

CALIFORNIA POLYTECHNIC STA  
San Luis Obispo, California 93407  
ACADEMIC SENATE

Academic Senate  
Executive Committee Agenda  
October 20, 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	Economica	Howard West	
Koob, Robert	VPAA	ASI representatives	

9.22 and 9.29.92  
minutes were  
removed

- I. Minutes: Approval of the September 22 and September 29, 1992 Academic Senate Executive Committee minutes (pp. 3-9).
- II. Communication(s) and Announcement(s):
  - A. Reading List (p. 10).
  - B. Request for Applications for Academic Program Improvement Seed Grants 1992-93 (pp. 11-12).
- 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. 13).
  - B. Selection of Academic Senate Secretary-elect for Fall Quarter (to replace Craig Russell while on leave).
  - C. Selection of Academic Senate parliamentarian for the 1992-1993 academic year.
  - D. Appointment of part-time faculty member to the Academic Senate (pp. 14-22).
  - E. Program Review and Improvement Committee: Replacement for Gerald Cunico to this committee.
  - F. Selection of 10+ programs for the Program Review and Improvement Committee to review (to be distributed).
  - G. Resolution on Majority Vote-Seim, chair of the Constitution and Bylaws Committee (pp. 23-25).
  - H. Resolution on Vote of Confidence for Administrators-Terry, chair of the Personnel Policies Committee (pp. 26-30).
  - I. Resolution Relating to a Cultural Pluralism Curriculum Requirement-Bailey, chair of the Curriculum Committee (pp. 31-45).
  - J. Resolution on the Formation of a Subcommittee of the Curriculum Committee-Bailey, chair of the Curriculum Committee (p. 46)

continued on page two ----->

VI. Discussion:

- A. Discussion of the proposed Faculty and Staff Service Center (relocation of Faculty Personnel Office, Faculty Development Office, the Academic Senate office, and CFA to the Math & Home Economics building).
- B. Strategic Planning Document:
  - (1) general discussion
  - (2) faculty referendum (e.g., should approval be sought for the document as a whole or by section?)
- C. Academic Senate involvement in the Program Discontinuance process (pp. 47-50).
- D. Frequency of Executive Committee meetings.
- E. Development of Executive Committee process to determine whether a resolution is ready/complete/appropriate for Senate deliberation.
- F. Gary Hart: Senator Hart is not available to meet with the Academic Senate on a Tuesday. Should another day of the week be chosen and his visit combined with other faculty meetings?

VII. Adjournment:

DOCUMENTS ON FILE FOR READING IN THE  
ACADEMIC SENATE OFFICE

Fall Quarter 1992

<u>Date</u>	<u>Document</u>
09/08/92	Summary Data on Student Persistence to Graduation, Part IV: First-time Freshmen and New Transfers by Ethnicity and Gender (Cal Poly)
09/10/92	Internationalizing the California State University: Case Studies (CSU)
09/28/92	WASC Statement on Diversity (Western Association of Schools and Colleges)

The California State University System

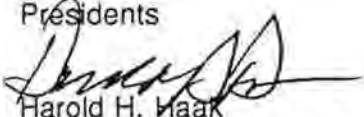
Office of the Chancellor

# Memorandum

Code: AARD 92-17

Date: October 1, 1992

To: Presidents

From:   
Harold H. Maak  
Interim Senior Vice Chancellor  
Academic Affairs

Subject: Request for Applications for Academic Program Improvement Seed Grants  
1992-93

Attached is the Request for Applications for the 1992-93 Academic Program Improvement (API) Seed Grants Program which contains information about application guidelines and submission procedures. Applications are due at the CSU Institute for Teaching and Learning no later than 5:00 p.m. on Tuesday, November 10, 1992.

- Topics of API Seed Grant applications could be in any area related to enhancement of academic programs. The expected end product of the Seed Grant is a completed proposal ready for submission to external funding sources through the local campus. Applications will undergo a blind review by the API Advisory Committee.

Each campus may submit up to five applications. We ask that campuses employ local procedures to screen applications. A cover letter from the Vice President for Academic Affairs should accompany the campus applications and describe the campus review process, campus interest in the topics, and commitment to the applications forwarded for consideration.

Questions about this RFA or the Academic Program Improvement Program may be addressed to Dr. Kathleen Mikitka, Faculty Director, or Dr. Ming Lee, Assistant Director, Institute for Teaching and Learning, at (310) 985-2607.

Attachment

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**Distribution:** Vice Presidents, Academic Affairs  
Vice Presidents, Student Affairs  
Members, Statewide Academic Senate  
Chairs, Campus Academic Senates  
API Campus Coordinators  
API Advisory Committee  
API Project Directors, 1986-87, 1987-88, 1988-89, 1989-90  
API Proposal Writers, 1990-91  
API Seed Grant Recipients, 1991-92  
Directors, Campus Research and Grants Offices  
Directors, Campus Instructional Improvement Centers  
Directors, Campus Libraries  
Chancellor's Office Staff  
ITL Advisory Board

California State University  
Academic Program Improvement Seed Grants  
1992-93

## REQUEST FOR APPLICATIONS

Academic Program Improvement (API) Seed Grants are designed to assist faculty in planning and preparing proposals to be submitted to external funding sources for academic program improvement projects. The end product of the Seed Grant should be a completed proposal ready for submission through the local campus. In 1991-92, the API Seed Grants Program funded 23 projects with a total award amount of \$105,885. These grants resulted in 21 proposals submitted to more than 18 agencies, soliciting total funds of more than \$4.5 million.

The maximum amount for each Seed Grant is typically \$5,000. Funds are available for faculty assigned time, clerical and student assistance, travel for project-related business, and supplies and materials not otherwise available through normal campus and department support.

Examples of proposals that could be developed with API Seed Grants might include, but would not be limited to, projects related to the following areas:

- Advisement of Underrepresented Minority Students
- Applications of Instructional Technologies
- Assessment in Higher Education
- Campus Community and Student Retention
- Curriculum and Faculty Development for a Multicultural University
- Improvement of Teacher Preparation
- Instructional Strategies for Language Minority Students
- Integrating Disciplines
- Internationalizing Undergraduate Education
- Measuring Teaching Effectiveness and Quality
- School/College/University Collaboration
- Student Involvement in Learning
- Other Areas Relevant to Academic Program Improvement

General information and guidelines (Attachment A) pertaining to Academic Program Improvement Seed Grants are provided in this packet, together with an application form (Attachment B) to assist in the preparation and submission of applications.

Each campus may submit up to five applications. Multi-campus projects are not included in this limit but are subject to approval and evidence of support from all participating campuses.

API coordinators on each campus (Attachment C) can provide additional information and assistance. Applicants must consult with the campus coordinator about local procedures for screening and selection.

**In order to be considered, applications must be received on or before November 10, 1992 at the Institute for Teaching and Learning, CSU Office of the Chancellor, Suite 132, Long Beach, CA 90802-4275, FAX: (310) 985-2504.** Applications sent by FAX must be followed up by the original signature copy delivered through the regular mail. Questions should be directed to Dr. Kathleen Mikitka, Faculty Director, or Dr. Ming Lee, Assistant Director, Institute for Teaching and Learning, (310) 985-2607.



ACADEMIC SENATE/COMMITTEE VACANCIES  
FOR 1992-1993/94

Academic Senate

CAGR one representative (replcmt for Weber, '92-94)  
CAED one representative (replcmt for Young, '92-93)  
CLA one substitute for fall quarter (replcmt for Troxel) - DON GRINDE  
(fall replacement for Clark) and JOHN HAMPSEY (fall  
replacement for Russell)  
CSM two representatives ('92-94) - GAIL COOK and LEON MAKSOUDIAN  
PCS one representative ('92-94)

Academic Senate Committees

CAGR Elections Committee  
Status of Women Committee (replcmt for Cochran, '92-94)  
  
CBUS Status of Women Committee (replcmt for Ellis, '92-93)  
  
CAED Constitution and Bylaws Committee  
Elections Committee  
GE&B Committee - ZELJKA BILBIJA  
Library Committee  
UPLC Committee (replcmt for Gaines, '92-94)  
  
CENG Elections Committee  
Fairness Board (replcmt for Yang, '92-93)  
  
CLA Constitution and Bylaws Committee  
Curriculum Committee - DOUG KEESEY (fall replacement for  
Troxel) *Fetzer*  
Long-Range Planning Committee - JOHN MENDENHALL *vacancy*  
  
CSM General Education and Breadth (replcmt for Wheeler, '92-94)  
Research Committee  
University Prof Leave Committee (replcmt for McDill, '92-93)  
  
PCS General Education and Breadth Committee  
Research Committee  
University Prof Leave Committee (librarian only)

University-wide Committees

ASI Student Senate (one vacancy)  
*Ex Commal Ekston Adv Com (replcmt for King '92-93)*  
Conference and Workshop Advisory Committee (one vacancy)  
  
University Union Advisory Board (one vacancy)

RECEIVED

State of California

California Polytechnic State University  
San Luis Obispo, California 93407

SEP 24 1992  
Academic Senate

MEMORANDUM

Date: September 22, 1992  
To: Jack D. Wilson, Chair  
Academic Senate  
From: Gary Laver, Ph.D. *Gary Laver*  
Re: Academic Senate Membership

This is to inform you of my interest in the Academic Senate position to represent temporary Cal Poly employees. I have been a part-time, temporary instructor in the Psychology & Human Development Department since the Fall Quarter 1991. The position you have announced seems to be a valuable opportunity not only to contribute to the campus community, but also to expand my own knowledge of the Academic Senate and its role in University affairs. I would, therefore, like to be considered for this position. Many thanks.

## CURRICULUM VITÆ

Gary Laver

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

### MAILING ADDRESS

2581 Juniper Avenue  
Morro Bay, CA 93442

Phone: (805) 772-5059

### EDUCATION

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

### HONORS AND AWARDS

Dissertation Fellowship,  
The John Randolph Haynes and Dora Haynes Foundation, 1991-92  
Graduate Students Council Travel Grant,  
The Claremont Graduate School, 1990  
Council of Graduate Students Research Grant,  
The Claremont Graduate School, 1987  
Bachelors degree with honors in Psychology, U.C. Santa Cruz, 1983

### RESEARCH EXPERIENCE

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

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

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



## TEACHING EXPERIENCE

1991-1992	Instructor, California Polytechnic State University, San Luis Obispo Psychological Testing, Research Methods, Intro. Psychology
1990 - 1991	Visiting Instructor, Pitzer College, Intro. Psychology, Psychological Statistics, Research Methods
1988 - 1989	Visiting Instructor, Pomona College, Introduction to Psychology, Research Methodology
Spring 1988	Lecturer, Pitzer College, Research Methods
Fall 1987	Lecturer, The Claremont Graduate School, Introduction to Computer Applications
Spring 1987	Lecturer, Cal State University San Bernardino, Psychological Statistics

## TEACHING INTERESTS

Introductory Psychology  
Beginning & Advanced Psychological Statistics  
Computer Applications in Research Analysis  
Psychological Testing

Research Methodology  
Memory & Cognition  
Aging & Cognition

## PROFESSIONAL ASSOCIATIONS

Member, Western Psychological Association  
Member, American Statistical Association

## PUBLICATIONS

Laver, G. D., & Burke, D. M. (in press). Are semantic priming effects equivalent in young and older adults? A Meta-analysis. Psychology and Aging.

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

## MANUSCRIPTS IN PREPARATION

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

## CONFERENCE PAPERS

- Laver, G. (1992, April). A speed-accuracy analysis of semantic priming effects in young and older adults. Paper presented at the Cognitive Aging Conference, Atlanta, GA.
- Laver, G., & Burke, D. M. (1990, March). Meta-analysis of differential priming effects in young and older adults. Paper presented at the Cognitive Aging Conference, Atlanta, GA.
- Burke, D. M., & Laver, G. (1989, November). On the tip-of-the-tongue: The role of activation processes. Paper presented at the meeting of the Psychonomic Society, Atlanta, GA.
- Laver, G., & Burke, D. M. (1987, April). Influences in accessing semantic information. Paper presented at the meeting of the Western Psychological Association, Long Beach, CA.

## REFERENCES

Deborah Burke, Ph.D.  
Associate Professor of Psychology  
Pomona College  
Claremont, CA 91711  
Office: (714) 621-8000 x. 2440

Dale Berger, Ph.D.  
Professor of Psychology  
The Claremont Graduate School  
Claremont, CA 91711-6175  
Office: (714) 621-8000 x. 3714

Leah Light, Ph.D.  
Professor of Psychology  
Pitzer College  
Claremont, CA 91711  
Office: (714) 621-8000 x. 3823

Kathy Pezdek, Ph.D.  
Professor of Psychology  
The Claremont Graduate School  
Claremont, CA 91711-6175  
Office: (714) 621-8000 x. 3711

Raymond Buriel, Ph.D.  
Associate Professor of Psychology  
Pomona College  
Claremont, CA 91711  
Office: (714) 621-8000 x. 2227

October 8, 1992

Jack D. Wilson, Chair  
Academic Senate Office  
California Polytechnic State University  
San Luis Obispo, CA 93407

Dear Dr. Wilson:

I am a part-time lecturer in the Speech Communication Department and interested in serving on either the Senate or the Status of Women Committee. As my enclosed vita indicates, I have served on a variety of committees. With the experience I've had, and my eagerness to participate, I feel that I could make a contribution as a committee member in either of the two situations.

If you would like additional information, please call me. My extension is 2045.

Sincerely,

A handwritten signature in cursive script that reads "Mina A. Vaughn" followed by a horizontal line.

Mina A. Vaughn

Mina A. Vaughn  
Speech Communication Department  
California Polytechnic State University  
San Luis Obispo, CA 93407  
(805) 756-2553

## EDUCATION

[Ph.D Communication] University of Utah, Department of Communication, Salt Lake City, Utah 84112. Expect to complete in June, 1992.

M.A. Speech Communication, University of Utah, Department of Communication, Salt Lake City, Utah 84112. Completed 1985.

B.S. Psychology, Magna Cum Laude, University of Utah, Department of Psychology, Salt Lake City, Utah 84112. Completed 1980.

## TEACHING EXPERIENCE

Teaching Fellow and Adjunct Faculty, University of Utah, 1982-1987.

Argumentation

Interpersonal Communication (Comm. 211)

Persuasion

Principles of Interviewing (Comm. 213)

Principles of Public Speaking (Comm. 120)

Principles of Communication (Comm. 101)

Visiting Instructor, University of Colorado at Boulder, 1988.

Organizational Cultures (Comm. 400)

Organization and Small Group Communication (Comm. 215)

Adjunct Professor, Westminster College of Salt Lake, 1989-1990.

Oral Communication Skills for Business and Professionals (Comm. 211)

Lecturer, California Polytechnic State University, 1990-present.

Critical Thinking (Comm. 125)

Principles of Speech Communication (Comm. 202)

Public Speaking (Comm. 201)

## RESEARCH

Thesis title: "Symbology Exhibited in Discourse for the Formal Socialization Process in High Technology Industries."

Dissertation Title: "The Function of Symbols in Organizational Change."

## PUBLICATIONS

"Interpretive Research in Organizational Communication and Rhetorical Critic." Communication Reports, Spring 1988.

"Presidential Debates: Epideictic Merger of Issues and Images in Values" (with David R. Werling, Malcolm O. Sillars, and Michael Salvador). Argument and Critical Practices: Proceedings of the Fifth SCA/AFA Conference on Argumentation, Fall, 1987.

## CONFERENCE PAPERS

"The Rhetoric of Religious Critique: Axiological Foundations of Father Divine's Peace Mission Movement" (with David S. Werling and Julie R. Brown). Western Speech Communication Association, San Diego, California (February, 1989). Rhetoric and Public Address Division, competitive paper.

"Individualism Versus Bureaucratic Structure in Organizational Discourse: An Analysis of Formal Documents in Two Large Corporations." (with Julie R. Brown) Popular Culture Association, New Orleans, May 1988, competitive paper.

"Television as Social Reality: A Dialectical Analysis of Family Interaction Process in the Cosby Show and Family Ties" (with Julie R. Brown). Speech Communication Association, Boston, Massachusetts (November, 1987). Mass Communication Division, competitive paper.

"Toward an Alternative View of Winning or Losing Presidential Debates: The Case of Walter Mondale" (with Michael Salvador, Malcolm O. Sillars and David S. Werling). Speech Communication Association, Boston, Massachusetts (November, 1987). Student Section, competitive paper.

"Presidential Debates: Epideictic Merger of Issues and Images in Values" (with David S. Werling, Malcolm O. Sillars and Michael Salvador). SCA/AFA Summer Conference on Argumentation, Alta, Utah (August, 1987), competitive paper.

"Uses of Rhetorical Strategies: A Comparative Study of the Pro-Slavery and Anti-Feminist Movements." Speech Communication Association, Chicago, Illinois (November, 1986). Women's Caucus Division, competitive paper, Top Four Award.

"Organizational Adaptation to Information Environments: Methodological Issues." Speech Communication Association, Denver, Colorado (November 1985). Organizational Communication Division. Panel on Organizational Environments.

Mina A. Vaughn

"Symbology Exhibited in Discourse Produced for the Formal Socialization Process in High Technology Industries." Western Speech Association, Fresno, California (February, 1985). Organizational Communication Division, competitive paper.

"Interpretive Research in Organizational Communication and the Rhetorical Critic." Conference in Rhetorical Criticism, Hayward, California (May, 1984).

"A Cultural Study of an Artistic Organization." Western Speech Communication Association, Seattle, Washington (February, 1984). Organizational Communication Division, Top Three Award.

#### WORK IN PROGRESS

"Organizational Ethics: A Within-Organization Comparative Analysis of Corporate Actions and Corporate Value Systems."

"Producing Steel Versus Producing Computers: Similarities and Differences in Symbolic Discourse in Diverse Technological Organizations."

#### ACADEMIC SERVICE

School of Liberal Arts Fundraising Committee 1992

Department of Communication Graduate Students Orientation Committee, University of Utah, 1986-1988.

Orientation Program for New Athletes, University of Utah, 1985-1986.

"Expanding Your Horizons." Conference and workshops for young high school women. Sponsored by the Women's Resource Center, University of Utah, 1984-1983.

#### COMMUNITY SERVICE

Member of Advisory Committee for the Multiple Sclerosis Society of Utah, 1988-1989.

Member of the Board of Trustee for Multiple Sclerosis Society of Utah, 1985-1989.

Chairman of the Ballet West Balabash televised auction, Salt Lake City, 1985-1987.



Mina A. Vaughn

Chairman of the Multiple Sclerosis Dinner of Champions, Salt Lake City, 1985-1987.

Chairman of the Arrangements Committee for the Salt Lake Art Center's annual fundraiser, 1984.

Director of The Volunteer Program for the Multiple Sclerosis Society of Utah, 1983-1984.

Developed and implemented Speakers Bureau for the Multiple Sclerosis Society of Utah, 1982-1983.

Chairman of Public Relations, United States Film Festival. Park City, Utah, 1981.

#### PROFESSIONAL ASSOCIATIONS

California Speech Communication Association  
International Communication Association  
Speech Communication Association  
Western States Communication Association  
American Society of Training and Development

#### HONORS

Psi Chi National Honor Society  
Phi Kappa Phi National Honor Society  
Debut Award, presented by the Western Speech Communication Association, 1984.  
University of Utah Research Fellowship Award, 1985-1986.

Adopted:

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

AS- -92/  
RESOLUTION ON  
MAJORITY VOTE

Background statement: Complications with elections arise due to a requirement for a majority vote. There have been situations where elections resulted in no majority vote even after several runoff elections. A majority vote consists of more than half of the ballots cast.

WHEREAS, The requirement of a majority vote results in complications with the election process, and

WHEREAS, A majority requires more than half of the votes cast, and

WHEREAS, Runoff elections may result in no majority vote being achieved by any one candidate, and

WHEREAS, Robert's Rules of Preferential Voting eliminates the need for runoff elections; therefore, be it

RESOLVED: That Article VII.I.5.b.(1).(e) and (f) read as follows:

- (e) Declare elected those candidates who receive ~~votes from a majority of those voting in any election.~~ the highest number of votes according to Robert's Rules of Preferential Voting.
- (f) ~~Hold runoff elections in instances where a complete slate of persons is not elected by majority vote. When runoff elections are necessary, the number of candidates placed on the runoff ballot shall be twice as many as the number of persons to be elected, provided there are that many candidates who were not previously elected by majority vote.~~ Ensure departmental representation has precedence in elections according to Article II.C.3 of the Bylaws of the Academic Senate.

Proposed By:  
The Academic Senate Constitution and  
Bylaws Committee  
September 29, 1992

Adopted:

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

AS- -92/  
RESOLUTION ON  
VOTE OF CONFIDENCE FOR ADMINISTRATORS

- WHEREAS, At the present time there is no formal process for a Vote of Confidence for Administrators at Cal Poly, and
- WHEREAS, Such a process is appropriate for a university; therefore, be it
- RESOLVED: That the following procedure be adopted by the Academic Senate:

PROCEDURE FOR VOTE OF CONFIDENCE FOR ADMINISTRATORS

1. If a Vote of Confidence for any administrator is to take place it should not be a regular periodic event, but it should be considered an extraordinary measure.
2. Campus-wide official petition forms will be created for the administration of a Vote of Confidence.
3. It will be left to each department to establish its own policy about a Vote of Confidence for its chair/head.
4. The following procedure will be followed for college deans:
  - 4.1 A petition signed by 25 percent of a college's tenured and tenure-track faculty is presented to the college caucus chair. Simultaneously, a notification of the petition is presented to the Chair of the Academic Senate.
  - 4.2 Upon receipt of the petition, the caucus chair shall present it to the Chair of the Academic Senate in a timely manner.
  - 4.3 Within five (academic year) working days (excluding summer quarter), from the date the petition was presented to the college caucus chair, the Chair of the Academic Senate and the caucus chair will verify with the assistance of the Personnel Office that the people who signed the petition constitute at least 25 percent

of the tenured and tenure-track faculty of the college.

- 4.4 The names of the people who signed the petition will be kept confidential. The petition will be destroyed after the Vote of Confidence is conducted.
  - 4.5 Within five (academic year) working days (excluding summer quarter) from the date of the petition verification, the Academic Senate Elections Committee shall be authorized to organize and conduct the Vote of Confidence.
  - 4.6 The Academic Senate Elections Committee shall conduct the Vote of Confidence within fifteen (academic year) working days (excluding summer quarter) from the date the authorization to conduct the vote was issued.
  - 4.7 The results of the Vote of Confidence for a college dean will be distributed by the Chair of the Academic Senate to the President, the Vice President for Academic Affairs, the dean, and the faculty of the college.
5. The following procedure will be followed for the President and Vice Presidents:
- 5.1 The process to administer a Vote of Confidence for the President or Vice Presidents can be initiated by one of the following two alternatives:
    - 5.1.1 Alternative 1: A petition, signed by 10 percent of the personnel who are represented by the Academic Senate, is presented to the Chair of the Academic Senate.
      - 5.1.1.1 The Chair of the Academic Senate presents the petition to the Academic Senate Executive Committee after the petition was handed to the Chair.
      - 5.1.1.2 The Academic Senate Executive Committee will verify with the assistance of the Personnel Office that the people who signed the petition constitute 10 percent of the people represented by the Academic Senate.
      - 5.1.1.3 The names of the people who signed the petition will be kept confidential by the Academic Senate Executive Committee. The petition will be destroyed after the Vote of Confidence is conducted.
      - 5.1.1.4 Within ten (academic year) working days

(excluding summer quarter) from the date the petition was presented to the Academic Senate Executive Committee, the Academic Senate Elections Committee shall be authorized to organize and conduct the Vote of Confidence.

5.1.2        Alternative 2: A motion to administer a Vote of Confidence for the President or Vice Presidents is passed by the Academic Senate by simple majority.

5.1.2.1     Within five (academic year) working days (excluding summer quarter) from the date the Academic Senate passed the resolution to conduct a Vote of Confidence, the Academic Senate Elections Committee shall be authorized to organize and conduct the Vote of Confidence.

5.2        The Academic Senate Elections Committee shall conduct the Vote of Confidence within fifteen (academic year) working days (excluding summer quarter) from the date the authorization to conduct the vote was issued.

5.3        The results of the vote of Confidence for the President or Vice Presidents will be distributed by the Academic Senate Executive Committee to the President, the Vice Presidents, the college deans, all personnel represented by the Academic Senate, and the Chancellor of The California State University system.

Proposed By:  
The Academic Senate Personnel  
Policies Committee  
September 29, 1992

## VOTE OF CONFIDENCE PETITION

I the undersigned request that the Executive Committee of the Academic Senate initiate the procedure for a Vote of confidence for

\_\_\_\_\_, \_\_\_\_\_  
as stated in C.A.M. \_\_\_\_\_. It is understood that the names of all of the petitioners will be confidential.

PRINT NAME

SIGNATURE

Academic Senate Executive Committee only:

Valid Signature \_\_\_\_\_ Verified by: \_\_\_\_\_

## VOTE OF CONFIDENCE PETITION

I the undersigned request that the Executive Committee of the Academic Senate initiate the procedure for a Vote of confidence for

\_\_\_\_\_, \_\_\_\_\_  
as stated in C.A.M. \_\_\_\_\_. It is understood that the names of all of the petitioners will be confidential.

PRINT NAME

SIGNATURE

Academic Senate Executive Committee only:

Valid Signature \_\_\_\_\_ Verified by: \_\_\_\_\_



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

**RESOLUTIONS RELATING TO A CULTURAL PLURALISM CURRICULUM  
REQUIREMENT**

**October 5, 1992**

**Background Statement:**

Cal Poly is committed to advancing equity, in all of its manifestations, throughout the university community. Moreover, Cal Poly is committed to promoting an educational climate which respects and, indeed, celebrates diversity in all of its wide and various forms: gender, sexual orientation, ethnicity, physical ability, and age.

This spirit of tolerance, of seeking to understand the complexity of "cultures," whether technological, ecological, scientific, or humanistic, is appropriate and necessary for all aspects of the university, curricular and extracurricular, and for all members of the university community: students, staff, faculty, and administration.

The "culture" of Cal Poly, as a university in the CSU system, should mirror the diversity of the state it serves. California is now, more than ever, the testing ground for this new, so-called "multiculturalism," a regenerated democracy, really, and offers the opportunity, carries the obligation of this historic, golden state again of the American Dream -- to see how people of many, many cultures, essentially immigrant, emigrant, and mobile, achieve the old democratic hope so associated with American culture and now so newly and urgently desired throughout the world.

The need for incorporating more of these concerns about the multiplicity and multitudinousness of "cultures" in our curriculum is a continuing process. All students need to know more about their own ethnic and cultural heritage, their differences, as well as what commonalities bond us all as citizens of the United States. In appreciating our pluralism we come to newer and stronger appreciation of our kinship as Americans, as a country born into the union of one out of the differences of many.

All universities in the California State University System have taken and are taking steps to revise and invigorate their curricula to take special cognizance of these new yet old hopes of our continuing American tradition.

The question of addressing cultural pluralism in the curriculum at Cal Poly has been discussed for many years. Student and faculty coalitions have actively petitioned for a concrete commitment to this issue on the part of the university. Various select committees have worked hard to devise the ways and means of addressing cultural pluralism, be it as a general education requirement or an ethnic studies minor. The appointment of an Ethnic Studies Director has helped to direct these efforts. Standing committees of the Academic Senate have endorsed criteria for curriculum. It is now time for the Academic Senate to take the first small step to the future.

AS- -92/CC

RESOLUTION ON A CULTURAL PLURALISM CURRICULUM REQUIREMENT

WHEREAS, The Academic Senate of Cal Poly approved Resolution AS-361-91 which states in its second RESOLVED clause,

That the Academic Senate of Cal Poly endorse in principle the need for a "Cultural Pluralism" baccalaureate requirement at Cal Poly and hereby announce its willingness to work towards that goal -- and the advancement of the proposal(s) judged best by university constituencies....

WHEREAS and President Baker announced his approval on July 11, 1991; and ✓

WHEREAS, The 1990 Western Association of Schools and Colleges (WASC) evaluation team recommended that Cal Poly address cultural diversity in the required undergraduate curriculum (recommendation #3, January 30-February 2, 1990); and

WHEREAS, A cultural pluralism baccalaureate requirement <sup>proposed 94-96 catalog cycle</sup> has been requested by student, faculty and administrative coalitions and has been endorsed by the ASI Cultural Relations Committee and ASI Governing Board, the Educational Equity Commission, the Equal Opportunity and Affirmative Action Advisory Committee, the General Education and Breadth Committee, and the Academic Senate Curriculum Committee; therefore be it

RESOLVED, That the Academic Senate approve a cultural pluralism baccalaureate requirement beginning with the 1994-96 catalog cycle; and be it further

RESOLVED, That existing and new courses be solicited and approved for fulfillment of such a requirement based on the following criteria:

- A. Emphasis on one or more of these four U.S. Cultures: Asian American, African American, Hispanic American, American Indian;
- B. 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;
- C. Application of rigorous pedagogical, scholarly methods and standards as evidenced in substantive exams, reports, papers, and projects;
- D. 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 and those of others; and be it further

RESOLVED, That the content of courses submitted for this requirement be reviewed by an appropriate committee designated by the Academic Senate using the criteria specified above; and be it further

RESOLVED, That this requirement may be fulfilled by courses in Major, Support, General Education and Breadth, or Free Elective category; and be it further

RESOLVED, That every effort be made to enhance the articulation of this requirement with other postsecondary institutions; and be it finally

RESOLVED, That this requirement add no units to general education and breadth or any degree program.

U. S. ETHNIC PLURALISM REQUIREMENT

PROPOSAL  
ETHNIC STUDIES COMMITTEE 1992

PREAMBLE

This proposal for an undergraduate cultural pluralism requirement represents much effort by many individuals over a long period of time: student coalitions, staff members, faculty committees, deans and administrators.

A request for this kind of proposal is not unique. Universities and colleges throughout the nation and California recognize the importance of such curriculum planning in diversity, equity, and cultural pluralism. Other CSU schools have similar requirements in place, as do many local junior colleges. For purposes of this proposal the term "cultural pluralism" encompasses issues of both ethnicity and gender.

The Educational Equity Commission here at Cal Poly supports such planning. And the GE&B Committee and its blue ribbon subcommittee also supports such initiatives.

The Cal Poly Academic Senate passed a resolution on a U.S. Ethnic Pluralism Program last May 14 (AS-361-91), demonstrating its concern and leadership in educational equity.

President Baker endorsed this resolution May 14, 1991 and has addressed the importance of developing a curriculum which more accurately reflects modern demographics and multiculturalism for all students in today's universities.

DESIRED OUTCOMES

To quote from the Educational Equity Commission's Implementation Strategies (Draft 2/14/92), "All Cal Poly students should have an awareness and understanding of cultural, racial, and gender issues and problems confronting contemporary society, particularly those resulting from racism and discrimination. Students should have a knowledge of the historical source of current societal states and a view of strategies for addressing these issues. Students should develop an ability to address these issues in a sensitive and responsible manner and to confront their own attitudes and those of others with a critical...mind."

A Statement of possible U.S. Ethnic Pluralism GE&B Knowledge and Skills is attached.

U. S. Ethnic Pluralism Requirement  
Page 2 of 4

PROPOSAL

All students are required to complete one of several approved courses which emphasize the cultural pluralism of the United States. Specifically, these courses focus on one or more culture(s) of Asian Americans, African Americans, Hispanic Americans and/or American Indians, and on issues of gender. Such courses may be used simultaneously to satisfy the U.S. Ethnic Pluralism requirement and count toward GE&B credit.

**Course Criteria**

Approved courses meet these criteria:

- A. Emphasis on one or more of these four U.S. cultures: Asian American, African American, Hispanic American, American Indian.
- B. Attention to general issues of gender, diversity, equity, ethnocentricity, and ethnicity; and the relationships to problems facing contemporary society, especially those resulting from racism and discrimination.
- C. Application of rigorous pedagogical, scholarly methods and standards as evidenced in substantive exams, reports, papers, and projects.
- D. 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 and those of others.

**Course Credit Impact**

This proposal adds no units to GE&B, or any degree program.

**U. S. Ethnic Pluralism Requirement**  
**Page 3 of 4**

**Sample Anticipated Courses**

Before this requirement is actually in place, both existing and select proposed courses must be approved. The following courses represent the kinds of courses which "might" well fit the criteria for approval:

HIST	328	American Indian History
HIST	325	Comparative History of American Minorities
HIST	331	Afro-American History
ENGL	346	Ethnic American Literature
SOC	316	American Minorities
POLS	303	Minority Group Politics
WS	301	Introduction to Women's Studies
ED	302	Multicultural Education in the Secondary School

**Courses which might fit with slight modification and course description changes:**

SOC	315	Race Relations
SPC	316	Cross Cultural Communication
WS	411	Women, Race and Class
PSY	314	Psychology of Women

These courses are existing courses which might be approved. All courses--existing, adapted, and new--must meet with standing University ESC approval, University Curriculum Committee and Academic Senate approval. If designated GE&B courses, they must meet with GE&B Committee approval as well.

**Course Approval Procedures**

Course approval will follow regular University curriculum procedures--following establishment of a standing ESC.

- A. A standing Ethnic Studies/Cultural Pluralism Committee will be nominated and appointed through regular committee channels. This will be a University-wide, representative committee--consisting of faculty, students, and P.C.S. (Professional Consultative Services) representative(s)--which will be the coordinating committee to recommend courses for approval to the GE&B and University Curriculum committees.



U. S. Ethnic Pluralism Requirement  
Page 4 of 4

- B. Approval of courses, in keeping with the above criteria, will follow standard University curriculum procedures.
- C. The projected catalog date when the requirement will take effect is 1994-1996.

Attachments:

- Academic Senate Minutes and Resolution dated May 14, 1991
- Memorandum of endorsement from President Baker (7/11/91)
- Knowledge and Skills Draft Statement, Bob Gish to John Harrington (2/24/92); the GE&B blue ribbon committee can provide other such statements of their own.



ASSOCIATED STUDENTS, INC.  
EXECUTIVE OFFICE  
JULIAN A. MCPHEE UNIVERSITY UNION  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
SAN LUIS OBISPO, CALIFORNIA 93407  
TEL: 805/756-1291 FAX: 805/756-5802

## MEMORANDUM

To: Strategic Planning Oversight Committee Date: March 11, 1992

From: Glenn G. Galang  
ASI Cultural Relations Committee Chair  
Roger DeLeon  
ASI Ethnic Relations Coordinator

Cc: D. Albani  
D. Kapic  
Dr. Koob  
ASI Board of Directors  
Ethnic Studies Committee

Subject: Educational Equity, Strategic Planning Document

After reviewing the Cal Poly Strategic Planning Document "Working Draft" 1991-1992, the ASI Cultural Relations Committee would like to make the following recommendations.

We agree and support the overall intent outlined by the Educational Equity's Goals and Objectives. This section is a vital part of the entire document and we are glad to see it included. The needs and interests of the underrepresented faculty, students, and staff have been overlooked at Cal Poly. However, we have some corrections regarding specific sections that we would like to be reviewed.

- Objective A, Section 5, may lead some people to believe that Cal Poly would reduce its graduation standards in order to achieve parity in graduation rates. This section should be referred to Section 2 where it states that the goals would be achieved through improved services for underrepresented students in outreach, recruitment, retention, and graduation.
- Objective D, Section 1C may lead some people to believe that a quota system will be a part of Cal Poly's hiring process in order to meet their goals of diversifying its staff. However, quota systems are illegal in the United States. We feel that it would be better stated that "By 1993, Cal Poly shall actively recruit diverse people for its staff positions. This will give a broader selection of candidates from various backgrounds, so that by the year 2002, the composition of the staff population reflects the diversity of the State. This diversity shall be distributed in reasonable proportions throughout the University."
- ✓ Objective E, Section 1. We agree that the University should eventually have some form of a gender, cultural, and racial pluralism requirement for graduation. However, we feel that this should not add to the current number of General Education and Breadth courses required for graduation. This could be accomplished by adding more courses that could substitute for current requirements. This gives students the freedom to choose how they could fulfill this requirement, and also enhances their educational experience at Cal Poly.

We support the goals and objectives outlined in the Educational Equity section of the Strategic Planning Document. It is instrumental in achieving the ultimate goal of equality at Cal Poly. However, the Educational Equity will be stronger and more fair if our suggestions for changes are considered.

Associated Students, Inc.  
California Polytechnic State University  
San Luis Obispo

Resolution #92-18

ASI Board of Directors Support of the U.S. Cultural Pluralism Requirement Proposal

- WHEREAS: All Cal Poly students should have an awareness and understanding of cultural, racial, and gender issues and problems confronting contemporary society, particularly those resulting from racism and discrimination.
- WHEREAS: Students should develop an ability to address these issues in a sensitive and responsible manner and to confront their own attitudes and those of others with a critical mind.
- WHEREAS: California's demographics are changing rapidly and the need for students to be aware of non-Eurocentric cultures is becoming more important.
- WHEREAS: The recent Western Association of Schools and Colleges' (WASC) report from February, 1990 recommend "...That the University [Cal Poly] take up the issue of cultural diversity in the required undergraduate curriculum and find a way for more students to satisfy this important goal."
- WHEREAS: Dr. Baker has said in an executive order that "Instruction approved to fulfill the following [U.S. Cultural Pluralism] requirements should recognize the contributions to knowledge and civilization that have been made by members of various cultural groups and by women."
- WHEREAS: Many of the proposed courses that may fulfill the proposed U.S. Cultural Pluralism Requirement are already offered at Cal Poly and already satisfy other General Education and Breadth requirements. Other courses will also be developed.
- WHEREAS: The proposed requirement will not add any GE&B units required for a student to graduate from Cal Poly.
- THEREFORE  
BE IT  
RESOLVED: That the ASI Board of Directors publicly support the proposed U.S. Cultural Pluralism Requirement outlined in the proposal made by the ad hoc Ethnic Studies Committee.

THEREFORE  
BE IT FURTHER  
RESOLVED:

That the ASI Board of Directors urge the Academic Senate to  
approve the proposed U.S. Cultural Pluralism Requirement.

CERTIFIED as true and correct copy, in  
witness whereof, I have set my hand and  
the seal of the Associated Students, Inc.  
this Sixth day of  
May, 1992.

ADOPTED at the regular meeting of the  
Board of Directors by majority  
vote on Wednesday  
May 6, 1992.

Linda S. Holloway  
Secretary, Board of Directors

Don Allen  
Chairman of the Board

Sponsored by: Glenn G. Galang, Director, College of Engineering  
Phil Eugenio, Director, College of Engineering  
Julie Reader, Director, School of Architecture and  
Environmental Design  
Marlie Bartolomé, Director, School of Architecture and  
Environmental Design  
Gus Gonzales, Director, College of Engineering

COPY

June 1, 1992

Chancellor Barry Munitz  
Office of the Chancellor  
The California State University  
400 Golden Shore  
Long Beach, CA 90802-4275

Dear Chancellor Munitz:

As you may know, the California State University Ethnic Studies Council met on Friday, May 8, 1992 on the campus of San Jose State University. There were over 30 participants representing eleven CSU campuses. The agenda of the Council is to develop a statewide consensus on the role of ethnic studies within the university and to improve the level of instruction, teaching, and research in ethnic studies across the state. Departments and programs related to African American Studies, Asian American Studies, Chicano Studies, and Native American studies were represented.

We have divided the Council into four working task forces which you will become familiar with over the next few months. This letter, however, is to call your attention to a critical matter that cannot wait for further deliberation.

It was the unanimous opinion of the Ethnic Studies Council that the California State University system and all of us as educators failed in our duties which in part resulted in the current crisis in Los Angeles.

- We believe the crisis in Los Angeles is only the tip of a nationwide crisis which we as educators bear some responsibility.

- We believe that inter-racial conflict revealed during the recent crisis could be ameliorated if the residents of the State of California understood the roles and histories of all ethnic minorities in our community. California's diversity must become an asset as much as it is a reality.

- We believe had the police officers indicted in the beating of Rodney King had been trained in ethnic studies, their inhuman treatment of Rodney King might have been prevented.

- We believe that had the "Rodney King" jury been trained in ethnic studies or grew-up in a society familiar with the roles and history of ethnic minorities, the jury decision would have been different and the jurors would not have expressed such fear of African Americans.

Chancellor Munitz  
Page 2

•We believe that if all teachers in California, as part of their undergraduate degrees and subsequent teacher training, were well schooled in ethnic studies, the children of South Central Los Angeles and other ethnic minority children may have found other ways of venting their frustrations other than taking their anger to the streets.

Because CSU trains more teachers, police officers, and citizens than any other higher education institution in the state, we believe that CSU must enhance the presence of ethnic studies on every campus so that students, faculty, administrators, and staff are educated about the roles and histories of ethnic minorities in their community, the state, and the nation.

Our responsibility is clear. Our mission is fundamental to the mission of our university system and to our society. In this era of budget constraints we urge you to:

1. Demand that budgets for ethnic studies programs and department be held harmless during this time of budget reduction and be dramatically increased in the future.

2. Demand that every campus in the CSU have a strong ethnic studies program including departments in African American, Asian American, Chicano, and Native American studies.

3. Demand that a systemwide ethnic studies requirement be mandated by the state as a fundamental graduation requirement for undergraduate and graduate degrees.

We are prepared to assist you in reaching these goals.

Sincerely,

Maria Alaniz, Ph.D.  
San Jose State Univ.

Kenyon S. Chan, Ph.D.  
Cal. State Univ.,  
Northridge

Otis Scott, Ph.D.  
Cal State Univ.,  
Sacramento

On Behalf of the CSU Ethnic Studies Council



State of California

CAL POLY  
SAN LUIS OBISPO  
CA 93407

# Memorandum

RECEIVED

JUL 12 1991

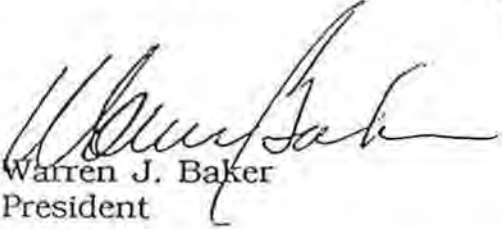
Date : July 11, 1991

To : Charles Andrews, Chair  
Academic Senate

Academic Senate

File No.:

Copies : R. Koob

From :   
Warren J. Baker  
President

Subject: **ACADEMIC SENATE RESOLUTIONS  
AS-359-91, AS-361-91 AND AS-362-91**

In my response to James Murphy on May 30, I indicated that the three subject resolutions adopted by the Academic Senate at its May 14 meeting were being forwarded to the Vice President for Academic Affairs for review and recommendation. Based upon that review, I am pleased to endorse and approve these three resolutions:

AS-359-91/IC      Resolution on Academic Probation and Disqualification

✓ AS-361-91      Resolution on U.S. Ethnic Pluralism Program

AS-362-91      Resolution on Proposal to Establish the Agricultural Safety Institute



RECEIVED

State of California

California Polytechnic State University  
San Luis Obispo, CA 93407

SEP 16 1992  
Academic Senate


Memorandum

To: Academic Senate Executive Committee

Date: September 14, 1992

File No:

Copies: Bob Gish

From: C.A. (Tina) Bailey (Chemistry)   
Chair, Academic Senate Curriculum Committee

Subject: Ethnic Studies/Cultural Pluralism Proposal

During Spring Quarter 1992 our committee met with Bob Gish (Ethnic Studies) and Rich Saenz (Physics) to discuss the curricular guidelines for a cultural pluralism General Education requirement. The Academic Senate Curriculum Committee supports the proposal for the introduction of cultural pluralism into the curriculum. The following issues were raised during our meeting and should be addressed before or when (as appropriate) course revisions or new courses are proposed:

1. an Ethnic Studies/Cultural Pluralism standing committee of the Academic Senate should have the charge of reviewing proposals for content and intent before submission to the Academic Senate Curriculum Committee; this committee could be a subcommittee of the Curriculum Committee or GEB Committee;
2. there should be a variety of courses and experiences, a "critical mass", which fulfill the GEB requirement in order to avoid 'bottlenecks' in a student's progress towards graduation;
3. articulation for transfer students must be facilitated;
4. the entire faculty could benefit from "sensitization" to the issues of cultural pluralism.

The Academic Senate Curriculum Committee will do what it can to facilitate the incorporation of said issues into programs at the university level.

**RECEIVED**

**SEP 16 1992**

State of California

Cal Poly  
Department of Political Science

**Academic Senate**

**MEMORANDUM**

To: Academic Senate

September 15, 1992

From: <sup>*John*</sup> John Culver, Political Science  
CoChair, GE&B Committee

Copies: Bob Gish  
James Vilkitis

Subj: Proposed Cultural Pluralism Requirement

Bob Gish's proposal for a cultural pluralism requirement was discussed on several occasions during our Committee meetings in Winter and Spring, 1992. The GE&B Committee endorsed the proposal dated 4/8/92 with the recognition that some details about course content and identification of GE classes that could be taken to fulfill the requirement would receive further attention. Our understanding was that students could meet the requirement by taking one of several courses that are already in our general education program, that double-counting would be allowed, and that the GE&B Committee would play an integral role in deciding which GE&B courses would fulfill the cultural pluralism requirement. Such a requirement can be integrated into Cal Poly's GE&B curriculum with a minimum of disruption.

**RECEIVED**


SEP 29 1992

**Academic Senate**

MEMORANDUM

September 28, 1992

To: Warren Baker, President

From: Equal Opportunity Advisory Council (EOAC)  
Donald Ryujin, Chair 

Re: Ethnic Pluralism Proposal

Before the end of the last academic year (1991-92), the EOAC reviewed the Ethnic Pluralism Proposal which will go before the Academic Senate this quarter. At that time, the Council voted unanimously to recommend support for this much needed addition to our curriculum. The Proposal is essential not only because it addresses a need to understand a changing and diverse population, but because it is a step towards a truly liberal education, one which is universal rather than Eurocentric in scope. As your Advisory Council, we highly recommend support for this Proposal during this academic year.

cc: Robert Gish, Director, Ethnic Studies  
Jack D. Wilson, Chair, Academic Senate  
Philip Bailey, Chair, Educational Equity Commission  
Anna McDonald, Director, Affirmative Action

AS- -92/CC

**RESOLUTION ON THE FORMATION OF A SUBCOMMITTEE OF THE CURRICULUM COMMITTEE**

**Background Statement:**

This resolution is a companion to that above and addresses the composition and responsibilities of the committee which will evaluate the content of courses submitted for fulfillment of the ethnic pluralism baccalaureate requirement. We propose a subcommittee of the Curriculum Committee because all new courses and substantial changes to old ones should be considered by the CC; yet this is a specific area of review which merits its own deliberations.

WHEREAS, The establishment of a subcommittee of a standing academic senate committee involves a change in the Constitution and By-Laws of the Academic Senate; be it

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

To be added under I. 3. b.

(1) Ethnic Pluralism Requirement Subcommittee:

There will be a standing subcommittee for the initial review of courses proposed to fulfill the Ethnic Pluralism Baccalaureate requirement. This subcommittee shall consist of six voting members, one from each college. Terms shall be for two years, staggered to ensure continuity.

Senate caucuses will solicit and receive application 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 and a representative from the General Education and Breadth Committee and the Curriculum Committee.

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

Submitted by the Academic Senate Curriculum Committee  
October 6, 1992  
C.A. (Tina) Bailey, Chair

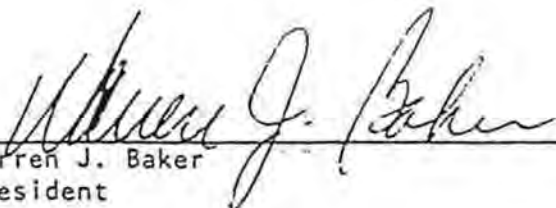
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA 93407  
November 13, 1981

ADMINISTRATIVE BULLETIN 81-5

POLICY AND REVIEW PROCEDURES  
FOR DISCONTINUANCE OF AN ACADEMIC PROGRAM

Attached is a copy of the Policy and Review Procedures for Discontinuance of an Academic Program. This policy was developed in response to a directive from the Chancellor's Office that each campus have written campus procedures approved by the Chancellor. The policy was prepared by Academic Affairs Staff in consultation with the Academic Council and the Academic Senate.

I hereby approve the attached statement, effective immediately.

  
\_\_\_\_\_  
Warren J. Baker  
President

November 13, 1981  
\_\_\_\_\_  
Date

---

Note: This Administrative Bulletin should be filed in the Appendix of the *Campus Administrative Manual* and an entry made in the CAM Index and the title added to the Administrative Bulletins title page.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
SAN LUIS OBISPO, CA 93407  
November 13, 1981

ADMINISTRATIVE BULLETIN 81-5

POLICY AND REVIEW PROCEDURES  
FOR DISCONTINUANCE OF AN ACADEMIC PROGRAM

Many CSU campuses, including Cal Poly, San Luis Obispo, may find it necessary to reduce faculty, support, and administrative positions due to enrollment declines or financial support reductions. When financial support is reduced, the discontinuance or curtailment of programs or departments sometimes emerges as the alternative which does the least harm to the quality of remaining programs. Program and department discontinuance or curtailment are valid ways of responding to reductions in resources; however, program discontinuance can and must be accomplished with minimal impact. Program discontinuance decisions must be made in a reasoned way which will minimize damage to institutions and to the majority of their programs.

The following procedures have been developed in response to EP&R 79-10, January 26, 1979, Chancellor Dumke to Presidents, "Interim Policy for the Discontinuance of Academic Programs," and EP&R 80-45, June 12, 1980, Vice Chancellor Sherriffs to Presidents, "Clarification of Interim Policy for Discontinuance of Academic Programs." These documents outline general procedures for program discontinuance and request that campuses submit local discontinuance procedures.

I. PROCEDURES

- A. A proposal to discontinue an academic program will ordinarily be the result of regular program review but a request for special review may be initiated at any time by a majority vote of the faculty or department head of the affected department or school dean or the Vice President for Academic Affairs.
- B. If the request for review is approved by the Vice President for Academic Affairs, a Discontinuance Review Committee will be appointed by the Vice President for Academic Affairs to conduct a review in accordance with the procedures outlined in this document and, as required by the CSU Chancellor's Office, make recommendations to the Vice President for Academic Affairs.
- C. The review committee will consist of:
  1. A representative from the Academic Program office
  2. Dean or Associate Dean of affected school
  3. Department Head of affected department
  4. Two faculty representatives nominated by the Chair of the Academic Senate, one from the affected department and one from outside the affected school
  5. One student from the affected department nominated by the ASI President
  6. Associate Vice President for Academic Programs (nonvoting)



III. INFORMATION FOR PROGRAM DISCONTINUANCE REVIEW

The information considered during the evaluation of an academic program for discontinuance will include but will not be limited to:

- A. The most recently completed Review of Existing Degree Programs with current statistical update.
- B. The most recent accreditation report, if a program is accredited or approved.
- C. If not contained in A or B:
  - 1. FTEF required each quarter for the past three years
  - 2. Special resources and facilities required
  - 3. Number of students expected to graduate in each of the next three years.
- D. Conclusions and recommendations of the project team on Academic Programs, contained in the 1980 edition of Academic Program and Resource Planning in the California State University and Colleges, p. 28.

## DISCONTINUANCE OF AN ACADEMIC PROGRAM

An academic program is defined for this purpose as a sequence of courses leading to a degree.

1. Each campus shall have written procedures, approved by the Chancellor, for the discontinuance of academic programs. These campus procedures are to be based on the following general provisions, insofar as possible:
  - a. A proposal to discontinue an academic program will ordinarily be the result of a regular or ad hoc review of the program.
  - b. The review shall include broad consultation with groups or persons likely to be affected by the discontinuance, including enrolled students.
  - c. The proposal shall specify mechanisms to permit enrolled students to earn their degrees.
  - d. The president shall review the proposal with the advice of the campus academic senate and/or appropriate representative committees constituted for this task.
2. All proposals for program discontinuation are subject to review by the Chancellor. This review will be conducted within the following guidelines:
  - a. The campus president shall inform the Chancellor of the proposed discontinuation.
  - b. The Chancellor will review the proposal for systemwide effects with advice from whatever groups he deems appropriate, and may request additional information from the campus if needed for this review.
  - c. The Chancellor will ordinarily provide comments on all such proposals within 30 days. He will inform the President of any system concerns so that these may be considered in the final decision.
  - d. The President shall not take any administrative action leading to the de facto or official discontinuation of an academic program before the Chancellor has commented on the proposal.

PROGRAMS TO BE CONSIDERED FOR INITIAL REVIEW  
by the PROGRAM REVIEW AND IMPROVEMENT COMMITTEE  
DURING 1992-1993

Program(s) up for accreditation review during 1992-93:

CAED	Construction Management
------	-------------------------

Programs volunteered by the college deans:

CAGR	Food Science and Nutrition Soil Science
CAED	Construction Management
CBUS	Masters of Business Administration Business Administration Economics
CENG	Engineering Science Computer Engineering Engineering Management Program (EMP)
CLA	Graphic Communication
CSM	Chemistry Physics

Miss - Exec 10-20-92

10/13/92

# votes received

CONSULTATIVE COMMITTEE FOR SELECTION OF DEAN TO THE  
COLLEGE OF BUSINESS:

COLLEGE OF AGRICULTURE

[125 ballots mailed, 75 received]

Doub, Phillip (Animal Sci & Ind)	54
Khalil, Hany (Food Sci & Nutri)	21

COLLEGE OF ENGINEERING

[124 ballots mailed, 31 received]

Freeman, JoAnne (Indust Engr)	31
-------------------------------	----

COLLEGE OF BUSINESS

[63 ballots mailed, 48 received]

Armstrong, Mary Beth (Accounting)	30*
Bertozzi, Dan (Bus Adm)	23
Biggs, Joseph (Mgtmt)	17
Duffy, Jan (Bus Adm)	27*
Marlow, Michael (Economics)	31*
Sena, James (Mgtmt)	24*

CONSULTATIVE COMMITTEE FOR SELECTION OF DEAN TO THE  
COLLEGE OF LIBERAL ARTS:

COLLEGE OF AGRICULTURE

[125 ballots mailed, 80 received]

Kaminaka, Stephen (Agric Engr)	80
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COLLEGE OF SCIENCE AND MATHEMATICS

[151 ballots mailed, 59 received]

Lewis, George (Math)	59
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COLLEGE OF LIBERAL ARTS

[182 ballots mailed, 97 received]

Keetch, Brent (English)	84*
Munroe, Patrick (Graphic Comm)	29
Ruggles, Joanne (Art & Des)	50*
Russell, John (Music)	70*
Shaffer, Richard (Social Sci)	78*

Intro. Sec 10.20.92

Adopted:

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

AS- -92/  
RESOLUTION TO  
CENSURE PRESIDENT BAKER

- WHEREAS, The CSU system has a formal policy and a set of formal procedures for discontinuance of academic programs; and
- WHEREAS, This policy requires that a proposal for discontinuance be prepared and submitted to the Academic Senate for review; and
- WHEREAS, This proposal has not yet been provided; and
- WHEREAS, Numerous written and oral comments have been made by the Cal Poly administration to indicate that in fact the Home Economics and Engineering Technology programs will be discontinued; and
- WHEREAS, The CSU policy states "the President shall not take any administrative action leading to the de facto or official discontinuation of an academic program before the Chancellor has commented on the [discontinuance] proposal"; therefore, be it
- RESOLVED: That the Academic Senate of California Polytechnic State University censure President Baker for blatantly violating due process with regard to the discontinuance of two academic programs on its campus.

Proposed By: Michael Botwin  
Date: October 20, 1992



**RECEIVED**

**OCT 16 1992**

**Academic Senate**

May 19, 1992

Dear :

The California State University system is in the midst of a budget crisis which has presented difficult choices to each campus. Cal Poly's budget has been seriously eroded for the current year, and the picture looks at least as bleak for 1992-93.

Rather than continuing to weaken all programs within the University by implementing across-the-board cuts, a University decision has been made to phase out the departments of Home Economics and Engineering Technology. Because you have been admitted to Cal Poly for the 1992 Fall quarter in Engineering Technology, you will be seriously affected by this decision. If you choose to go ahead with your enrollment at Cal Poly in Engineering Technology, you must be advised of the following:

- ♦ Once you receive your formal letter of admission advising you that you are eligible to register, contact The School of Engineering Advisement Center **as soon as possible** in order to set up a plan of study. The phone number is (805) 756-1461.
- ♦ You would be expected to complete all major and prerequisite courses within three years.
- ♦ You would need to take your major courses when offered without the flexibility that would exist for most students in terms of repeating courses, having a selection of electives, etc.
- ♦ Your progress would be closely monitored for progress towards degree completion.

For all of the reasons listed above, we strongly advise you to consider an option other than attending Cal Poly as a freshman in Engineering Technology.



We understand that this is frustrating and disappointing, but we would like to assist you in making the best of a difficult situation. Please circle one of the options below, sign and date it, and return this letter to the Admissions Office by May 31, 1992.

1. I wish to enroll at Cal Poly in Engineering Technology under the 1992-94 catalog.
2. Please redirect my application to another CSU campus offering Engineering Technology. I have completed and signed the enclosed redirection form.
3. I still wish to attend Cal Poly, San Luis Obispo, beginning in the 1992 Fall quarter, but I would like to choose a new major (with the exception of Art or Music). Please change my major to \_\_\_\_\_. I understand you will review my application to determine if my qualifications are appropriate for my new major.
4. I will attend another university.

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Signature

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Date

Cal Poly, along with the other CSU campuses, is working hard to mitigate the budget crisis; however, it is a difficult struggle--one which is exacting sacrifices from virtually every segment of the campus community. We sincerely regret the disappointment and inconvenience this may cause you and your family, and hope that you are able to come to a decision which will best serve your educational needs.

If we can assist you in any way, please call (805) 756-2311, inform the operator that you are an incoming freshman in Engineering Technology for the 1992 Fall quarter, and ask for an Admissions Associate.

Sincerely,

James L. Maraviglia  
Director of Admissions

Encl.  
/freshet