term. Ex officio members shall be nonvoting members of this committee.
- (3) The chair of the Research Grants Review Committee shall be elected from the elected faculty members of the committee.
- (4) No member of the Research Grants Review Committee is eligible to apply for any grant, leave, or award program administered by the committee, while serving on the committee.

b. Responsibilities

The Research Grants Review Committee shall:

- ~~(1) Develop and recommend to the President, through the Academic Senate, appropriate policies and guidelines for the encouragement and conduct of research, and for the dissemination of research results.~~
- ~~(2)~~(1) Evaluate research proposals for Creative Activity and Research Effort (CARE) grants and recommend to the President, through the Academic Senate, appropriate funding for the grants.
- ~~(3)~~(2) In coordination with the Research and Professional Development Committee, develop and recommend policies and procedures for the administration of grant proposals, which includes the State Funded Faculty Support Grants, to the

- President through the Academic Senate.
- (4)(3) Solicit, receive, and evaluate requests for State Funded Faculty Support Grants and make recommendations for funding, when appropriate, to the President through the Academic Senate.
  - (4) Make recommendations concerning the funding of internal grants when appropriate.
  - (5) Evaluate requests for special leaves for research or creative activity and, when appropriate, rank order them for consideration and transmit this ranking through the Academic Senate to the President.

*(Comments: This proposed committee represents a splitting of the duties of the former Research Committee. The New Research and Professional Development Committee will better be able to deal with policy and procedure issues concerning research. The Grants Review Committee can focus on evaluation and recommendations of grant proposal.)*

124. Program Review ~~and Improvement~~ Committee

a. Membership

The Program Review ~~and Improvement~~ Committee shall consist of seven (7) tenured full professors; one from each of the six colleges and one from the Academic Senate, ~~and a Nonvoting ex officio person~~ members shall include the Dean of Research and Graduate Programs or her/his designee and a representative appointed by the Vice President for Academic Affairs. The School for Teacher Education shall be included with a college of its choice for the selection of the representative from that unit.

Members of the committee shall be elected by the Academic Senate Executive Committee in accordance with the *Academic Program Review and Improvement Guidelines*. Representatives from the Colleges of Agriculture, Business, and Liberal Arts shall be elected for two-year terms in even-numbered years. Representatives from the Colleges of Architecture and Environmental Design, Engineering, and Science and Mathematics shall be elected for two-year terms in odd-numbered years.

b. Responsibilities

The Program Review ~~and Improvement~~ Committee shall conduct an annual review of programs as outlined in the *Academic Program Review and Improvement Guidelines*.

State of California

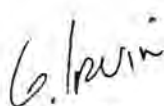
CAL POLY

**MEMORANDUM**

San Luis Obispo  
CA 93407

**To : Harvey Greenwald, Chair, Academic Senate**

**Date : 1 Oct 95**

**From : Glenn Irvin**   
Associate Vice President for Academic Affairs

**Copies :** W. Baker  
P. Zingg  
Task Force  
members  
Vice Presidents  
Deans & Directors  
Staff Council  
ASI

**Subject: Report of the Curriculum and Calendar Task Force**

Enclosed for the Senate's review is the report of the Curriculum and Calendar Task Force, "Commitment to Visionary Pragmatism." The Task Force carried out its charge in two segments: an initial paper titled "Visionary Pragmatism," intended to prompt discussion across the campus; and the enclosed set of recommendations intended to translate the ideas, comments, and other responses to "Visionary Pragmatism" into practical, largely measurable guides for campus practice.

The Task Force asks the Senate to consider these recommendations and adopt a set of guidelines for curricula and related matters early in 1996, so the campus can resume the regular curricular process and print a new catalog in a timely manner. It would be useful to have these guidelines in place as a "template" before the start of another cycle to revise curricula.

I want to thank the members of the Task Force who have worked diligently for nearly two years on this project. They gave willingly of their time to study the issues affecting the learning environment and curriculum, read extensively, and consulted with individuals and groups across the campus community. In all their considerations, they have kept the interests of the university and the students' education foremost. Their report presents coherently the many factors affecting learning and teaching while recognizing the range of programs and views in a complex institution.

**Report of the Curriculum & Calendar Task Force:  
September 29, 1995  
Commitment to Visionary Pragmatism**

**Background / Preface**

**Characteristics of a Cal Poly Graduate**

**Curricular Goals with Operational Guidelines**

**Glossary of Curricular Terms**

**Course Proposal (Appendix I)**

**Measuring Learning (Appendix II)**

**Curriculum & Calendar Task Force:** Dan Bertozzi, Business Administration; Andrea Brown, Physical Education & Kinesiology; Brad Grant, Architecture; Jim Harris, Computer Engineering; Larry Inchausti, English; Alice Loh, Landscape Architecture; Tara McQuerry, ASI; Jim Mueller, Mathematics; Armando Pezo-Silva, Student Academic Services; Tom Rice, Soil Science; Ilene Rockman, Kennedy Library; George Stanton, Assessment and Testing Center; Mary Whiteford, Academic Programs; Chair: Glenn Irvin, Academic Programs; Staff Support: Joan Dezember.

## Commitment to Visionary Pragmatism

The seeming contradiction inherent in the title "Visionary Pragmatism" is designed to reveal an abiding tension between the two sides of our mission as educators at a polytechnic university: (1) our charge to educate students to take leadership roles in society and in the professions; and (2) our responsibility to inspire these same students with an exalted sense of human possibility, high hopes, and sublime aspirations. Toward the end of bridging these two high callings within a single curricular structure, we offer the following recommendations.

### BACKGROUND / PREFACE

In January 1994, Vice President Koob, in consultation with the Academic Senate Executive Committee and President Baker, appointed the Curriculum and Calendar Task Force and charged it with establishing principles for baccalaureate programs across the campus, constructing a template within which the programs will revise their curricula, integrating the co-curriculum with the baccalaureate degree, and guiding the process of change in curriculum and calendar.

To address these goals, the Task Force requested that 1994-95 be declared the "Year of the Curriculum" and presented the campus with Visionary Pragmatism to prompt discussion of the curriculum and related issues across the university. The Task Force scheduled forums on curriculum, met with various campus groups, and called for written responses to Visionary Pragmatism by the end of Winter Quarter so the document could be revised and forwarded to the Academic Senate for deliberation and adoption of a set of principles for curricula at Cal Poly.

Each of the colleges and the UCTE, ASI, Student Affairs, Staff Council, Academic Senate committees, the Kennedy Library, and Professional Consultative Services responded to Visionary Pragmatism with well-considered and detailed comments. The responses reaffirmed Cal Poly's core values--the integration of the pragmatic emphasis of a polytechnic university with the goals of the arts and sciences to impart vision, inspire intellectual desire, and promote the importance of continuous learning. The university must continue to keep learning at the center of its endeavors, emphasizing active learning methods through a philosophy of learn-by-doing, and preserving valuable student/faculty interrelationships. These core values reflect unique characteristics that are widely recognized as important to the campus, students and their families, alumni, and employers.

The Task Force considered the comments and suggestions from the campus. What follows are the **Characteristics of a Cal Poly Graduate**, and **Curricular Goals with Operational Guidelines** which encourage development of these and other characteristics.

The challenge before us is continuously to examine our traditions and practices to ensure that our energies and resources are directed toward offering an outstanding student-centered undergraduate education.



## CHARACTERISTICS OF A CAL POLY GRADUATE

Cal Poly graduates possess a number of particular skills, capacities, aptitudes, knowledge, and abilities that will enable them to fulfill their various callings, and to think creatively. In addition to their knowledge, skills, and applications we want them to take on leadership roles; forge new, unforeseen syntheses; and offer their unique contributions to the world.

### **Graduates of Cal Poly will:**

- a. possess a uniquely balanced and integrated knowledge and understanding of technology, mathematics, sciences, humanities, and social sciences.
- b. be skilled at appropriate applications of theoretical concepts.
- c. apply inquiry, engage in discovery, and express creativity.
- d. apply critical thinking to identify and analyze issues and prioritize alternatives in order to develop effective solutions.
- e. understand the interrelationship of their personal, civic, and economic roles.
- f. understand and function in an increasingly multicultural, multiracial, and international environment.
- g. be able to access, analyze, and productively utilize a variety of forms of information relevant to any topic under consideration.
- h. effectively communicate with others--orally, in writing, visually.
- i. have the desire and capability to be involved in self-guided, life-long learning activities.
- j. contribute to improving the quality of the physical environment.
- k. be prepared to anticipate, formulate and adapt to frequent and rapid changes.
- l. participate in wellness, health, and physical related activity.
- m. demonstrate leadership and the ability to collaborate with others in the service of attaining mutual goals.
- n. accept personal responsibility for the fulfillment of their obligations and the consequences of their actions.
- o. demonstrate tolerance for and support of constructive ideas, attitudes, and behaviors that differ from their own.

## CURRICULAR GOALS

- 1. Cal Poly's primary goal is to enhance learning. This goal should permeate all of the following goals.**

Learning is a process, not a product. It is a process of reacting to perceptual input by accommodating it into one's existing cognitive structure. The process of learning generates products, or outcomes.

The focus of instruction and of the university at large must be to do whatever is possible to enhance the process of learning such that the quality and quantity of desired outcomes is exemplary.

Academic programs and their courses are designed to generate various types of learning outcomes, depending on their instructional objectives and the content covered. Four major categories of learning outcomes are recognized as appropriate and are specified below. Although few courses would be designed to produce learning outcomes in all four categories, several categories of outcomes will be appropriate for many courses.

**The four major categories of expected learning outcomes are:**

A. Cognitive information and skills.

This category consists of two types of cognitive outcomes:

- (1) the acquisition of factual information, which the student is expected to comprehend, recognize and remember; and
- (2) cognitive skills, or "higher order" mental abilities, such as problem solving, critical thinking, synthesizing, analyzing, transforming factual information; and evaluating hypotheses.

B. Attitudes and Values.

Examples of this category are: responsible and productive attitudes to learning, self and others; morals and ethics; appreciation of multicultural perspectives and values; interpersonal tolerance; belief in social and civic justice and responsibility; aesthetic appreciation; and a positive attitude regarding cooperation and conflict resolution.

C. Performance, procedural, and physical skills.

Examples: effective oral, written, and visual communication; laboratory and field procedures and techniques; and exhibition of proficient physical performance.

D. Appropriate and effective social skills.

Examples: establishing and facilitating cooperative group functioning; effective interaction; conflict resolution; socially acceptable communication skills; community service skills; and small and large group leadership.

<b>2. The learning and teaching environment should incorporate the following educational approaches and practices that Cal Poly values highly, and which distinguish its programs:</b>
--

- 2.1 Integrating technological and humanistic areas of study.  
*Example: offer interdisciplinary as well as disciplinary courses.*
- 2.2 Incorporating opportunities for independent learning.  
*Example: require an appropriate capstone senior project.*
- 2.3 Preserving valuable student/faculty interrelationships.
- 2.4 Including practical applications of theory ["learn by doing"].  
*Example: employ laboratory and field experiences, as appropriate by discipline.*
- 2.5 Teaching and fostering critical and creative thinking.
- 2.6 Encouraging and supporting appreciation for social and intellectual diversity, and providing instruction in effectively communicating in and interacting with a socially diverse environment.
- 2.7 Teaching and emphasizing oral and written communication skills.  
*Example: include meaningful, and meaningfully assessed, writing components across a broad range of classes in the major and in the general education program.*
- 2.8 Developing and employing technological and computer-related electronic information processing skills.  
*Example: teach students how to access and evaluate information.*
- 2.9 Encouraging life-long learning.
- 2.10 Teaching and modeling appreciation, conservation, and enhancement of the earth and our physical environment.
- 2.11 Developing and encouraging leadership skills.  
*Example: provide opportunities for students to work together on projects.*
- 2.12 Providing effective training for skilled professional career work.
- 2.13 Developing habits of wellness and a healthy lifestyle.

- 2.14 Providing opportunities for learning experiences that provide for the practical application of the academic experience.  
*Example: cooperative education and internships.*
- 2.15 Enhancing opportunities for student interactions with faculty and career professionals.

<b>3. The university experience should integrate a broad range of learning environments and personal development experiences.</b>
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Individual personal development results from the complex combination of cognitive processes which constitute learning, and learning frequently interacts with social contexts. Cal Poly should take advantage of the learning potential inherent in the wide range of activities and programs that students engage in, and should establish deliberate collaborations among the activities that facilitate the attainment of the categories of learning outcomes recognized in Goal #1. Such collaborations and partnerships should help to improve the quality of learning outcomes produced by the classroom experience as well as by students' daily activities.

<b>Operational Guidelines</b>
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### **Support for the Learning Environment**

- 3.1 Develop academic courses for community service and leadership experiences.
- 3.2 Enhance facilities for informal student gatherings and study areas.
- 3.3 Enhance learning environment infrastructure -- library, multimedia, information technology.
- 3.4 Participate in activities that meet student needs, e.g., clubs, programs concerning diversity issues, development of co-curricular activities for special purposes.

### **Orientation**

- 3.5 Provide at several levels--university, college, department, and program.
- 3.6 Provide a significant learning experience and a substantive introduction to university study during student orientation. Examples: lectures, faculty involvement, a university convocation, advanced reading assignments.
- 3.7 Consider adopting a Freshman Year Experience that combines orientation, advising, study skills and coursework to assist students with their educational goals.

### **Academic Advising**

Advising can be conceptualized with two functions: (1) a technical level in which the student is given directions for satisfying curricular and other university requirements, handling substitutions, taking examinations; and, (2) discipline-oriented advising, provided by the faculty to their students in such areas as course electives, course content concerns, career aspirations, and preparation for graduate school.

To accomplish these goals, the university needs to:

- 3.8 Offer proactive, consistent and accurate advising throughout the student's undergraduate experience.
- 3.9 Request colleges and programs to designate coordinators for advising.
- 3.10 Employ effective assessment and monitoring systems for advising programs.
- 3.11 Support faculty/staff/peer mentoring for students in whatever context it occurs.

### **Personal Advising**

In concert with academic advising, personal advising can be critical to successful adjustment, personal development and involvement of students in the university community. Personal advising involves the awareness of the whole student and is not to be confused with psychological counseling. Personal advising addresses personal concerns and needs as they affect academic progress, offering a balance of challenge and support. Issues may include instructor communication, time management, financial aid strategies, involvement in co-curricular activities, specialized services for disabled students, cross cultural communication, and the encouragement of enrollment in academic support classes and services.

- 3.12 Assist students in viewing their options and problem-solving plans of action, rather than giving advice.
- 3.13 Offer personal advising to students as a necessary enhancement of academic advising offered within colleges.

### **Academic Support Services**

- 3.14 Provide an appropriate range of academically related services to enhance student learning and achievement. Examples: workshops, small group, and individualized instruction and assistance focusing on basic skills, writing skills, English language skills, Senior Project issues, and other special academic issues and concerns.

### **Cultural and Intellectual Events**

- 3.15 Offer cultural and intellectual activities of interest to the entire university community.



- 3.16 Review on a regular basis the scope and adequacy of Cal Poly's emphasis on the number and variety of cultural and intellectual activities available on the campus, and the resource allocation to support them.

### **Cultural Diversity**

- 3.17 Review on a regular basis the scope and adequacy of Cal Poly's emphasis and resource commitment to activities that foster understanding, appreciation, and sharing of cultural diversity.
- 3.18 Provide a variety of learning opportunities for faculty, staff and students to discuss racism, sexism and classism.
- 3.19 Support and encourage an environment in which staff, faculty, and students work together in an atmosphere of mutual respect and unconstrained academic interchange.
- 3.20 Support the continuing development of courses that fulfill the United States Cultural Pluralism requirement and courses that enhance global awareness.

4. **Curricular and instructional practices should be effective in terms of attaining their designated learning goals.**

**Operational Guidelines**  
(also see Appendix I Course Proposal Form and Appendix II Measuring Learning)

### **Program Implementation and Improvement.**

- 4.1 Review programs on the basis of accurate information about student learning outcomes and attitudes.
- 4.2 Review programs systematically and frequently to determine how well they are fulfilling the goals and principles set forth in this document.
- 4.3 Consider evaluative information from such constituencies as alumni, employers, advisors, student affairs, and external experts from accrediting agencies, professions, and other colleges and universities.

### **Specialized Accreditation.**

- 4.4 Pursue specialized accreditation when it is consistent with university and program learning goals and educational outcomes.

**Course Development and Review.**

- 4.5 Occur frequently, be peer-based, and focus on the course goals, expected learning outcomes, and instructional methods.
- 4.6 Be consistent with the principles set forth in this document by utilizing the Course Proposal form (see Appendix I).

**Teaching Strategies and Review.**

- 4.7 Continue in the Cal Poly tradition of learn-by-doing and active methods of instruction involving interaction between faculty and students.
- 4.8 Employ a variety of teaching strategies to address different learning styles (see Appendix II Measuring Learning).
- 4.9 Utilize teaching portfolios in the RTP process and merit salary deliberations.
- 4.10 Include measures of teaching effectiveness which demonstrate evidence of the extent to which students achieve course objectives.

<b>5. An effective general education program is central to a quality university education.</b>
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In recognition of our first goal "to put learning first," we offer the following suggestions applicable to any general education program.

<b>Operational Guidelines</b>
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**GE&B Faculty**

- 5.1 Recognize General Education and Breadth as a distinct academic program with a designated faculty and invested with responsibility for designing courses and maintaining the program's integrity. The GE&B faculty, who are members of existing academic departments and programs, should be identified and designated by the administration in consultation with the university faculty.
- 5.2 Allow GE&B faculty to propose curriculum changes following the curricular review process established for other academic programs.
- 5.3 Encourage a sustained effort by the GE&B faculty to innovate, improve, and respond to new requirements for general education.

## **GE&B -- The Program**

An undergraduate education should achieve a wholeness that includes general education and specialized study in a major. Students should not be required to study subjects in general education that they have already studied in their major. Neither should they be encouraged to "extend" the major by taking additional courses associated with the major which also satisfy general education requirements. Rather, students should be required to study subjects in general education that contribute to the breadth and wholeness of their undergraduate education. For example, students in the arts and humanities should be required to complete general education courses that ensure their understanding of science and technology; conversely, students in science and technology should be required to complete general education courses that ensure their understanding of the arts and humanities.

All Cal Poly graduates should have a sound understanding of science and technology, and where this is not part of the major, the general education program should require this study. This knowledge of science and technology reflects the unique character of the university and is the special stamp of its graduates.

All curricula, with their relationship of specialized study to general education, should prepare students in terms of the "Characteristics of the Cal Poly Graduate."

- 5.4 Exercise flexibility and creativity within the provisions of Executive Order 595 in designing programs and courses to meet the general education requirements.
- 5.5 Create a dynamic GE&B program which allows for continuous intellectual growth and the flexibility to adapt to changes.
- 5.6 Encourage opportunities for innovative and/or interdisciplinary courses.
- 5.7 Offer a balanced study of verbal communication and reasoning skills, quantitative skills, science, arts and humanities, social and behavioral sciences, and technology.
- 5.8 Offer students the option of various tracks of study to satisfy the GE&B requirement, such as area studies, technology and society, great ideas, civilization.
- 5.9 Require students to complete the basic verbal communication and quantitative skills in their freshman year to provide them a solid academic foundation for their future coursework.
- 5.10 Allow students the maximum number of course choices to fulfill all GE&B requirements, unless the degree program has a compelling rationale to specify particular courses, for example, prerequisites).
- 5.11 Allow courses required for the major and also approved for GE&B to be double-counted to satisfy the requirements for both the major and GE&B.

- 5.12 Consist of a total of 72 units in the GE&B program.
- 5.13 Award letter grades to GE&B courses and not allow courses to be graded Credit/No Credit.
- 5.14 Evaluate GE&B courses, as with other academic programs, in terms of their effectiveness in producing the learning outcomes for which they are designed, as well as the congruence of those outcomes with program requirements, and with the desired characteristics of Cal Poly graduates.

<b>6. Curricular and academic program practices, policies, and procedures should be efficient in attaining their designated goals, consistent with maintaining academic quality.</b>
--

The university must consider and address the pragmatic concerns about the efficiency of the higher education process raised by students, their families, public policy makers, and employers. Some of these concerns include:

- uncertain state funding to higher education coinciding with increases in the college-age population;
- increased concern with cost, value and accountability;
- increased concern with access and success of students; and
- increased concern with time to graduation.

Institutional roadblocks must be removed to aid student progress. Requirements for degree programs and general education as set forth in Title 5 and EO 595, as well as the requirements of institutional and specialized accreditation, are much less restrictive than many suppose, and grant the university considerable latitude in the design of its programs.

<b>Operational Guidelines</b> <b>(also see Glossary of Curricular Terms)</b>
---

- 6.1 Communication among all university groups is essential for the successful and efficient attainment of curricular goals (e.g., electronic communication, liaison groups).

### **Curriculum Flexibility**

- 6.2 Encourage programs to include adviser-approved electives and free electives in addition to the core coursework required by the major.
- 6.3 Identify and eliminate institutional impedimenta which constrain students who wish to graduate in four years (five years for BArch and BLArch). Examples of such impedimenta include: courses with unjustifiably low success rates (especially freshman courses), curriculum program requirements that force student enrollment in an inadvisable combination of courses; inappropriate and/or unnecessary prerequisites; poorly planned scheduling of required coursework; inadequate advising.

- 6.4 Allow students to transfer from one major to another without undue hardship and loss of credit applicable to the receiving degree program.

### **Transfer and Placement Credit**

- 6.5 Permit students who have satisfied general education and major lower division requirements at a community college to graduate in a timely manner from Cal Poly. For example, the normal expectation for such a transfer student will be to have the equivalent of two years of coursework remaining, with the exception of 5-year programs.
- 6.6 Maintain current articulation agreements with community colleges.
- 6.7 Design curricula with sufficient number of lower division courses to permit community college transfers to receive credit for major coursework.
- 6.8 Award credit toward completion of the program for all standardized Advanced Placement credit earned by the student with a test score of three or higher.
- 6.9 Permit students to satisfy requirements through competency testing that meets appropriate academic standards and is administered at the program level.

### **Student Advising**

- 6.10 Provide accurate and effective advising to facilitate student progress.
- 6.11 Provide appropriate advising to students who are deficient in course completions and academic progress and offer practical means for remediating such deficiencies.

### **Course Design**

- 6.12 Standardize course units to 4 units for courses of one mode of instruction (lec, act, lab, sem), and 4 or more units for courses of more than one mode of instruction (e.g. lec/lab, lec/act). For a definition of the "Carnegie Unit," please refer to the Glossary.

Rationale for 4-unit courses include:

- (a) The reduced number of different class preparations by each faculty member allows greater attention to each course.
- (b) The reduced number of classes taught during each term and each year by each faculty member encourages greater focus of time and energy.
- (c) The reduced number of students contacted by each faculty member allows for greater interaction with each student. (Faculty members have fewer students who take more units per class.)
- (d) Course credits would articulate more efficiently for students transferring from semester campuses (a 3-unit semester course equates to 4.5 quarter units).



- (e) Students would register for fewer courses per term while maintaining or increasing the number of credit units earned in each course.
- (f) Students would have fewer scheduling complications, books and materials to purchase, papers and projects to accomplish, exams to take, and assignments to complete.
- (g) Students would have fewer barriers toward completion of their degrees.

These changes would occur while preserving the following:

- (h) The number of credits in a degree program would remain the same.
  - (i) The number of SCU taught would remain the same.
  - (j) The number of faculty members required to teach the curriculum would remain the same.
  - (k) The number of laboratory units would remain the same with no diminishment of Cal Poly's traditional commitment to hands-on education.
- 6.13 Reflect efficiency and logic in terms of course numbering and sequencing with consideration given to the appropriate course level, lower division vs. upper division, and the effect on transfer students from community colleges (see Glossary of Curricular Terms for explanation of Cal Poly's course numbering system).
- 6.14 Determine appropriate class size according to content, level, and instructional mode as prescribed by the program faculty.

### **Curricular Content Efficiency**

- 6.15 Total number of units for each degree program between 186 and 192, unless designated as a five-year program.
- 6.16 Eliminate needless repetition of material within programs, and duplication of subject matter taught in courses among programs.

### **Three-Part Curriculum Structure**

The curriculum should consist of three parts:

- 6.17
- (1) Major;
  - (2) General Education and Breadth; and
  - (3) Free Electives.

### **Curricular Review and Development Process**

- 6.18 Examine and revise campus curricular review processes to allow for the most timely and efficient process to accommodate curricular changes.
- 6.19 Place authority for courses and curricula with the program and college faculty. Significant curricular changes (e.g., new academic programs, changes to courses required by other programs) will continue to be reviewed by the appropriate Academic Senate committees.

## GLOSSARY OF CURRICULAR TERMS

The following definitions are based on those proposed by the Academic Senate Curriculum Committee and adopted by the Academic Senate (AS 388/92/cc, May 26, 1992) and the Curriculum Committee's response to "Visionary Pragmatism." These definitions replace those currently in the Campus Administrative Manual (CAM 400).

### CARNEGIE UNIT OF CREDIT

A unit of credit represents how much time a typical student is expected to devote to learning per week of study and a norm is one unit for three hours of student work per week.

One unit of Credit equals:      1 hour of **lecture (seminar, recitation)** and two of study, or  
    2 hours of **activity** and one of study, or  
    3 hours of **laboratory**, or  
    3 hours of independent study (**supervision**).

### COURSE NUMBERING SYSTEM

Courses are generally numbered according to the plan shown below.

010-099 Nondegree credit or short courses.

100-299 Courses primarily for freshman and sophomore students.

300-399 Courses primarily for advanced undergraduate students with prerequisite coursework.

400-499 Courses for advanced undergraduates. Certain 400-level courses can be used in graduate programs.

500-599 Graduate courses.

600-699 Courses for professional advancement within a special field. They do not carry credit for degree requirements in any of the curricula.

### MAJOR

1. A **major** is defined as a program of study that provides students with the knowledge, skills and experience necessary to pursue a specific career or advanced study and leads to a degree in that subject.
2. **Major courses** are:
  - (a) courses having the prefix of the major program and/or college;
  - (b) prerequisite courses;
  - (c) courses from any other prefix or discipline which are required in the major field of study;
  - (d) courses that count toward the major GPA.
3. The **minimum** number of units required in the major must meet Title 5 requirements:
  - B.S.** = 54 quarter units in the major (minimum of 27 units at 300-400 level)
  - B.A.** = 36 quarter units in the major (minimum of 18 units at 300-400 level)
  - B.Arch., B.L.Arch.** = 68 quarter units in the major (minimum of 41 units at 300-400 level)

4. The **maximum** number of units designated as "major units" is determined by subtracting the minimum number of units in the major as designated by Title 5, GE&B units and free electives from the total number of units. The program faculty determine how many of the remaining units will be designated as "major units."
5. A minimum of 15 units should be designated at 100-200 level.
6. **Major core courses** compromise the basic knowledge in the discipline and are required of all students in the major. These courses may be augmented by a concentration, minor or adviser approved electives which provides the following advantages: allows students to design a section of their curriculum, tailoring it to their specific career goals and interests; retains faculty and departmental control of the major; and facilitates students who change majors or transfer by integrating previous course credit into the student's program without compromising the core knowledge required by the curricula.
7. Major core courses shall comprise at least half of the required courses in the major.
8. Courses in the major which fulfill General Education & Breadth requirements shall be listed in the major course category with a reference (as an asterisk) to the GE&B area.

## CONCENTRATION

1. A **concentration** is defined as a coherent and specialized course of study within a student's major degree program which presupposes knowledge of the major discipline.
2. A concentrations is:
  - (a) a formally recognized course of study with program requirements stated in the catalog and "official" curriculum displays (electronic and paper);
  - (b) submitted to the Chancellor's Office;
  - (c) indicated in the CSU Admission Booklet; and
  - (d) noted on the student's transcript, but not shown on the diploma.
3. A concentration consists of a minimum of five designated courses and a maximum of less than 50% of the total units in the major.
4. Concentrations are optional. Curricula that offer concentrations should allow students the choice to select either a concentration, or adviser-approved restricted electives , or a minor to complete their major course requirements.
5. No single course should appear in every concentration: it should be included in the major core.

## ADVISER APPROVED ELECTIVES

1. Adviser approved electives are defined as a coherent course of study which is relevant to but not necessarily within the student's major discipline.
2. Adviser approved electives may include transfer and/or change of major units.

3. Unlike concentrations, adviser approved electives are not a formally structured set of courses and, as such, there is no title assigned that would appear on the student's transcript.

## **MINOR**

1. A minor is defined as a coherent course of study which stands alone from a major and provides a student with broad knowledge of and competency in an area outside the student's major. A minor may not be taken in the same major as the student's degree program (e.g., a student majoring in history may not complete a minor in history, whereas a student majoring in crop science may complete a minor in plant protection).
2. A minor consists of 24 to 30 units with at least half of the units from 300-400 level courses and at least half of the units must be taken at Cal Poly.
3. Not more than one-third of the courses in a minor can be graded Credit/No Credit (CR/NC), except for courses which have mandatory CR/NC grading.
4. A minimum 2.0 GPA is required in all units counted for completion of the minor (foreign language minors must have a 2.75 GPA).
5. The minor will be completed along with the requirements for the bachelor's degree. Courses in the minor may be used to satisfy major and general education requirements.
6. Students who wish to complete a minor are to contact the department offering the academic minor as early as possible in the program and fill out the appropriate agreement form. The minor is declared when the student requests a graduation evaluation in the Evaluations Office.
7. The completion of the minor will be noted on the student's transcript but will not be shown on the diploma. In no case will a diploma be awarded for the minor.

## **GENERAL EDUCATION AND BREADTH** (also see Curricular Goal #5.)

GE&B requirements which can be met by Major courses shall be designated by a reference an asterisk and the following comment: "This requirement is met by taking the major courses marked with an asterisk (\*)."

## **FREE ELECTIVES**

1. All baccalaureate curricula will contain a minimum of 12 units of free electives unless the program is recommended for an exemption by the Academic Senate and the exemption is approved by the Vice President for Academic Affairs.
2. A free elective is a course chosen solely by the student with no curricular restrictions.

## **UPPER DIVISION REQUIREMENT**

1. At least 60 units of the total bachelor's degree units, for both the B.A. and the B.S., shall be at the 300-400 level.



Appendix I

**COURSE PROPOSAL**

Course Prefix, Number, Title

Please indicate as appropriate:

☐ New

☐ Change

Prepared by \_\_\_\_\_ Department \_\_\_\_\_ Date \_\_\_\_\_

**I. Summary Description**

A. Please complete this section. This information will appear in the Cal Poly catalog.

**1. Catalog Description (please limit to 40 words)**

<b>2. Prerequisite?</b> <i>300-400 level must have prerequisite</i>	<b>3. General Education &amp; Breadth?</b>  No ___ / Yes ___ Area ___	<b>4. United States Cultural Pluralism?</b>  Yes ___ No ___
<b>5. Units?</b> _____  Lec ___ Lab ___ Act ___ Sem ___ Supv ___	<b>6. Grading Type?</b>  Regular ___ Credit/No Credit ___	<b>7. Crosslisted Course?</b>  Prefix & Number _____
<b>8. Miscellaneous Course Fee?</b>  Yes ___ / No ___ <i>If yes, contact Office of Vice President for Academic Affairs, x2246, for MCF form.</i>	<b>9. Repeatable?</b> <i>is course repeatable for multiple credit?</i> No ___ / Yes ___ maximum # units ___ <i>In the same term?</i> No ___ / Yes ___	<b>10. Subtopic Course?</b> <i>will course have subtopics with different titles to be listed in the Class Schedule and on student's transcript?</i>  No ___ / Yes ___

B. Please provide the following information which is needed for Office of Academic Records.

<b>Replacement Course?</b> <i>will this proposed course replace an existing course?</i>  No ___ / Yes ___	<b>If Yes,</b> <i>prefix &amp; number for prior course(s)</i>  _____	<b>If Yes,</b> <i>will the proposed course meet curriculum requirements for students following prior catalogs?</i>  No ___ / Yes ___
--	---	---

C. C/S # \_\_\_\_\_ You may indicate the C/S number or Academic Programs Staff will complete this item.

**COURSE PROPOSAL APPROVALS**

Department Head/Chair \_\_\_\_\_ College Curriculum Chair \_\_\_\_\_ College Dean \_\_\_\_\_ Associate V.P. Academic Affairs \_\_\_\_\_  
 Office Use: Senate Curriculum Committee \_\_\_\_\_ USCP Committee \_\_\_\_\_ GE&B Committee \_\_\_\_\_ Academic Senate \_\_\_\_\_



## II. Course Content

- A. Provide an expanded outline of the course content.
- B. Explain why the course content is organized the way it is.

## III. Expected Learning Outcomes

Courses are designed to generate various types of learning outcomes, depending on the content covered. Of the three major categories of learning outcomes listed below describe those which are applicable to the course that you are proposing.

*(Note: Not all courses would be designed to produce learning outcomes in all categories.)*

### A. Cognitive information and skills.

This category consists of two types of cognitive outcomes:

- (1) the acquisition of factual information, which the student is expected to comprehend, recognize and remember; and
- (2) cognitive skills, or "higher order" mental abilities, such as problem solving, critical thinking, synthesizing, analyzing, transforming factual information; and evaluating hypotheses.

### B. Attitudes and Values.

Examples of this category are: responsible and productive attitudes to learning, self and others; morals and ethics; appreciation of multicultural perspectives and values; interpersonal tolerance; belief in social and civic justice and responsibility; aesthetic appreciation; and a positive attitude regarding cooperation and conflict resolution.

### C. Performance, procedural, and physical skills.

Examples: effective oral, written, and visual communication; laboratory and field procedures and techniques; and exhibition of proficient physical performance.

### D. Appropriate and effective social skills.

Examples: establishing and facilitating cooperative group functioning; effective interaction; conflict resolution; socially acceptable communication skills; community service skills; and small and large group leadership.

## IV. Methods of Evaluating Student Learning Outcomes

- A. What methods and instruments are used to determine how well the students achieve the Expected Learning Outcomes as described in Item III?

*(Examples: lab exercises, panel discussions, oral presentations, problem solving tasks, written work; simulation and role playing, demonstrations of physical competence; independent/group projects)*

## V. Methods of Instruction

- A. What are the primary methods of instruction?  
*(Examples: labs, experiential activities, fieldwork; collaborative group work; lecture, seminar, recitation; electronic instructional technology; incorporation of staff and Student Affairs resources.)*
- B. Why are these instructional methods appropriate for helping students attain the Expected Learning Outcomes as described in Item III?

## VI. Course Goals in Relation to Programs

- A. In which program(s) will this course be included and how will this course integrate and support the program goals and criteria?  
*(Programs include: major, support, concentration, minor, GE&B B, U.S. Cultural Pluralism)*

*Courses that fulfill the United States Cultural Pluralism requirement are based on the following criteria:*

- 1. Emphasis on one or more of these four U.S. Cultures: Asian American, African American, Hispanic American, American Indian;*
- 2. Attention to general issues of gender, diversity, equity, ethnocentricity, and ethnicity; and the relationships to problems facing contemporary society, especially those resulting from racism, discrimination and cultural conflict;*
- 3. Application of rigorous pedagogical, scholarly methods and standards as evidenced in substantive exams, reports, papers, and projects; and*
- 4. Attention to critical thinking skills which will allow students to address cultural, racial, and gender issues in a sensitive and responsible manner and to evaluate their own attitudes.*

## VII. Student Reading Materials

List the major reading materials that will be required of students, especially those items to be placed on Reserve in the Kennedy Library.

## VIII. Facilities and Student Materials

- A. Facilities and Equipment. If the course content or teaching methods will require facilities other than a standard lecture or laboratory classroom, please indicate what will be needed.
- B. Student Materials. If students will be required to purchase materials other than those normally expected (books, pens), please indicate what will be needed.  
*(Note: If students will be expected to pay a Miscellaneous Course Fee, please contact the Office of the Vice President for Academic Affairs, x2246, for a MCF form.)*

## APPENDIX II

### MEASURING LEARNING

Each curricular program should develop a system for:

- (1) obtaining information about the extent to which students have attained the learning objectives set for them, as well as for gathering information regarding student attitudes, needs, and progress, insofar as these issues pertain to attaining the program's designated learning outcomes; and
- (2) ensuring that such information is considered in the process of developing and revising courses and curricular programs.

#### Operational Guidelines

- (a) Employ (and develop, as needed) valid classroom testing techniques and procedures, and include tasks which realistically and authentically represent the actual task conditions under which a course's learning outcomes can be expected to be applied.
- (b) Systematically assess learning progress via an appropriately frequent schedule of data collection.
- (c) Determine and coordinate mechanisms for employing feedback into program revision cycles.
- (d) Assess the extent and effect of the implementation of procedures designed to improve instruction by employing procedure/process/program evaluation techniques and appropriate social experimental designs that control for non-instructional effects on learning outcomes.
- (e) Develop valid and realistic course evaluation processes for each of several legitimate purposes, such as providing information for students, instructor feedback, program improvement, and RPT.
- (f) Employ entry skills testing information for developing curricular objectives and to inform instructional design.
- (g) Analyze differences in feedback given by significant demographic subgroups, and accommodate this information in instructional procedures and design.
- (h) Engage in and support the development of learning outcomes specifications across sets of classes and/or departments to supplement course-specific goals, and design instruction to incorporate such outcomes in order to encourage academic integration, and to produce information about the attainment of broadly conceived educational goals. (General education classes may be the best starting point for this endeavor.)
- (i) Track course deviation history to determine redundancies and irrelevancies.

**AFFIRMATIVE ACTION PLAN**  
**FOR**  
**CALIFORNIA POLYTECHNIC STATE UNIVERSITY**  
**SAN LUIS OBISPO, CALIFORNIA**

---

**( DRAFT )**

**Affirmative Action Office**

**Revised 1994**

## Preface

This document represents a reaffirmation of Cal Poly's commitment to the legislative guidelines and principles regarding equal employment opportunity and affirmative action. More important, stated herein is Cal Poly's pledge to create a learning and working environment in which diversity is viewed as a desirable and valuable asset to the university community. The concept of diversity transcends the legal mandates which require equal opportunity and affirmative action by addressing the true spirit of that legislation. And that spirit challenges us to extend the boundaries of numerical goals to provide role models for our students and to enrich our educational environment with broader perspectives and new experiences.

As Cal Poly approaches the twenty-first century, we aspire to achieve the goals set forth in our strategic planning document. Included among these goals is the creation of an environment that reflects the diversity of the State of California. The revised Affirmative Action Plan moves us closer to that goal.



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## 1 AFFIRMATIVE ACTION PLAN

### A Policy Statement

In accordance with established federal, state, and The California State University (herein referred to as CSU) guidelines, California Polytechnic State University, San Luis Obispo, California (herein referred to as Cal Poly), reaffirms the commitment of the University to ensure equal opportunity in employment and to adhere to the practice of affirmative action to recruit, employ, retain, and promote women and minorities\* protected under Title VII of the Civil Rights Act of 1964.

The distinction between equal employment opportunity and affirmative action must be clear. Equal employment opportunity refers to the right of all persons to apply and be evaluated for employment opportunities without regard to race, color, religion, national origin, age, marital status, gender, sexual orientation, pregnancy, disability, or veteran status. Affirmative Action refers to assertive, proactive strategies initiated by an employer to increase the employment, retention, and advancement of women and minorities.

The authority for implementing this policy shall rest with the president, vice presidents, managers, directors and others with delegated appointing authority and/or responsibility for employment decisions. However, affirmative action and equal employment opportunity are the responsibility of all members of the Cal Poly community.

The Affirmative Action Plan applies to all employees and applicants for employment. Cal Poly auxiliary organizations are required to comply with the policies of the Board of Trustees and are obliged to adopt employment procedures consistent with this policy and with CSU operational guidelines. The ultimate objective of this Policy is to seek out, employ, retain, and advance members of underrepresented groups consistent with the spirit and intent of the Civil Rights legislation. A vitally important Cal Poly and CSU objective is to provide role models for our student body which reflect the cultural diversity of California. Achieving these objectives requires that the university create a discrimination-free atmosphere and an educational and working environment in which the rights and privileges of all individuals are protected and where diversity of culture and perspectives are valued.

All employment decisions shall be based on a fair and equitable assessment of qualifications, which takes into consideration an individual's talents, skills, knowledge, ability to do the work, and capability of contributing to the cultural enrichment of the University community. Cal Poly will offer employment to applicants who are most qualified to enhance the quality of education and life for the university's students and employees.

While recruitment and initial appointment constitute a critical component of an effective affirmative action policy, retention of underrepresented group employees is a critical measure of the overall effectiveness of the Affirmative Action Plan. Therefore, it is incumbent upon managers and supervisors to provide a fair assessment of performance, free of bias and disparate consideration or treatment. Once employed, all employees shall be treated equitably and fairly.

To demonstrate commitment and full compliance to the concept of affirmative action, managers and supervisors are encouraged to provide opportunities for job enhancement by assigning to members of underrepresented groups those duties and responsibilities which potentially broaden the scope and level of their job responsibilities. This extension of affirmative action reduces the potential for adverse impact of the reclassification/salary administration program on underrepresented group employees and provides to protected group employees a vehicle for upward mobility.

\* See Appendix I

**B Purpose**

The Affirmative Action Plan sets forth a local framework for all university units to comply with federal, state, and CSU Board of Trustee policies prohibiting discrimination on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, or veteran's status against any applicant for employment with California Polytechnic State University, San Luis Obispo. Within this framework, the university commits itself to an affirmative action program designed to recruit, employ, retain, and promote minorities, women, the disabled, disabled veterans, and veterans of the Vietnam Era at all levels within the university workforce.

**C Objective**

The objective of the Affirmative Action Plan is to provide structure to an effective, positive, continuing, and dynamic Affirmative Action Program. California Polytechnic State University, San Luis Obispo, is committed to the advancement of knowledge and to the provision of quality higher education to all eligible students and to the laws of California and the United States in guaranteeing to all persons the right of equal employment opportunity. Such commitment obligates the university to make positive efforts to ensure the appropriate representation of all groups protected under federal and state civil rights legislation in the university work force. To this end, the university is required to strive toward achieving a faculty and staff that reflects the society it serves by correcting any underutilization of these groups found in departments of the university and to provide role models for the current and prospective student population.

To correct any underutilization, the short-term goals of the plan shall include good faith efforts to:

1. Increase the number of minorities and women in faculty and staff positions.
2. Sustain the existing utilization of underrepresented groups through continuous institutional support and advancement opportunities.
3. Establish and maintain an upward mobility program.

To this end, California Polytechnic State University, San Luis Obispo, adopts a policy statement on nondiscrimination and affirmative action in employment.

## **2 RESPONSIBILITY FOR IMPLEMENTATION OF THE POLICY**

The president of Cal Poly has full responsibility for implementing the equal employment opportunity and affirmative action requirements, including the development and implementation of the Affirmative Action Plan. It is the responsibility of the president to inform all supervisors that will also be evaluated on their equal employment opportunity efforts and results.

While affirmative action efforts and monitoring for compliance are carried out in every department and unit of the university, the president has delegated to the director of Affirmative Action responsibility for the development of the Affirmative Action Plan and for overall reviewing of the university's compliance. Under the supervision of the president and in consultation with the university community, the director of Affirmative Action is responsible for the following listed functions. Also listed are responsibilities delegated to the vice presidents, deans, directors, and other university officials having hiring authority as well as those responsibilities delegated to the Human Resources Office

### **A Director of Affirmative Action**

Developing policy statements on equal employment opportunity and the affirmative action program.

Disseminating information about the affirmative action program within and outside the university.

Consulting with department chairs, deans, administrators, and supervisors about the implementation of the program.

Preparing a detailed workforce analysis.

Determining underutilization of women and minorities.

Overseeing the collection of data for affirmative action purposes, analyzing the data, determining availability, and developing realistic affirmative action hiring goals.

Designing and implementing audit and reporting systems.

Reviewing for overall compliance employment decisions affecting affirmative action including recruitment, hiring, reappointment, promotion, tenure, compensation, termination, demotion, and disciplinary actions.

Serving as liaison between the campus and enforcement agencies.

Assisting college administrators and supervisors to handle problems that arise in carrying out affirmative action obligations.

Informing the university administration of the latest developments in equal employment opportunity and affirmative action laws, regulations, and court decisions.

Serving as liaison between the university and minority and women's organizations concerned with employment opportunities for women and minorities.

### **B Responsibilities of Deans, Directors, and Other University Officials Having Hiring Authority**

Determining that the job announcement has appropriate nondiscriminatory language as required in the university Affirmative Action Plan.

Verifying that all job announcements are advertised in an appropriate manner.

Determining through interaction with the director of Affirmative Action that an adequate pool of candidates has been developed.

Ensuring that the appropriate search committee is appointed and instructed to carry out the search process in a nondiscriminatory manner.

Completing the appropriate Affirmative Action compliance documents prior to making the offer of appointment.

Appointing an Affirmative Action Facilitator with the authority of monitoring the recruitment and selection procedures within the college or program area.

**C Responsibilities of the Faculty Affairs Office**

Assisting in disseminating information about affirmative action programs within the academic areas of the university and outside the university.

Providing a technical review of all faculty vacancy announcements, form FA100, to ensure conformity with university and affirmative action guidelines.

Ensuring that faculty vacancies are published as appropriate, including campus newspaper and professional journal advertisements.

Receiving, reviewing and processing all recommendations for hiring new faculty, form FA101.

Serves as liaison with the Affirmative Action Office and enforcement agencies resolving faculty related issues.

**D Responsibilities of the Human Resources Office**

Assisting in disseminating information about the affirmative action program within the university and in the community.

Ensuring that copies of all job announcements are published as appropriate, including newspaper advertisements.

Receiving applications and referring applicants and applications to hiring units.

**E Equal Opportunity Advisory Council**

**1 Functions**

The council serves as the advisory body to the president for the general implementation of the Campus Affirmative Action Program and other equal opportunity policies and practices as they affect employees and students.

The primary charge of this council is to review these programs and inform the president of the progress of implementation and degree of compliance with governing directives. The council submits reports at least annually to the president and provides recommendations as to policy development, improvements and revisions in [existing] policy and practice needed to ensure equal opportunity in Cal Poly employment practices. The council also works to ensure the success of affirmative action efforts within the scope of approved campus programs. It is not within the authority of the council to consider individual complaints of discrimination.



The council shall establish a three-year review panel to evaluate the degree to which colleges, departments, and other program areas are either achieving or not achieving set affirmative action goals. This review should take into account the vacancies that have occurred, the hires that have been made, the recruitment, attrition, and all factors which have an impact on affirmative action goals.

## **2 Membership**

The council appointments are made annually by the university president from nominations as indicated below. The council elects its own chairperson. The chairperson, or designee, is a member of the President's Council. Council membership is as follows:

- One faculty representative from each instructional college nominated by the college deans after consultation with the respective Academic Senate college caucus.
- Two representatives from the Academic Affairs area nominated by the vice president for Academic Affairs.
- Two representatives from the Administration area, appointed by the president.
- Two representatives from the Student Affairs area, appointed by the vice president for Student Affairs.
- Two representatives from the Associated Students, Inc., selected from nominations by the ASI president.

The following are designated as ex officio nonvoting members:

- Director of Affirmative Action
- Director of Student Academic Services
- Director of Human Resources
- Director of Faculty Affairs
- Director of Ethnic Studies
- Title IX Coordinator

The director of Affirmative Action shall serve as Executive Secretary.

In order to ensure strong representation of ethnic minority groups and women on the council, appointments should include at least three representatives from among women and minority groups. The term of service shall be three years, except for students who shall serve a two year term. To ensure continuity of service, initial appointments will be for either one-, two- or three-year periods. Subsequent appointments shall be for two years in the case of students, and for other council members a three year term.

## **3 Meetings**

Meetings will be held monthly during the academic year, or more frequently as scheduled by the council chairperson. It is expected that the council will meet at least once a year with the university president.

### 3 MONITORING AND SELF ASSESSMENT PROCEDURES

The director of Human Resources, the director of Faculty Affairs and/or the director of Affirmative Action will maintain records for a period of three years that document personnel actions. These records will be used to evaluate the effectiveness of the Equal Employment Opportunity and Affirmative Action programs of the University. These records show: (1) The selection, promotion, reclassification, and separation rates of faculty and/or staff within specific job groups and salary levels indicating ethnicity, gender and disability status; (2) A list of applicants referred for positions vacancies indicating ethnicity, gender and disability status; (3) An annual analysis (to be made by the director of Affirmative Action of promotion, separation, and tenure rates of faculty within each appropriate college by ethnicity, gender and disability status, (including an analysis of those eligible for promotion and tenure, and the selection/rejection rate and an assessment will be made of the average length of time required for each group to attain promotion and tenure; (4) The initial salary placement of faculty and staff by rank or class within departments by race, gender, ethnicity, and disability.

#### A Qualifications, Testing and Evaluation

- 1 **Qualifications:** All qualification requirements for positions at the University are established by the Chancellor's Office and published as classification standards.
- 2 **Testing:** It is the university's policy not to use written tests as a partial means to determine the "best qualified" when filling vacant support staff positions on campus, unless those written tests are fully validated by appropriate entities.
- 3 **Evaluations:** All employees will be evaluated to determine that they are able to perform the job for which they were hired. A probationary period of one to two years for staff positions and up to six years for faculty positions allows for a satisfactory period for evaluating an individuals's ability to satisfactorily perform the duties of the position. These employees may be awarded permanency if all evaluations are satisfactory. Management employees are evaluated annually.

#### B Working Conditions

- 1 **Training:** Cal Poly is committed to encouraging faculty and staff to participate in training opportunities for self improvement.
- 2 **Benefits:** All employment benefits for faculty and staff are made without regard to race, color, religion, national origin, gender, sexual orientation, marital status, pregnancy, age, veteran status, or disability.
- 3 **Employment Environment:** All employees shall be free of intimidation, harassment or other discriminatory treatment or condition in their employment with the university.
- 4 **Promotion:** Promotion actions will be analyzed by the director of Affirmative Action as they relate to job groups, salary levels, ethnicity, gender, and disability. Data on faculty will be maintained by the Faculty Affairs Office and must include an analysis of those eligible for promotion by department.
- 5 **Tenure:** An analysis of tenure rates for faculty by department, ethnicity, gender, and disability is to be made periodically by the director of Affirmative Action.
- 6 **Classification:** An analysis of classification actions for staff by department, ethnicity, gender, and disability is to be made periodically by the director of Affirmative Action.
- 7 **Complaints:** Procedures outlined in Section VI, Complaints or Grievances

**C Recruitment and Selection -- Uniform Guidelines on Employee Selection**

- 1 All vacant full-time staff positions and new staff positions will be announced for a minimum of two weeks for local recruitments and a minimum of four weeks for all other recruitments.

Faculty recruitment proposals will be requested on the FA100 form. Vacant tenure-track faculty positions will be announced on a broad regional or nationwide basis for a minimum of 30 days. Vacant full-time lecturer or coaching positions will be announced on a broad regional or nationwide basis for a minimum of two weeks. Part-time faculty positions will be announced for a minimum of two weeks in a local/regional newspaper.

- 2 All job announcement flyers will identify the essential functions of the position being recruited and will use language which encourages applications from women, people of color, individuals with disabilities and veterans.
- 3 All recruitments undertaken will be seen as an opportunity to address existing underutilization of underrepresented groups and to enhance the diversity of the campus.
- 4 All applicants will be treated equitably and fairly throughout the recruitment process.
- 5 Where several applicants appear to be equally qualified for a particular position, the affirmative action needs of the particular department and the diversity goals of the department, college, and university will be given highest priority in the selection decision.
- 6 Pre-selection strategies which include tailoring job announcements to fit the qualifications of specific individuals are prohibited by this policy.
- 7 Upon the recommendation of the director of Affirmative Action, the president may appoint an employee from an underrepresented EEO category to a management position (MPP) without a recruitment. Such an appointment shall not violate Memoranda of Understanding between the Trustees of The California State University and a HEERA designated employee organization.
- 8 Emergency faculty appointments will be considered without a recruitment only when the justification for the emergency is documented and approved on the FA101 form by the dean, director of Faculty Affairs and the director of Affirmative Action.
- 9 With due consideration of the specific needs of programs within the University, Cal Poly will give special attention to the hiring of spouses of appointees to administrative, professional, and tenure-track faculty positions. \*
10. The university will strive to achieve goals which may exceed those defined by the workforce utilization analysis. The university has a commitment to strive to approximate proportionately, in its workforce, the ethnic mix of the diversity of the state.
11. All documents regarding finalists for tenure track and full time lecturer (AY) faculty searches must be reviewed and endorsed in writing by the appropriate dean and the Affirmative Action Director before candidates are invited to the campus for interviews. The final recommendation for hire also must be reviewed by the appropriate administrator, the affirmative action facilitator, and the affirmative action director.

\* Networking with other local agencies (state/county); informing candidates of other campus vacancies; keeping spouses aware of temporary and/or part-time openings, etc.

#### 4 POLICY STATEMENTS

##### A Diversity

Cal Poly shall strive to achieve cultural diversity, thereby improving the quality of life and education for all members of the Cal Poly community. The concept of cultural diversity assumes recognition and respect for differences in age, country of origin, creed, economic background, ethnicity, gender, mental or physical disability, race, and sexual orientation.

##### B Nepotism/Conflict of Interest -- CAM 311.5

No university employee shall vote, make recommendations, or in any way participate in personnel decisions if such participation constitutes a conflict of interest. This prohibition includes, but is not limited to, personnel decisions that directly affect the employment status, work assignment, or financial interest of any relative.

##### C Pregnancy and Childbirth -- CAM 388

###### Maternity Leave Policy

- 1 Sick Leave: It is the policy of the CSU that women shall not be penalized in their positions of employment because they require time away from work for childbearing. Pregnancy, or any disability caused by or contributed to by pregnancy, must be considered justification for use of sick leave if a woman's condition prior to delivery is such that her doctor believes she should take leave. Other incapacities during the course of a pregnancy such as miscarriage, etc., are valid reasons for the use of sick leave and will be treated in the same way as any other illness or disability. Repeated absences associated with pregnancy may suggest a need for medical attention and a physician's certification may be required to substantiate the need for sick leave. Following childbirth, beginning with the date of delivery, up to ten days of sick leave will be routinely approved without certification by a physician. If incapacitation should exceed ten days, submission of a physician's statement is required.
- 2 Nonindustrial Disability Benefits -- CAM 380.1 Nonindustrial disability benefits for pregnancy are available under the same terms and conditions as any other non-work related illness or injury. Upon doctor's certification that the employee is unable to work because of pregnancy, benefits may be provided for up to a maximum of 26 weeks.

An application for nonindustrial disability benefits may be obtained from Human Resources.

##### D Family Care and Medical Leave

Eligible CSU employees are entitled to Family and Medical Leave in accordance with revised state and federal family and medical care leave acts (FMLA) effective February 5, 1994. FMLA regulations require that employees must have worked at least one year in the CSU or the State of California, and worked at least 1,250 hours in the 12 months preceding the leave.

Eligible employees are entitled to take up to 12 weeks of unpaid, job-protected leave for certain family and medical reasons. Family and medical leave is available to care for a child after birth or placement for adoption or foster care, or to care for the employee's spouse, child or parent who has a serious health condition. It is also available if the employee is unable to perform the essential functions of his or her own job because of the employee's own serious health condition. At the employee's or employer's option, certain kinds of paid leave may be substituted for unpaid leave.



**E Sex Discrimination** Discrimination on the basis of sex is prohibited at Cal Poly. All applicants and employees shall be given fair and equal treatment and shall not be excluded from initial employment, promotional opportunities or other personnel actions on the basis of sex.

**F Sexual Harassment Policy** – Administrative Bulletin 93-1 (See Appendix G)

**G Racial Harassment Statement** (See Appendix H)

**H Practices Affecting Contractors, Vendors and Suppliers**

Cal Poly conducts business with firms that observe equal employment opportunity practices and that do not discriminate with respect to race, color, religion, national origin, age, marital status, sex, sexual orientation, pregnancy, disability, or veteran status.

To accomplish this, Cal Poly has established participation goals for each of its projects and purchases: 15% Minority Business Enterprises, 5% Women Business Enterprises and 3% Disabled Veterans Business Enterprises.

Contractors/vendors are required to either meet or demonstrate a good faith effort to meet these goals in order that their bid may be considered.

This language was established by Minority and Women-Owned Business Enterprise (M/WBE) Legislation and implemented by the Cal Poly Purchasing Office.

**I Nondiscrimination Because of Religion or National Origin**

Cal Poly prohibits discrimination on the basis of religion or national origin for any employee or applicant for employment.

It is prohibited by university procedures and practices to ask questions about religion or national origin in interviews or discussions concerning employment matters. Furthermore, no applicant or employee is requested or required to provide any information about his or her religious affiliation or inclinations.

Cal Poly accommodates the religious observances and practices of employees or applicants for employment except where such accommodation causes hardships to the university.

The extent of Cal Poly's obligation is determined by considering business necessity, financial costs and expenses, and resulting personnel problems.

**J Nondiscrimination Because of Physical or Mental Disability**

Cal Poly does not discriminate against any qualified individuals with a disability. Cal Poly adheres to the guidelines of the Americans With Disabilities Act of 1990, Sections 503 and 504 of the Rehabilitation Act of 1973. Cal Poly will make reasonable accommodations to allow a qualified disabled applicant or employee to perform the duties and responsibilities of the position.

A qualified individual with a disability is defined as any individual who satisfies the requisite skill, experience, education, and other job-related requirements of the employment position such individual holds or desires, and who, with or without reasonable accommodation, can perform the essential functions of such position. A disability refers to a physical or mental impairment that substantially limits one or more major life activities, having a record of such an impairment, or being regarded as having such an impairment.

The university will continue to review its personnel processes to assure careful, thorough, and systematic consideration of the job qualifications of known disabled applicants and employees for job vacancies filled either by initial employment or promotion, and for all available training opportunities.



The university will continue to review all physical and mental job qualification requirements in the selection of applicants or employees for initial employment or other change in employment status such as promotion, demotion, or training to ensure that qualification requirements do not screen out qualified disabled individuals.

The university encourages applications from qualified disabled applicants for all staff and faculty positions and invites all disabled applicants and employees to identify themselves. This invitation includes the provision that such information is voluntarily provided, that it will be kept confidential, and that refusal to provide such information will not subject the applicant or employee to any adverse treatment.

Discrimination of disabled persons is prohibited by law and by CSU and Cal Poly policy. Persons who feel that they have been discriminated against should follow the avenues of redress as follows:

**EMPLOYEE - Avenues of Redress:**

*Informal:* (1) Report the situation to the appropriate supervisor for resolution; (2) If not resolved at previous level, report the situation to the next level supervisor; (3) Report the situation or incident to the director of Affirmative Action or the Office of Human Resources.

*Internal formal:* The employee may file a formal grievance utilizing the process outlined in Executive Order 419. If the employee is covered by a collective bargaining agreement, the employee should use the grievance process outlined in the applicable memorandum of understanding (contract).

*External formal:* The employee may file a complaint with the California State Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunities Commission (EEOC).

**APPLICANT - Avenues of Redress:**

*Informal:* Incidents may be reported to the director of Affirmative Action.

*External formal:* The California Department of Fair Employment and Housing (DFEH) and the Equal Employment Opportunity Commission (EEOC)

**Student - Avenues of Redress:**

*Informal:* Report the incident to the department chair, dean or the Office of Student Judicial Affairs.

*Internal formal:* Disabled Students Services or the Office of Student Judicial Affairs (Cal Poly Student Affairs Division)

*External formal:* The California State Department of Fair Employment and Housing or the Office of Civil Rights (OCR - Regional Office is located in San Francisco)

**K Disabled Veterans or Vietnam-Era Veterans**

Cal Poly does not discriminate against any otherwise qualified employee or applicant for employment because of disabled veteran or Vietnam Era veteran status. The university takes affirmative measures to employ, advance in employment, and otherwise treat qualified veterans without discrimination, in accordance with the Vietnam Era Veterans Readjustment Assistance Act of 1974.

"Veterans of the Vietnam Era" means a person (1) who served on active duty for a period of more than 180 days, any part which occurred between August 5, 1964, and May 7, 1975, and was discharged or (2) was discharged or released from active duty for service connected disability if any part of such duty was performed between August 5, 1964, and May 7, 1975. "Disabled veteran" means a person entitled to disability compensation under laws administered by the Veterans Administration for disability rates at 30

percent or more, or a person whose discharge or release from duty was for a disability incurred or aggravated in the line of duty.

The university invites all disabled veterans and veterans of Vietnam Era to identify themselves to the director of Affirmative Action. This invitation stipulates that such information is provided voluntarily, that it will be kept confidential, and that refusal to provide it will not subject the applicant or employee to adverse treatment. Although specific hiring goals are not required for disabled and Vietnam Era veterans, they are also covered by the equal opportunity and affirmative action policy as set forth in this Plan. Furthermore, the university will make reasonable accommodations for the disability of otherwise qualified employees or applicants for employment who are disabled veterans. Cal Poly will review physical and mental job requirements to ensure that qualified disabled veterans are not eliminated from consideration, that the requirements are job related, consistent with business necessity and consistent with safe performance on the job.

Any covered disabled veteran or Vietnam Era veteran applicant or employee that believes that he or she has been discriminated against because of the disability or because of his/her status as a Vietnam Era veteran, or that Cal Poly has otherwise failed to comply with the Vietnam Era Assistance Act of 1974, may initiate a complaint under procedures set forth by the Act.

Where appropriate, Cal Poly will advise the complainant that he or she has the right to file a complaint with the United States Department of Labor under the provisions of the Code of Federal Regulations, Section 60-250.26, if the matter cannot be resolved through internal review procedures. The university will maintain a file of the records on internal grievances and actions for a minimum of three years, and it will cooperate with the United States Department of Labor in its investigation of any complaint brought against the institution under the Act.

Min - Sec Com 10/10/95

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

Anticipating continued constraints 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. The fees would be used to maintain or increase the quality of students' education.

We do know that Cal Poly will admit more students, but how we will admit them has not yet been decided. Preliminary discussions with the Chancellor's Office have begun, but no final decisions have been reached. A final decision would involve discussions with students, faculty, and staff, as well as the CSU Trustees, and probably the legislature. 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 student fee increase**. By means of the attached instrument, the Academic Senate is asking faculty to determine their **spending priorities for the same dollars**. We are also asking faculty to tell us the importance of a few issues that may relate to quality of a student's education.

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, however, we are supporting the President's investigation into a Cal Poly Plan. To help us shape discussion in the interim, we ask that you complete and return the attached survey. **Your individual thoughtful response to this survey is 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, but the results of this survey will be made public and disseminated as widely as possible. We look forward to hearing your views. Please feel free to call Harvey Greenwald, Chair of the Academic Senate if you have any questions.

Sincerely,

Harvey Greenwald, Chair  
Academic Senate (ext. 1657)

Jack Wilson, Past Chair  
Academic Senate

**Please return the completed survey to the academic senate office.** We would like to receive your completed questionnaire by **October 23rd**, but will accept it if it arrives within a few days of that deadline.

- I. 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 to best maintain or increase the quality of the students' education.**

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

		Funding:					No Opinion / Do Not Know
		Major Increase	Slight Increase	Stay the Same	Slight Decrease	Major Decrease	
<b>A.</b>	<b>Funding to Provide Students with:</b>						
1.	Academic advising	1	2	3	4	5	0
2.	Academic Skills Center (learning assistance)	1	2	3	4	5	0
3.	Athletic activities	1	2	3	4	5	0
4.	Career placement	1	2	3	4	5	0
5.	Co-curricular (extra curricular) <u>social</u> enrichment activities (recreation, etc.)	1	2	3	4	5	0
6.	Co-curricular (extra curricular) <u>cultural</u> enrichment activities (performances and exhibits)						
7.	Co-curricular (extra-curricular) <u>intellectual</u> enrichment activities (guest lectures and presentations)						
8.	Computer labs. or specialized equipment specific to the student's major	1	2	3	4	5	0
9.	Courses during Summer	1	2	3	4	5	0
10.	Disabled Students Services	1	2	3	4	5	0
11.	Electronic access to student's records (evaluations, grades, financial aid status, etc.)	1	2	3	4	5	0
12.	General computer labs.	1	2	3	4	5	0
13.	Health services	1	2	3	4	5	0



		Major Increase	Slight Increase	Stay the Same	Slight Decrease	Major Decrease	No Opinion / Do Not Know
<b>A.</b>	<b>Funding to Provide Students with, cont'd.</b>						
14.	Housing -- on campus	1	2	3	4	5	0
15.	Information technology (Internet, World Wide Web, classroom connections)	1	2	3	4	5	0
16.	International programs	1	2	3	4	5	0
17.	Laboratory activities	1	2	3	4	5	0
18.	Library services	1	2	3	4	5	0
19.	Psychological services	1	2	3	4	5	0
20.	Remedial courses	1	2	3	4	5	0
21.	Services for underprivileged students	1	2	3	4	5	0
<b>B.</b>	<b>Funding for Faculty Staffing</b>						
22.	Hiring more tenure track faculty	1	2	3	4	5	0
23.	Hiring more teaching assistants.	1	2	3	4	5	0
24.	Hiring more part-time faculty	1	2	3	4	5	0
<b>C.</b>	<b>Funding for the Teaching Environment for Faculty in Your Department</b>						
25.	Faculty computing or technical equipment	1	2	3	4	5	0
26.	Faculty training to maintain or increase teacher effectiveness	1	2	3	4	5	0
27.	Funding for off-campus review of faculty and programs	1	2	3	4	5	0
28.	Hire more graders	1	2	3	4	5	0
29.	Improved classrooms with electronic communications, displays, etc.	1	2	3	4	5	0



		Major Increase	Slight Increase	Stay the Same	Slight Decrease	Major Decrease	No Opinion / Do Not Know
<b>C.</b>	<b>Funding for the Teaching Environment for Faculty in Your Department, cont'd</b>						
30.	Increased time for course development / modification	1	2	3	4	5	0
31.	Increased number of sabbaticals	1	2	3	4	5	0
32.	Increased travel / meetings	1	2	3	4	5	0
33.	Maintenance of current equipment	1	2	3	4	5	0
34.	More time, support and/or advising for professional development activities	1	2	3	4	5	0
35.	Reduce teaching load	1	2	3	4	5	0
36.	Reduce committee work load	1	2	3	4	5	0
37.	Reduce class size	1	2	3	4	5	0
38.	Release time for research	1	2	3	4	5	0
39.	Training on basic computer applications	1	2	3	4	5	0
40.	Training for support staff	1	2	3	4	5	0
41.	Training on effective teaching techniques	1	2	3	4	5	0
42.	Training on multi-media teaching techniques	1	2	3	4	5	0
<b>D.</b>	<b>Funding for Computer or Technical Laboratories</b>						
43.	Equipment maintenance	1	2	3	4	5	0
44.	New equipment	1	2	3	4	5	0
45.	Up-to-date computer software	1	2	3	4	5	0

		Major Increase	Slight Increase	Stay the Same	Slight Decrease	Major Decrease	No Opinion / Do Not Know
<b>E.</b>	<b>Funding for Administrative Support</b>						
46.	A reduction in charge- backs to departments	1	2	3	4	5	0
47.	More central administration positions (above Department Head/Chair)	1	2	3	4	5	0
48.	Office equipment (computers, copiers, etc.) for the department	1	2	3	4	5	0
49.	Secretarial support at the department level	1	2	3	4	5	0
<b>F.</b>	<b>Funds for Other Educationally Related Items</b>						
50.	Additional classrooms	1	2	3	4	5	0
51.	Additional laboratories	1	2	3	4	5	0
52.	Additional faculty offices	1	2	3	4	5	0
53.	Classroom maintenance	1	2	3	4	5	0
54.	Office maintenance	1	2	3	4	5	0
55.	Speaker forums	1	2	3	4	5	0

**II. Priorities:** We would like to know how you would rank what you feel are the five most important items listed above. You may use the number of the item above if you wish.

First, please tell us which of the items you feel should be given the highest priority for additional funds.

**Item  
Ranking**

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?

**III. Quality** We are interested in what you consider important in insuring that a Cal Poly student receive a **quality education**. Please answer the following:

1. What do you feel are/should be the most important **resources** to assure quality education at Cal Poly? (By resources we mean what goes into providing a quality education. )
2. What do you feel are/should be the most important **processes or activities** involved in a quality education at Cal Poly? (By processes or activities we mean the actions we take here.)
3. What do you feel are/should be the most important outcomes of a quality education at Cal Poly? (By this we mean the results we are trying to achieve.)

**IV. Background Information**

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

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

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

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

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

Are you tenured (circle one)? Yes      No

**IV. Comments.** If you have any other comments on the factors that will influence the quality of students' education at Cal Poly, the prioritizing of funding, or other aspects of the Cal Poly Plan, please tell us here.

**SUGGESTED QUESTIONS FOR SECOND ROUND  
OF FOCUS GROUPS ON QUALITY**

10/09/95

**QUESTION #1.** Given Cal Poly's mission, how should we define quality?

Resources, processes and outcomes have been identified as three categories in which quality in higher education may be identified. The library and student graders are examples of resources. Examples of processes include the ways in which the teaching-learning process is carried out. Included among examples of outcomes might be the success of our graduates both economically (professionally may be a better word) and personally following graduation as well as certain accomplishments during the educational process. Given these, please consider the questions below.

**QUESTION # 2.** What are the most important resource contributors to quality?

**QUESTION # 3.** What are the most important process contributors to quality?

**QUESTION # 4.** What outcomes are measures of quality?