

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

FILE COPY

Academic Senate
Executive Committee Agenda
August 11, 1992
UU 220 3:00-5:00 p.m.

<u>Member</u>	<u>Dept</u>	<u>Member</u>	<u>Dept</u>
Andre, Barbara	StLf&Actvs	Mueller, Wesley	CropSci
Andrews, Charles	Actg	Mori, Barbara	SocSci
Botwin, Michael	ArchEngr	Russell, Craig (Secty)	Music
Brown, Ronald	Physics	Vilkitis, James	NRM
Burgunder, Lee	BusAdm	Wilson, Jack (C)	MechEngr
Dana, Charles	CompSci	Copies: Warren Baker	
Gamble, Lynne (VC)	Library	Glenn Irvin	
Gooden, Reginald	PoliSci	Patricia Mulligan	
Kersten, Timothy	Economics	Howard West	
Koob, Robert	VPAA	ASI representatives	

- I. Minutes: Approval of the May 12, May 19, May 21, May 26, June 2, July 14, and July 16, 1992 Academic Senate/Executive Committee minutes (pp. 2-26).
- II. Communication(s) and Announcement(s):
- A. Reading List (p. 27).
 - B. Consultative committees for the selection of deans (CBUS, CLA) will be formed during fall quarter '92.
 - C. Resolution AS-387-92/LRPC, "Resolution on Review of Proposal for Graduate Studies at Cal Poly," was approved by President Baker on May 27, 1992.
- III. Reports:
- A. Academic Senate Chair
 - B. President's Office
 - C. Vice President for Academic Affairs' Office
 - D. Statewide Senators
- IV. Consent Agenda:
- V. Business Item(s):
- A. Academic Senate/committee vacancies (p. 28).
 - B. Approval of assigned time allocations [pending final distribution of same] (p. 29).
 - C. Approval of Academic Senate Calendar for 1992-1993 (p. 30).
 - D. Determine date(s) for Gary Hart to address the Academic Senate (p. 31).
- VI. Discussion:
- A. Discussion regarding further distribution and additional input from faculty on the final draft of the "Cal Poly Strategic Plan" (pp. 32-44).
 - B. Development of Executive Committee process to determine whether a resolution is ready/complete/appropriate for Senate deliberation.
 - C. Implementation of a tri-semester system at Cal Poly.
 - D. The future of higher education in California and the U.S. (pp. 45-46).
 - E. Increasing the efficiency of operations on campus.
- VII. Adjournment:

*All minutes
deleted
removed*

SUPERSEDES RESOLUTION OF THE SAME NAME WHICH WAS SUBMITTED
ON July 14, 1992

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

AS- -92/EC
RESOLUTION ON THE INTENT OF THE PROGRAM REVIEW
AND IMPROVEMENT COMMITTEE

- WHEREAS, The intent of the "Academic Program Review and Improvements" process is to improve the quality of academic programs at Cal Poly (AS-383-92); and
- WHEREAS, The Academic Program Review and Improvements guidelines specifically state that the process "...was developed to evaluate academic programs in order to strengthen them", and
- WHEREAS, An interim committee, identified as the Program Review and Improvement Committee (PR&IC), is charged with initiating the implementation of the "Academic Program Review and Improvements" process (AS-383-92); and
- WHEREAS, The PR&IC is to report to the Academic Senate any changes in the criteria or process which have been identified as appropriate (AS-383-92); and
- WHEREAS, The PR&IC will prepare a list of Findings based on the materials contained in the information packages submitted by programs under review; and
- WHEREAS, Members of the program being reviewed shall have the opportunity to meet with the PR&IC and discuss Findings, and submit written Responses; and
- WHEREAS, After reviewing Responses the PR&IC will prepare Recommendations; and
- WHEREAS, The PR&IC prepares a report to the Academic Senate Executive Committee for review that contains the Findings, Responses and Recommendations; and
- WHEREAS, The intent of the PR&IC activities and report is not to identify programs that should be eliminated or discontinued; and
- WHEREAS, Any recommendation regarding academic program elimination or discontinuation violates the Executive Committees' charge to the PR&IC; therefore be it
- RESOLVED: That any statements, conclusions or recommendations that deals with program elimination or discontinuation be removed from the PR&IC report.

Adopted: July 16, 1992

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

**AS-392-92/Russell
RESOLUTION ON
PROGRAM REVIEW AND IMPROVEMENT COMMITTEE
FINDINGS AND RECOMMENDATIONS**

Background Statement: On June 4, 1992, the co-chair of the Program Review and Improvement Committee (PRAIC), Charles T. Andrews, informed department heads/chairs that their materials for review must be submitted to the PRAIC by June 15, 1992. By the time that memo made it through the campus mail and into the department mailboxes, it was already June 8. Thus department heads were expected to compile their materials and organize them into some cogent and presentable form in only one week. The difficulties of that task were exacerbated given that June 8 was Monday of finals week--a time when faculty are at their busiest. In addition, many departments were given virtually no warning before they were asked to meet with the PRAIC. The committee notified the dean's office for the School of Liberal Arts late Thursday afternoon of June 18 that the school's degree-granting programs would be reviewed on Monday, June 22. Additionally, many department heads and nearly all of the faculty are out of town during the summer. As a result, some department heads could not personally represent their departments during this process: They had been forced to respond to the PRAIC through proxies, telephone calls, and FAXes.

By way of comparison, under "normal" conditions one would never consider hiring a new faculty member on the basis of a written resume and long-distance telephone conversations. On the contrary, it would require substantive research, exhaustive consultation and live interaction before conclusions were made. It is hoped, we would not radically restructure our entire university with a process that is less rigorous, more hurried, and infinitely more casual. That is not to say that any particular recommendation of the PRAIC is inherently wrong or ill-founded. There is considerable food for thought contained in this ambitious report and I am confident that many of the PRAIC's conclusions (even some of the "painful" ones) will be shown to be accurate, imaginative, and insightful. I am ready to consider any recommendation but am unwilling to adopt a given recommendation without further rigorous scrutiny. Before we start up our institutional chain saw and begin pruning, we better be absolutely sure that we know what and where we are cutting!

Given my concerns, I am submitting the following resolution.

Resolution on Program Review and
Improvement Committee Findings and
Resolutions
AS-392-92/Russell

- WHEREAS, The Program Review and Improvement Committee was only allotted six weeks to initiate and complete a process that consisted of many steps, including the following: (1) requesting information and resource materials; (2) evaluating those materials; (3) arriving at preliminary conclusions; (4) consulting with faculty; (5) revising conclusions as they saw fit; and (6) drafting a report; and
- WHEREAS, Six weeks is too short a time period to research in depth almost any substantive or complex issue; and
- WHEREAS, The department heads/chairs were given inadequate time to consolidate and submit materials for review; and
- WHEREAS, Since the most critical consultations and discussions occurred in the summer quarter when many department heads/chairs and most of the faculty have been largely unavailable during this process; therefore, be it
- RESOLVED: That the Executive Committee of the Academic Senate acknowledge receipt of the report of the Program Review and Improvement Committee; and, be it further
- RESOLVED: That in acknowledging receipt of the report, the Executive Committee does not implicitly endorse each specific finding or recommendation; and, be it further
- RESOLVED: That this resolution be appended to the Program Review and Improvement Committee report when it is submitted to the university administration.

Proposed by:
Craig Russell, Academic Senate
Secretary
July 16, 1992

DOCUMENTS ON FILE IN THE
ACADEMIC SENATE OFFICE

Summer Quarter 1992

<u>Date</u>	<u>Document</u>
1/15/92	"Expanding the Resource Base--Plans for Institutional Advancement" (CSU)
1/20/92	"Funding Gap Study, Final Report" (CSU)

ACADEMIC SENATE/COMMITTEE VACANCIES
FOR 1992-1993

Academic Senate

CSM two representatives
PCS one representative

Academic Senate Committees

CAGR Elections Committee

CAED Constitution and Bylaws Committee
 Elections Committee
 Library Committee
 Status of Women Committee - MARGOT McDONALD (Arch)

CBUS Long-Range Planning Committee - JAMES SENA (Mgtmt)
 Research Committee - JOHN LINDVALL (BusAdm)
 University Prof Leave Committee - LARRY GAY (IT)

CENG Elections Committee
 Student Affairs Committee

CLA Constitution and Bylaws Committee
 Long-Range Planning Committee

CSM Constitution and Bylaws Committee
 Research Committee
 University Prof Leave Committee

PCS Fairness Board
 Research Committee
 University Prof Leave Committee

University-wide Committees

ASI Student Senate (one vacancy)

Conference and Workshop Advisory Committee (one vacancy)

University Union Advisory Board (one vacancy)

Academic Senate Assigned Time

	FTEF	WTU's	
<u>1985-86</u>			
Chair	0.400	18	
GE&B Chair	0.200	9	
Committee Chair (?)	<u>0.200</u>	<u>9</u>	
	0.800	36	
<u>1986-87</u>			
Chair	0.71	32	
Secty/UPLC Chair	0.13	6	
Budget Chair	0.09	4	
Curriculum Chair	0.18	8	
PPC Chair	<u>0.09</u>	<u>4</u>	
	1.20	54	
<u>1987-88</u>			
Chair	0.500	22.5	
Secty	0.133	6	
Budget Chair	0.167	7.5	
Curriculum	0.133	6	
GE&B Chair	0.133	6	
LRP Chair	0.067	3	
PPC	0.133	6	
Student Affairs Chair	0.067	3	
UPLC	<u>0.067</u>	<u>3</u>	
	1.400	63	
<u>1988-89</u>			
Chair	0.555	25	
Vice Chair	0.067	3	(unused)
Secty	0.133	6	(3 WTU unused)
Budget Chair	0.212	9.5	
Curriculum Chair	0.212	9.5	
GE&B Chair	0.133	6.0	
LRP Chair	0.067	3	
PPC	<u>0.089</u>	<u>4.0</u>	
	1.401	63.0	
<u>1989-90</u>			
Chair	0.600	27	
Secty	0.133	6	
Budget Chair	0.200	9	
Curriculum Chair	0.111	5	
Curriculum Co-chair	0.089	4	
GE&B Chair	0.133	6	
PPC Chair	0.067	3	
Research Chair	<u>0.067</u>	<u>3</u>	
	1.400	63	
<u>1990-1991</u>			
Chair	0.600	27	
Vice Chair	0.200	9	
Secretary	(granted by Dean of Library)		
Budget Chair	0.200	9	
Curriculum Chair	0.200	9	
Fairness Board Chair	0.067	3	
GE&B Chair	<u>0.133</u>	<u>6</u>	
	1.400	63	
<u>1991-1992</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>	
	1.400	63	

Academic Senate Calendar for 1992-1993

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

September 14	Fall Conference: 1:30pm Academic Senate Standing Committees (UU 207) 2:45pm Academic Senate General Session (UU 207)
September 29	Executive Committee
October 13	Senate
October 20	Executive Committee
November 3	Senate
November 10	Executive Committee
December 1	Senate

December 7 through January 3, 1993 - finals and quarter break

January 12	Executive Committee
January 26	Senate
February 2	Executive Committee
February 16	Senate
February 23	Executive Committee
March 9	Senate

March 15 through March 28, 1993 - finals and quarter break

March 30	Executive Committee
April 13	Senate
April 20	Executive Committee
May 4	Senate
May 11	Executive Committee
May 25	Senate

June 1	Senate (if needed)
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June 7 through June 20, 1993 - finals and quarter break

This results in:

- 9 Executive Committee meetings
- 10 Academic Senate meetings

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



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FAX: (805) 654-4639

California State Senate

GARY K. HART

SENATOR
EIGHTEENTH DISTRICT

CHAIRMAN
EDUCATION COMMITTEE

April 27, 1992

COMMITTEES

EDUCATION, CHAIRMAN
NATURAL RESOURCES & WILDLIFE
VICE CHAIRMAN
BUSINESS AND PROFESSIONS
ENERGY & PUBLIC UTILITIES
BUDGET & FISCAL REVIEW
CONSTITUTIONAL AMENDMENTS

SUBCOMMITTEE ON OFFSHORE OIL & GAS
DEVELOPMENT, CHAIRMAN
JOINT LEGISLATIVE AUDIT COMMITTEE

RECEIVED

MAY 5 1992

Academic Senate

Dr. James Vilkitis
Natural Resources Management Department
CAL POLY
San Luis Obispo, California 93407

Dear Professor Vilkitis:

Thank you very much for your kind invitation on behalf of the CAL POLY Academic Senate to speak sometime during Spring quarter. Please pardon my delay in responding, but until this time I was not able to have a clear picture of my calendar for the remainder of the Spring.

It now seems very likely that I will be a member of the Budget Conference Committee and, unfortunately, will be unavailable for any district appointments during the week in the months of May and June. I very much want to meet with members of the Academic Senate at CAL POLY, but until the budget is resolved I think there are just too many uncertainties in attempting to schedule a date.

The summer recess (during July, assuming we pass the budget) is a possibility and, of course, next Fall when the Legislature is in recess will be an easy time for me to attend a regularly scheduled meeting of the Academic Senate. I would like to suggest that after the budget is passed Louise Sears, my scheduling secretary, will call you to see what makes the most sense for both of us.

Thank you again for the invitation. I look forward to seeing you in the not too distant future.

Sincerely,

GARY K. HART

GKH:ls

State of California

RECEIVED

CAL POLY
SAN LUIS OBISPO
CA 93407

Memorandum

JUN 26 1992

To : Robert Koob
Vice President for Academic Affairs

Academic Senate Date: 16 Jun 92

File No.:

From : Glenn Irvin *G. Irvin*
Associate VP for Academic Affairs

Copies C. Andrews
G. Austen
R. Gordon
P. Harris
W. Howard
J. Vilkitis
K. Walters

Subject: Strategic Planning

Attached is a copy of the Cal Poly Strategic Plan as revised by a joint committee of faculty, staff, and student representatives.

The draft reflects the collective judgement of the faculty, staff, and students regarding earlier drafts, and focuses on broad goals rather than specifics. Our understanding is that the task groups charged with implementing the various recommendations will focus their attention on the details found in the objectives of previous drafts.

The group recommends that as the university moves forward with Strategic Planning, the groups charged with implementing the recommendations be composed of interested, faculty, staff, and students.

I want to thank Geoff Austin, Ray Gordon, Pat Harris, Bill Howard, James Vilkitis, and Ken Walters for their good work on this document, their insights, attention to detail, and spirit of cooperation made a difficult task seem easy.

CAL POLY MISSION STATEMENT

Cal Poly's mission as a predominantly undergraduate, comprehensive, polytechnic university serving California is to discover, integrate, apply and transmit truth and knowledge in teaching while serving the needs of its constituencies.

Cal Poly achieves its mission by balancing theory and application, principle and practice, and through its special emphasis, reflected in the phrase "learn by doing."

As part of its mission, Cal Poly is dedicated to complete respect for human rights and the development of the full potential of each of its individual members, and pledges to serve all the peoples of California by educating its students to an exceptional level of social and professional awareness.

1. ACADEMIC PROGRAMS

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

Goals:

- 1.1 Consistent with the provisions of Title 5, Sections 40050 and 40051 of the California Code of Regulations, Cal Poly shall affirm its polytechnic orientation emphasizing undergraduate, graduate, and post-baccalaureate professional and technical programs, while providing equally high-quality programs in the arts, humanities, and natural, social and behavioral sciences that characterize a comprehensive university. These programs shall encourage students to be imaginative and assume leadership in the future.
 - 1.1.1. Cal Poly shall ensure that 70 to 80 percent of each graduating class is in professionally or technically oriented programs.
- 1.2 Cal Poly shall continue to admit and graduate the highest quality students possible.
- 1.3 Cal Poly shall admit freshmen into majors, or schools, or admit them into the university without declaring a major.
- 1.4 Cal Poly's general education program shall reflect the institution's polytechnic character and will provide means whereby graduates:
 - will have achieved the ability to think clearly, logically, and creatively; to find and critically examine information; to communicate in English orally and in writing; and to perform quantitative functions;
 - will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the "physical world in which they live," about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilization;

Cal Poly Strategic Plan

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

- 1.4.1 Cal Poly's general education program shall provide alternatives by which undergraduates can complete the CSU mandated requirements for general education.
- 1.4.2 Cal Poly shall establish policy to facilitate general education transferability.
- 1.5 Cal Poly shall support and develop high quality graduate programs that complement the mission of the university.
 - 1.5.1 Cal Poly shall ensure that 10 to 20 percent of each graduating class is in graduate programs.
- 1.6 Cal Poly shall provide a campus environment where a strong commitment to teaching and learning exists, and all members of the campus community are motivated to work together in the pursuit of educational goals.
- 1.7 Cal Poly's instructional programs will vary in size depending on such factors as:
 - o relevance to mission
 - o quality of program, faculty, students, and staff
 - o support of the university's Educational Equity and Affirmative Action plans
 - o projected demand by students and employers
 - o overlaps with programs in other institutions, including the number and size of similar programs offered elsewhere in the state
 - o requirements of accreditation associations
 - o resource requirements (variety of faculty, staff, facilities, equipment, library resources).
- 1.8 Cal Poly's decisions about academic programs and administrative organizations shall be based on the educational needs of students and society and the efficient and effective use of resources.
 - 1.8.1 Cal Poly shall review these decisions regularly.
- 1.9 Cal Poly shall participate in self-supporting programs that offer educational opportunities for non-traditional, non-matriculated students.
- 1.10 Cal Poly shall require for graduation successful completion of coursework that focuses on the issues of gender and cultural pluralism.

2. FACULTY SCHOLARSHIP

Faculty Professional Development

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

The following thoughts extracted from the Carnegie Foundation report suit the mission of teaching and pursuing knowledge at Cal Poly particularly well.

The Scholarship of Teaching. As a scholarly enterprise, teaching begins with what the teacher knows. Those who teach must be well-informed and steeped in the knowledge of their fields. But the work of the professor becomes consequential only as it is understood by others. Teaching is also a dynamic endeavor involving the analogies, metaphors, and images that build bridges between the teacher's understanding and the student's learning.

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

- 2.1 Cal Poly shall continue to encourage its faculty members to be proficient and current in the subjects they teach.
- 2.2 Cal Poly shall continue to improve opportunities for each faculty member to be skilled in classroom or comparable modes of instruction.
- 2.3 Consistent with its expectations, Cal Poly shall continue to improve classroom space, classroom equipment, supplies, study space, computer equipment, books, periodicals, and other resources.
- 2.4 Cal Poly shall develop an on-going and effective program of conferences and workshops on teaching to ensure the highest possible quality of instruction across the campus.

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

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

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

- 2.5 Consistent with its expectations, Cal Poly shall continue to improve its support for the Scholarships of Discovery, Integration, and Application. Such support shall include but not be limited to assigned time, facilities, equipment, travel, and research assistance.
- 2.6 Consistent with its expectations, Cal Poly shall encourage staff participation in the Scholarships of Discovery, Integration, and Application. Such staff support should include, but not be limited to, active involvement in projects and research.

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- 2.7 In addition to a commitment to the Scholarship of Teaching, each Cal Poly faculty member shall demonstrate a continued involvement in one or more of the scholarships of Discovery, Integration, and Application.
- 2.8 Cal Poly's faculty evaluation process shall require evidence that each faculty member is engaged in one or more of the Scholarships of Discovery, Integration, and Application in addition to the faculty member's involvement in the Scholarship of Teaching.

3. STAFF PROFESSIONAL GROWTH AND ACHIEVEMENT

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

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

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

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

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

- 3.2 Cal Poly's staff shall be encouraged to be proficient and current in their professions in order to provide the highest quality support to students, faculty, and the university at large. In support of this, Cal Poly shall continue to improve and update the work environment.
- 3.3 Cal Poly's staff shall be encouraged to belong to appropriate local, state, and national professional organizations.
- 3.4 Staff professional growth and achievement shall be recognized by the university.

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- 3.5 Cal Poly shall institute revised performance evaluation standards that set fair and high standards for performance of staff members. These performance standards shall take into consideration the stated expectations for professional growth and achievement and recognize staff members who endeavor to meet those expectations.

4. STUDENT SATISFACTION

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

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

5. DIVERSITY

Cultural diversity improves the quality of life and education for all members of the Cal Poly community. It enhances the educational and professional opportunities for all members of the student body, faculty, and staff, and enriches the social climate both on and off campus. The concept of cultural diversity assumes recognition and respect for differences in age, country of origin, creed, economic background, ethnicity, gender, physical ability, race, or sexual orientation. Objectives for achieving the educational equity reflected in diversity include programs for outreach, recruitment, retention, career planning, and graduation for students as well as programs for recruitment and retention of all Cal Poly employees. Emphasis is given to achieving parity for individuals from underrepresented groups in enrollment by having Cal Poly graduating classes reflect the diversity of the state's high school graduating class five years previously. Parity in employment is achieved by having Cal Poly meet or exceed the percent eligibility of underrepresented individuals by job category in the area in which the campus can reasonably recruit. Additionally, the Cal Poly community shall have access to academic and cultural programs which will promote the development of an integrated multi-cultural, multi-racial community.

- 5.1 Cal Poly shall lead in creating a multi-cultural and multi-racial campus.
- 5.2 Cal Poly shall strive to have the composition of the university community, regardless of institutional size, reflect closely the cultural diversity of California.
 - 5.2.1 By the year 2000, Cal Poly's graduating classes shall reflect the ethnic and gender diversity of the high school graduating class five years previously. This diversity shall be distributed in reasonable proportions throughout the university's curricular and other programs.
 - 5.2.2 Cal Poly shall continue to develop programs to increase the number of qualified applicants, attract students of high calibre, and increase the diversity of the student population in accordance with the campus enrollment management plan.
 - 5.2.3 Cal Poly shall establish effective outreach programs to increase the number of qualified underrepresented students, faculty, and staff.
- 5.3 Cal Poly shall create a campus environment that ensures equal opportunity for professional and personal success in all segments of the university community.

Cal Poly Strategic Plan

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- 5.4 Cal Poly shall value diversity and promote mutual respect and interaction among all individuals. —
 - 5.4.1 Cal Poly shall identify and support effective programs for educating Cal Poly faculty, staff, students, and off-campus constituencies in cultural diversity and for encouraging an integrated, diverse community within the university.
- 5.5 Cal Poly shall create academic and cultural programs to demonstrate to the campus and the community the contributions of culturally diverse groups.
- 5.6 Cal Poly shall participate to the fullest extent possible in CSU programs for increasing faculty and staff diversity.

6. GOVERNANCE AND COLLEGIALLY

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

- 6.1 Cal Poly shall clearly identify, evaluate, and communicate its governance structure, including its agents and their roles and responsibilities, and adopt a structure that includes all constituencies.
 - 6.1.1 Cal Poly's governance structure shall implement shared decision making. This involves fostering mutual respect and a set of values that regards the members of the various university constituencies as essential for the success of the academic enterprise.
- 6.2 Cal Poly shall regularly evaluate and modify its governance structure and the roles and responsibilities of the structure's elements, with particular attention to collegiality and the coupling of authority and responsibility.
- 6.3 Cal Poly shall understand clearly, evaluate and enhance its roles, relationships, and responsibilities with the CSU Board of Trustees and with the Chancellor's Office.
- 6.4 Cal Poly shall determine the role of other authoritative structures such as the California Postsecondary Education Commission, employee organizations, the governor's office, and the state legislature in its operations, and its responsibility to those structures.

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7. INSTITUTIONAL SIZE

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

- 7.1 Cal Poly shall continue its commitment to planned changes in institutional size.
 - 7.1.1 Cal Poly shall not undertake any growth without adequate facilities and supporting resources.
 - 7.1.2 Campus ambiance shall be improved by ensuring that new facilities are consistent with a master plan for the physical improvement of the campus.
- 7.2 Cal Poly shall explore alternative educational models to enhance the quality and quantity of the services it provides to its students and other constituencies, including business and industry.
 - 7.2.1 Cal Poly shall consider alternatives to the university's current quarter system.
 - 7.2.2 Cal Poly shall explore new technologies that offer the potential to increase the quality and quantity of the education and services it provides.
- 7.3 Cal Poly's planning for institutional size shall reinforce the campus' goals for quality and diversity.
- 7.4 Cal Poly shall continue to develop and expand auxiliary services such as the Cal Poly Foundation enterprises to enhance the quality and quantity of support services and programs delivered to the campus community.
- 7.5 Cal Poly shall consult with the City and County of San Luis Obispo and participate in public forums in planning for and mitigating the impact of changes in institutional size.
- 7.6 Cal Poly shall actively seek all appropriate sources of financial and material support, expanding its efforts to take advantage of untapped existing opportunities and to create new ones.
- 7.7 Cal Poly shall consider its human resources as part of any evaluation of resources--especially when considering the adequacy of resources to support increases in enrollment.

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- 7.8 Cal Poly's physical environment and services shall continually be improved by creative planning that emphasizes a comprehensive, humanistic environmental awareness.

8. UNIVERSITY RELATION AND IMAGE

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

- 8.1 Cal Poly shall continue to develop a comprehensive program of active relations with the university's various constituencies and audiences to ensure effective, efficient, positive and mutually satisfying relationships.
- 8.1.1 Cal Poly shall treat its personnel as full partners in the university's endeavors, fully recognizing the value and importance of both faculty and staff, and shall be guided by a commitment to fostering a community spirit on the campus.
 - 8.1.2 Cal Poly shall ensure the coordination of its various relations programs.
 - 8.1.3 Cal Poly shall ensure that all pertinent information about the university is effectively communicated to the university community, the general public, and to appropriate news media.
 - 8.1.4 Cal Poly shall be a good neighbor and enhance the university's positive impact by emphasizing open communication with the city and county and addressing concerns of the local community.
 - 8.1.5 Cal Poly shall strive to increase parent and alumni participation in campus life and activities in order to build a stronger base of support as well as pride and satisfaction among both current and former students.
 - 8.1.6 Cal Poly shall consider business, industry, and private donors to be partners with the university, and shall strive to develop mutually satisfying relationships and a climate that will maintain and increase the level of support.

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- 8.1.7 Cal Poly shall continue to evaluate and address changes in its relationship with the state government and other levels of government as appropriate.
- 8.2 Cal Poly shall strive to enhance the university's image among all of its audiences and constituent groups.
 - 8.2.1 Cal Poly shall seek a clear understanding of the university's different audiences and the different attitudes and images they have regarding the university.
 - 8.2.2 Cal Poly shall accurately reflect in its communications the university's mission and goals, a vision of its future, the quality of its human resources and programs, the realities of campus life, and a concern for the university's long-standing reputation built on honesty and integrity.
- 8.3 Cal Poly shall publicize its strategic planning effort and its strategic goals immediately upon adoption of the Strategic Plan.



ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

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Office of the Chair

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JUN 23 1992

Academic Senate

Remarks Prepared for
The Teacher-Scholar Institute
June 18, 1992

Sandra Wilcox, Chair
Academic Senate CSU

The Teacher-Scholar Institute was important to my development as a young faculty member. I was impressed that the institution was willing to make an investment in me by providing such an opportunity. I learned from the specific presentations over the years a range of skills and abilities I would have gotten nowhere else, including conducting meetings and workshops, dealing with conflict in classroom and office settings, writing more effectively, reinforcing writing skills in my students, on-line bibliographic search techniques, and a range of other valuable things. I notice that this year's program includes skills for teaching students with limited English proficiency among other timely topics. Teacher-Scholar Institute programs offered things that I thought it important to learn, not things that someone else thought I ought to be doing.

Just as important was meeting faculty from different campuses. Through discussion during both formal sessions and informal interactions, I began to discover how many different ways campuses had of doing most things. These interactions deepened my understanding of the academy and allowed me to participate more fully in shaping academic policy over the years.

**The Importance of Faculty Professional Development
in the Current Budget Situation**

Faculty professional development has played a major role in responding to challenges raised during the last twenty years. Faculty professional development gained prominence with the "steady state staffing" crisis of the late seventies-early eighties. As we found ourselves anticipating a large wave of retirements, faculty development opportunities became important to recruiting and retaining a high quality faculty. Now we face "downsizing" and tenured and probationary faculty layoffs. Faculty development remains the key to meeting the challenges created by the current crisis. What are the new challenges to which faculty professional development must help faculty respond in 1992 and beyond?

Faculty professional development usually encompasses four broad areas: curriculum and instruction, professional development, organizational development, and personal development related to one's professional roles. I met yesterday with the chairs of the twenty campus academic senates. Here are some of the challenges they identified. As you will see, they span all four areas.

- working with distance learning, and other alternate delivery systems and new technologies;
- meeting the needs of a changing student body, for example, responding to students with varying degrees of English proficiency in reading, writing, speaking, and comprehension;
- teaching larger courses with less equipment, fewer supplies, and less assistance;
- cooperative efforts among campuses to offer some academic programs on a regional basis;
- restructuring and reprioritizing the curriculum in a context of "downsizing;"
- faculty "retraining" to teach in new or additional areas to keep as large a range of offerings as possible with fewer faculty to teach them;
- recognizing and responding to the needs of "survivors" in a post-layoff environment.

Funding Faculty Professional Development

Ongoing support for faculty professional development is necessary to help both junior and senior faculty adapt to the challenges of the new environment. Faculty professional development must be provided over the long run to maintain quality. The very challenges created by the need to adapt to lowered funding levels demand increased funding for faculty professional development.

With the crisis in General Fund support, faculty professional development ought to have a top priority for external funding. Some portion of CSU overhead funds ought to be earmarked for faculty professional development, both on the campus, and at the systemwide level. Additionally, faculty professional development could be presented to donors as we do with scholarships. Faculty development provides the opportunity to enrich teaching, to support programs, and to demonstrate short-term results; it could be an easy "entry-level" donation for smaller companies. It directly supports the academic program at the school and department level, but funds contributed for this purpose would not replace operating expense money the state ought to be providing.

Faculty professional development should remain a high priority for the CSU in these difficult times.

Mio: Exec Com 8/11/92

MISSION STATEMENT

(Draft)

Cal Poly is a predominately undergraduate, comprehensive, polytechnic university. It is dedicated to discovering, integrating, applying and transmitting truth and knowledge. Excellence in teaching and learning in service to the needs of its constituencies is its highest priority.

Cal Poly achieves its mission by balancing theory and application, principle and practice. This is reflected in the historic phrase "learn by doing".

Cal Poly is dedicated to complete respect for human rights and the development of the full potential of each of its individual members. It pledges to serve all the people of California by educating its students to an exceptional level of social and professional responsibility.

RDKoob
8/7/92

Memorandum


CAL POLY
San Luis Obispo
CA 93407

Simon - Exec 8/11/92

To : Joe Sabol, Paul Neel, Mary Beth Armstrong,
Peter Lee, Harry Sharp, Harry Busselen,
Philip Bailey, David Walch, Glenn Irvin

Date : July 29, 1992

File No. : C:\LEAVES\1992\MEMOS\EMERG.LV


From : Robert D. Koob
Vice President for Academic Affairs

Copies : Warren J. Baker
Associate Deans
Department Heads/Chairs
Jack Wilson
Jean McDill
Jan Pieper
Mike Suess
Charles Crabb
James Conway
Frank Rowan

Subject: Emergency Sabbatical and Difference-In-Pay Leaves

Faculty members have been notified of various voluntary programs to avoid layoff, as listed in the Unit 3 collective bargaining agreement. Among those alternatives are sabbaticals and difference-in-pay leaves, which may be granted on an emergency basis.

The California Faculty Association and the administration have been developing a proposed streamlined procedure for approval/non-approval of new "Leave of Absence With Pay" requests. Within the next week or two, we will be working with the chair of the University Professional Leave Committee to request that the deans and the Academic Senate approve a shortened process and timetable to enable any additional sabbaticals or difference-in-pay leaves to be granted prior to Fall Quarter.

In the meantime, faculty members who request consideration for emergency leaves with pay should submit the usual form (Personnel Form 112--available in the Personnel Office) to their department head/chair by August 7 for review and recommendation. (Deadlines for forwarding to other levels of review will be forthcoming.)

Anyone previously eligible to apply for leave to be taken during the 1992-93 academic year is eligible to apply for an emergency leave (use previously-supplied eligibility lists or call the Personnel Office at extension 2844 to confirm eligibility). Evaluation criteria remain the same as for regular leaves with pay.

Questions may be directed to Jan Pieper at extension 2844 or Jim Conway at extension 2569.

**PROPOSED CALENDAR FOR PROCESSING
EMERGENCY LEAVE WITH PAY APPLICATIONS**

- August 14, 1992 Candidates are responsible for submitting applications for leaves with pay to department heads/chairs.
- August 20, 1992 Applications are forwarded to college/school/library deans with department head/chair's recommendation following consultation with department faculty. The department shall provide a statement to the appropriate administrator regarding the possible effect on the curriculum and the operation of the department should the employee be granted a leave with pay (MOU 27.6 and 28.8).
- August 24, 1992 Deans forward applications with their recommendations, along with a brief report of the criteria and procedures followed in the recommendation process to the University Professional Leave Committee (UPLC) chair, Jean McDill, Professor of Mathematics, via the Vice President for Academic Affairs.
- August 24 - 28, 1992 UPLC reviews applications and forwards applications and recommendations to the Vice President for Academic Affairs by August 24.
- August 31, 1992 Vice President for Academic Affairs notifies applicants of action on applications.

Approved -- Academic Senate

Date

Approved -- Vice President for Academic Affairs

Date