

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

Academic Senate Executive Committee Agenda  
November 2, 1993  
UU 220 3:00-5:00 p.m.

*10-7 and 10-12-93  
minutes were  
removed*

- I. Minutes:  
Approval of the October 7 and October 12, 1993 Academic Senate Executive Committee minutes (pp. 2-4).
- II. Communication(s) and Announcement(s):
- III. Reports:
  - A. Academic Senate Chair
  - B. President's Office
  - C. Vice President for Academic Affairs' Office
  - D. Statewide Senators
  - E. CFA Campus President
  - F. ASI representatives
- IV. Consent Agenda:
- V. Business Item(s):
  - A. Academic Senate/university-wide committee assignments (pp. 5-6).
  - B. Appointment of Faculty to the Calendar-Curriculum Task Force [PLEASE BRING THE NAME OF YOUR CAUCUS SELECTION TO THIS MEETING]
  - C. Curriculum Proposals-Morrobelt-Sosa, Chair of the Curriculum Committee (pp. 7-18).
  - D. Resolution on Programs to be Reviewed During 1993-1994 (p. 19).
  - E. Resolution on Evaluation of College Deans or Equivalent Administrators-Terry, Chair of the Personnel Policies Committee (pp. 20-23).
  - F. Resolution on Vote of Confidence for Administrators-Terry, Chair of the Personnel Policies Committee (pp. 24-29).
  - G. Resolution on "Cal Poly Instructional Computing Strategic Plan: A Networked Instructional Environment"-Mueller, Past Chair of the IACC (pp. 30-35).
  - H. Resolution on Definitions of Professional Programs, Technical Programs, and Significant Majority-Nulman, Chair of the Long-Range Planning Committee (p. 36).
  - I. Resolution on Modification of Resolutions AS-268-88/BC and AS-394-92/BC on Budget Information Reporting-Carnegie, Chair of the Budget Committee (pp. 37-39).
- VI. Discussion Item(s):
  - A. Request for Clarifying and Amending Program Review Procedures (pp. 40-44).
  - B. The role of the Charter Oversight Committee.
- VII. Adjournment:

11/02/93

**ACADEMIC SENATE/COMMITTEE VACANCIES  
FOR 1993-1994**

**Academic Senate vacancies**

Academic Senate	Secretary-elect
PCS	replacement for Waller, 1993-1995
	caucus chair replacement for Waller

**Academic Senate Committee vacancies**

CAGR	Elections Committee Personnel Policies Committee Status of Women Committee University Professional Leave Committee	JO ANN WHEATLEY
CAED	Budget Committee Constitution & Bylaws Committee Curriculum Committee Elections Committee General Education & Breadth Committee Instruction Committee Library Committee Personnel Policies Committee Research Committee Student Affairs Committee University Professional Leave Committee Cultural Pluralism Subcommittee	
CBUS	Constitution & Bylaws Committee Status of Women Committee	
CENG	Long-Range Planning Committee Personnel Policies Committee University Professional Leave Committee	
CLA	Long-Range Planning Committee (replcmt for Engle, '93-94)	
CSM	Budget Committee Constitution & Bylaws Committee Curriculum Committee Elections Committee General Education & Breadth Committee Status of Women Committee Student Affairs Committee University Professional Leave Committee	
PCS	Curriculum Committee Elections Committee Instruction Committee Library Committee Long-Range Planning Committee Personnel Policies Committee	

ALL COLLEGES

GE&B Subcommittee, Area A (Lang & Crit Thking)  
one vacancy

GE&B Subcommittee, Area E (Lifelong Undrstg/Dev)  
one vacancy



Animal Welfare Committee  
(one Academic Senate representative whose primary concerns are in a  
nonscientific area; i.e., ethicist, lawyer, clergy)  
one vacancy

Instructionally Related Activities (IRA)  
one vacancy

## DAIRY SCIENCE DEPARTMENT

### 1994-96 CATALOG PROPOSALS

VP	AS	CC	VP = Vice President Academic Affairs, AS = Academic Senate, CC = Curriculum Committee A = Approved, A* = Approved pending technical modification, AR = Approved with Reservation (see Committee Comments), T = Tabled (see Committee Comments), D = Disapproved
		A	<b>I. NEW COURSES</b> 1. DSCI 450 Dairy Biotechnology (3) 2 lec, 1 act C2/13.
			<b>II. DELETED COURSES</b> 1. DH 133 Fitting and Showing Dairy Cattle (2) 1 lec, 1 lab C2/16.
			<b>III. CHANGES TO EXISTING COURSES</b> 1. Change course prefixes for Dairy Husbandry (DH) and Dairy Products Technology (DPT) to Dairy Science (DSCI). 2. DH 142 Dairy Cattle Selection (2) 2 lab C16 <u>to</u> DSCI 241 (3) 1 lec 2 act C2/13. Description change. 3. DH 221 Milk Production (4) 3 lec 1 lab C2/16 <u>to</u> DSCI 321 Lactation Physiology (3) 3 lec C2. Description change. Prereq change: delete DH 142, add ZOO 131, CHEM 121. 4. DH 323 Breeds, Pedigrees and Management of Dairy Cattle (3) 2 lec 1 act C2/8 <u>to</u> DSCI 323 Breeds, Fitting and Showing, and Management of Dairy Cattle (3) 2 lec 1 lab C2/16. Description change. 5. DH 461 Senior Project (2) supv S36 <u>to</u> DSCI 461 (3) supv S36 and 1 sem C5. Change from minimum 120 hours total for 461 to 180 hours total for 461 and 462. 6. DH 462 Senior Project (2) supv S36 <u>to</u> DSCI 462 (3) supv S25. 7. DPT 222 Frozen Dairy Foods (4) 3 lec 1 lab C2/16 <u>to</u> DSCI 223 (3) 3 lec C2. Description change. 8. DPT 234 Dairy Foods Evaluation (2) 1 lec 1 lab C2/16 <u>to</u> DSCI 234 (3) 2 lec 1 lab C2/16. Description change. 9. DPT 433 Dairy Plant Management and Equipment (4) 3 lec 1 lab C2/16 <u>to</u> DSCI 433 (3) 3 lec C2.
			<b>IV. CURRICULUM CHANGES</b> A. Reduce total units required from 198 to 186  B. Reduce Major Core units from 69/71 to 56 1. AD DSCI 321 Lactation Physiology (3) 2. AD DSCI 222 Commercial Herd/DSCI 223 Frozen Foods (4) 3. AD DSCI 100 Enterprise/AG 339 Internship (2)

		A 	<p>4. DE DH 221.</p> <p>C. Increase <b>Support</b> units from 43/44 to 57.</p> <ol style="list-style-type: none"><li>1. AD CHEM 127 (CHEM 121 <i>or</i> 127).</li><li>2. AD CHEM 128 (CHEM 122 <i>or</i> 128).</li><li>3. AD ZOO 131</li><li>4. DE ACTG 211 Financial Accounting for Nonbusiness Majors (4)</li><li>5. DE AGB 401 Agribusiness Labor Relations and Personnel Management (4)</li><li>6. DE BIO 303 <i>or</i> PHYS 104 <i>or</i> 121.</li><li>7. DE CHEM 326 Organic Chemistry (4)</li><li>8. DE CHEM 328 Biochemistry (4)</li></ol> <p>D. Replace the two concentrations (37/39 units) in Major with 41 units of Adviser approved electives in Support:</p>
			<p>V. CURRICULUM COMMITTEE COMMENTS</p> <p>1.</p> 



# Animal Science Department

## POULTRY

### 1994-96 Catalog Proposals

VP	AS	CC	<p>VP = Vice President Academic Affairs, AS = Academic Senate, CC = Curriculum Committee  A = Approved, A* = Approved pending technical modification,  AR = Approved with Reservation (see Committee Comments),  T = Tabled (see Committee Comments),  D = Disapproved</p>
		<b>A</b>	<p><b>I. NEW COURSES</b></p> <ol style="list-style-type: none"> <li>PM 230 Poultry Industry Survey (3) 3 lec (replaces PI 121 (4), PI 230 (3) and PI 233 (2)).</li> <li>PM 240 Poultry Business Management (3) 3 lec C2 (replaces PI 322 (4)).</li> <li>PM 250 Poultry Processing (3) 2 lec, 1 lab C2/16 (replaces PI 222 (3)).</li> <li>PM 290 Poultry Management Enterprise (2-4) supv S36 CR/NC (replaces PI 100 (1-4)).</li> <li>PM 330 Poultry Production Management (4) 3 lec, 1 lab C2/16 (replaces PI 122 (4), PI 133 (3), PI 221 (3) and PI 331 (3)).</li> <li>PM 340 Poultry Anatomy, Physiology and Diseases (4) 3 lec, 1 lab C2/16 (replaces PI 231 (3) and PI 323 (4)).</li> <li>PM 350 Applied Poultry Feeding and Nutrition (3) 3 lec C2 (replaces PI 333 (4)).</li> <li>PM 360 Poultry Industry Seminar (3) 3 sem C5 (replaces PI 422 (3) and PI 463 (2)).</li> <li>PM 490 Advanced Poultry Management Enterprise (2-4) supv S36 CR/NC (replaces PI 100 (1-4)).</li> </ol>
		<b>A</b>	<p><b>II. DELETED COURSES</b></p> <ol style="list-style-type: none"> <li>PI 100 Enterprise Project (1-4) supv S36 (replaced by PM 290 and PM 490).</li> <li>PI 121 Poultry Industry Development (4) 3 lec, 1 lab C2/16 (replaced by PM 230).</li> <li>PI 122 Replacement Programs/Broilers (4) 3 lec, 1 lab C2/16 (replaced by PM 320).</li> <li>PI 133 Poultry Incubation (3) 2 lec, 1 lab C2/16 (replaced by PM 320).</li> <li>PI 221 Poultry Selection and Egg Production (3) 2 lec, 1 lab C2/16 (replaced by PM 320).</li> <li>PI 222 Poultry Products and Processing (3) 2 lec, 1 lab C2/16 (replaced by PM 330).</li> <li>PI 230 General Poultry Production (3) 2 lec, 1 lab C2/16 (replaced by PM 230).</li> <li>PI 231 Poultry Anatomy and Physiology (3) 2 lec, 1 lab C2/16 (replaced by PM 310).</li> <li>PI 233 Poultry Plant Design (2) 1 lec, 1 lab C2/16 (replaced by PM 230).</li> <li>PI 322 Poultry Business Organization (4) 3 lec, 1 lab C2/16 (replaced by PM 340).</li> <li>PI 323 Poultry Diseases and Hygiene (4) 3 lec, 1 lab C2/16 (replaced by PM 310).</li> <li>PI 331 Turkey Industry (3) 2 lec, 1 lab C2/16 (replaced by PM 320).</li> <li>PI 333 Applied Poultry Feeding/Nutrition (4) 3 lec, 1 lab C2/16 (replaced by PM 350).</li> </ol>

		A ↓	<p>14. PI 422 Advanced Poultry Enterprise Supervision (3) 3 lec C2 (<u>replaced by PM 360</u>).</p> <p>15. PI 431 Applied Poultry Breeding (4) 3 lec, 1 lab C2/16.</p> <p>16. PI 461 Senior Project (2) supv S36 (<u>replaced by ASCI 461</u>).</p> <p>17. PI 462 Senior Project (2) supv S36 (<u>replaced by ASCI 462</u>).</p> <p>18. PI 463 Undergraduate Seminar (2) C5 (<u>replaced by ASCI 463</u>).</p>
		A ↓	<p><b>III. CHANGES TO EXISTING COURSES</b></p> <p>1. Change Poultry Industry (PI) rubric to Poultry Management (PM).</p> <p>2. PI 200 Special Problems for Undergraduates (2-3) <u>to</u> PM 200.</p> <p>3. PI 305 Game Bird Propagation &amp; Mgt. <u>to</u> PM 305</p> <p>4. PI 400 Special Problems for Advanced Undergraduates (2-4) <u>to</u> PM 400.</p> <p>5. PI 470 Selected Advanced Topics (1-3) <u>to</u> PM 470</p> <p>6. PI 581 Graduate Seminar in Poultry (3) <u>to</u> PM 581.</p>
		A ↓	<p><b>IV. CURRICULUM CHANGES</b></p> <p>A. <i>Discontinue</i> <b><u>BS Poultry Industry</u></b></p> <p>B. <i>Add</i> <b><u>Poultry Management Minor</u></b></p> <p><u>Core:</u> (20 units)</p> <p>PM 230 Poultry Industry.....3</p> <p>PM 240 Poultry Business Management.....3</p> <p>PM 250 Poultry Processing.....3</p> <p>PM 330 Poultry Production Management.....4</p> <p>PM 340 Poultry Anatomy, Physiology and Diseases.....4</p> <p>PM 350 Applied Poultry Feeding and Nutrition.....3</p> <p><u>Electives to be chosen from:</u>.....8</p> <p>ACTG 211; AG 339; AGB 310, 401; ENGL 310; MKTG 301; FSN 331, 333, 336, 338, 431; PM 290/490, 360</p> <p style="text-align: right;">28</p>
			<p><b>V. CURRICULUM COMMITTEE COMMENTS</b></p> <p>I.</p> <p style="text-align: center;">—————</p>

# INDUSTRIAL TECHNOLOGY DEPARTMENT 1994-96 CATALOG PROPOSALS

VP	AS	CC	VP = Vice President Academic Affairs, AS = Academic Senate, CC = Curriculum Committee A = Approved, A* = Approved pending technical modification, AR = Approved with Reservation (see Committee Comments), T = Tabled (see Committee Comments), D = Disapproved
		A	<b>I. NEW COURSES</b> <ol style="list-style-type: none"> <li>IT 313 Industrial Cost Controls (4) 4 lec C2.</li> <li>IT 416 Production Management (4) 3 lec 1 act C2/13.</li> <li>IT 435 Packaging Development Management (4) 4 lec C2.</li> </ol>
			<b>II. DELETED COURSES</b> <ol style="list-style-type: none"> <li>IT 101 Technical Problem Solving (3) 3 lec C2.</li> <li>IT 111 Principles of Technology (3) 3 lec C2.</li> <li>IT 130 Automotive Fundamentals (2) 1 lec 1 act C2/13, F.2.</li> <li>IT 225 Graphic Interpretation/Communications (4) 1 lec 3 act C2/13.</li> <li>IT 233 Metal Technology (3) 1 lec 2 lab C2/15, F.2.</li> <li>IT 250 Transportation Power (3) 2 lec 1 lab C2/15.</li> <li>IT 325 Mechanical Systems (4) 4 lec C2.</li> <li>IT 326 Product Evaluation (3) 2 lec 1 act C2/13.</li> <li>IT 331 Advanced Industrial Electrical Systems (3) 3 lec C2.</li> <li>IT 354 Industrial Machine Tool Service Systems (3) 1 lec 2 act C2/13.</li> <li>IT 355 Cabinetmaking (3) 1 lec 2 act C2/13.</li> <li>IT 418 Technical Management Problems (4) 3 lec 1 act C2/13.</li> <li>IT 424 Curriculum and Methods of Industrial and Technical Education (3) 2 lec 1 act C2/13.</li> <li>IT 425 Automotive Technology, Fuel Systems (3) 2 lec 1 lab C2/15.</li> <li>IT 427 Automotive Technology, Electricity and Electronics (3) 2 lec 1 lab C2/15.</li> <li>IT 437 Reinforced Plastics (3) 1 lec 2 lab C2/15.</li> <li>IT 443 General Metals (3) 1 lec 2 act C2/13.</li> <li>IT 444 Technical Drawing: Industrial Education (3) 1 lec 2 act C2/13.</li> <li>IT 463 Industrial Technology Seminar (2) 2 sem C36.</li> </ol>
			<b>III. CHANGES TO EXISTING COURSES</b> <ol style="list-style-type: none"> <li>IT 105 Industrial Processes (2) 1 lec 1 act C2/13 <u>and</u> IT 329 Industrial Materials (3) 2 lec 1 act C2/13 <u>to</u> IT 320 Applied Metal and Ceramics Processes (4) 2 lec 2 lab C2/16. Descr change and prereq change.</li> <li>IT 212 Introduction to Technical Management and Supervision (3) 3 lec C2 <u>to</u> Introduction to Industrial and Technical Management (4). Descr change.</li> <li>IT 237, IT 238 Industrial Electricity (3) (3) 2 lec 1 lab C2/15 <u>to</u> IT 137, IT 138 Introduction to Industrial Electricity (4) (4) 3 lec 1 lab C2/16. Descr change, prereq change.</li> <li>IT 311 Industrial Safety and Health Management (3) 2 lec 1 act C2/13 <u>to</u> IT 411 (4) 3 lec 1 act. Descr change.</li> <li>IT 322 Energy and Power (4) 4 lec C2 <u>to</u> IT 128 Mechanical/Energy. Descr change, prereq change.</li> <li>IT 323 Energy Management (3) 3 lec C2 <u>to</u> IT 432 (4) 3 lec 1 act C2/13. Descr change, prereq change.</li> </ol>



	A	<p style="text-align: center;">- 12 -</p> <ol style="list-style-type: none"> <li>7. IT 327 Plastics Technology (3) 2 lec 1 act C2/13 <u>to</u> (4) 3 lec 1 lab C2/16. Descr change, prereq change.</li> <li>8. IT 329 Industrial Materials (3) 2 lec 1 act C2/13 <u>to</u> IT 126 Industrial Materials and Processes (4) 3 lec 1 act. Descr change, prereq change.</li> <li>9. IT 330 Fundamentals of Packaging (3) 3 lec C2 <u>to</u> (4) 3 lec 1 act C2/13. Descr change, and prereq change.</li> <li>10. IT 332 Electronic Control Systems (4) 3 lec 1 lab C2/15 <u>to</u> Industrial Electrical and Electronic Systems C2/16. Descr change, prereq change.</li> <li>11. IT 333 Electronic Computer Applications (4) 3 lec 1 lab C2/15 <u>to</u> IT 232 Introduction to C.A.D. and Other Computer Applications (4) 2 lec 2 lab C2/16. Descr change, prereq change.</li> <li>12. IT 350 Quality Systems Applications (3) 3 lec C2 <u>to</u> IT 303 Industrial Quality Control Management (4) 4 lec C2. Descr change, prereq change.</li> <li>13. IT 402 Technical and Management Presentations (3) 1 lec 2 act C2/13 <u>to</u> (4) 2 lec 2 act. Descr change, prereq change.</li> <li>14. IT 406 Industrial Management and Supervision (3) 3 lec C2 <u>to</u> (4) 4 lec. Descr change, prereq change.</li> <li>15. IT 407 Industrial Product Development (3) 3 lec C2 <u>to</u> IT 410 Industrial Planning (4) 3 lec 1 lab C2/16. Descr change, prereq change.</li> <li>16. IT 433 Production and Process Management (3) 2 lec 1 lab C2/15 <u>to</u> IT 345 Applied Production Management (4) 2 lec 2 lab C2/16. Descr change, prereq change.</li> </ol>
	V	<p><b>IV. CURRICULUM CHANGES</b></p> <ol style="list-style-type: none"> <li>1. Reduce total units for the B.S. in Industrial Technology from 198 to 189 units.</li> </ol> <p><b>Major:</b></p> <ol style="list-style-type: none"> <li>2. Change Major requirements from 99/94 to 95 units.</li> <li>3. DE IT 101 Technical Problem Solving (3).</li> <li>4. DE IT 225 Graphic Interpretation/Communications (4).</li> <li>5. ADD IT 303 Industrial Quality Control Management (4).</li> <li>6. ADD IT 313 Industrial Cost Controls (4).</li> <li>7. ADD IT 327 Plastics Technology (4).</li> <li>8. ADD IT 330 Fundamentals of Packaging (4).</li> <li>9. ADD IT 332 Industrial, Electrical and Electronic Systems (4).</li> <li>10. ADD IT 406 Industrial Management and Supervision (4).</li> <li>11. ADD IT 410 Industrial Planning (4).</li> <li>12. ADD IT 416 Production and Management (4).</li> <li>13. ADD MGT 301 Production and Operations Management (4).</li> <li>14. Change Adviser approved electives from 18 to 12 units.</li> </ol> <p><b>Concentrations:</b></p> <ol style="list-style-type: none"> <li>15. <i>Delete</i> Industrial and Technology Education Concentration (32)</li> <li>16. <i>Delete</i> Industrial Management Concentration (37)</li> </ol> <p><b>Support:</b></p> <ol style="list-style-type: none"> <li>17. DE CHEM 122 General Chemistry (4).</li> </ol> <p><b>Electives:</b></p> <ol style="list-style-type: none"> <li>18. Reduce free electives from 14/19 to 9 units.</li> </ol>
		<p><b>V. CURRICULUM COMMITTEE COMMENTS</b></p> <ol style="list-style-type: none"> <li>1. _____</li> </ol>

# GRAPHIC COMMUNICATION DEPARTMENT

## 1994-96 CATALOG PROPOSALS

VP	AS	CC	<p>VP = Vice President Academic Affairs, AS = Academic Senate, CC = Curriculum Committee  A = Approved, A* = Approved pending technical modification,  AR = Approved with Reservation (see Committee Comments),  T = Tabled (see Committee Comments),  D = Disapproved</p>
		A	<p><b>I. NEW COURSES</b></p> <ol style="list-style-type: none"> <li>GRC 312 Substrates and Ink: Applications (2) 2 lec C4.</li> <li>GRC 325 Finishing Processes: Applications (2) 2 lec C4.</li> <li>GRC 329 Prepress Methods and Procedures (3) 2 lec 1 act C4/13.</li> <li>GRC 330 Print Reproduction Processes (3) 2 lec 1 act C4/13.</li> </ol>
			<p><b>II. DELETED COURSES</b></p> <ol style="list-style-type: none"> <li>None</li> </ol>
			<p><b>III. CHANGES TO EXISTING COURSES</b></p> <ol style="list-style-type: none"> <li>GRC 427 Desktop Publishing to GRC 277 Computer Applications in Desktop Publishing (GEB F.I.)</li> </ol>
			<p><b>IV. CURRICULUM CHANGES</b></p> <p><u>Add New Minor: Graphic Communication Minor (25 units)</u>  <u>Required Core: (21 units)</u></p> <p>GRC 101 Introduction to Graphic Communication (4)  GRC 277 Computer Applications to Print Media and Publishing (3)  GRC 300 Typography (4)  GRC 312 Substrates and Ink: Applications (2)  GRC 325 Finishing Processes: Applications (2)  GRC 329 Prepress Methods and Procedures (3)  GRC 330 Print Reproduction Processes (3)</p> <p><u>Choose 4 units from the following:</u></p> <p>GRC 357 Screen Printing Technology (2)  GRC 408 Newspaper and Publications Management (3)  GRC 437 Consumer Packaging (3)  GRC 438 Electronic Art Preparation (4)  GRC 474 Applied Graphic Communication Practices (2)</p>
			<p><b>V. CURRICULUM COMMITTEE COMMENTS</b></p>

RECEIVED

CAL POLY

San Luis Obispo  
California 93407

Memorandum

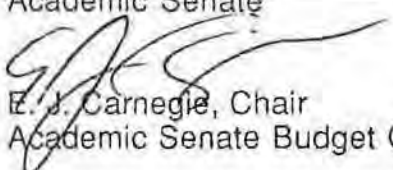
JUN 1 1993

Academic Senate

To : Jack Wilson, Chair  
Academic Senate

Date : 19 May 1993

Copies : T Bailey

From :  E. J. Carnegie, Chair  
Academic Senate Budget Committee

Subject : Budget Implications from the Graphic Communication Proposal

The Graphic Communication Department is proposing a 25 unit minor in GRC with four new courses. It is difficult to estimate what the additional load will be for the minor but one could assume that some additional resources would be required. If the minor had 40 students this would require additional laboratory or activity sections in some courses where the existing laboratory or activity sections are maxed and additional faculty to teach the new courses. The Budget Committee estimates an increase in resources from .2 to .5 faculty positions for the Graphic Communication Proposal.

# JOURNALISM DEPARTMENT

## 1994-96 CATALOG PROPOSALS

VP	AS	CC	<p>VP = Vice President Academic Affairs, AS = Academic Senate, CC = Curriculum Committee  A = Approved, A* = Approved pending technical modification,  AR = Approved with Reservation (see Committee Comments),  T = Tabled (see Committee Comments),  D = Disapproved</p>
		A	<p><b>I. NEW COURSES</b></p> <ol style="list-style-type: none"> <li><del>JOUR 253 KCPR Practice (2) 2 act C12 CR/NC.</del></li> <li>JOUR 290 Multicultural Journalism (3) 3 lec C2.</li> <li>JOUR 353 CPTV News Practice (3) 1 lec 2 lab C2/15.</li> </ol>
			<p><b>II. DELETED COURSES</b></p> <ol style="list-style-type: none"> <li>JOUR 425 Advertising Layout and Copywriting (2) 1 lec 1 act C3/12.</li> </ol>
			<p><b>III. CHANGES TO EXISTING COURSES</b></p> <ol style="list-style-type: none"> <li>JOUR 218 Mass Media in Society (4) 4 lec C2 <u>to</u> JOUR 318. Add prereq of Critical thinking: ENGL/PHIL/SPC 125.</li> <li>JOUR 323 Photojournalism (3) 2 lec 1 lab C3/16 <u>to</u> JOUR 223. Change prereq from JOUR 203, ART 221 <u>to</u> JOUR 203.</li> <li>JOUR 346 Broadcast Announcing (4) 3 lec 1 lab C3/15 <u>to</u> (3) 2 lec 1 lab.</li> <li>JOUR 351 Broadcast Practice <u>to</u> KCPR Practice, change to CR/NC</li> </ol>
			<p><b>IV. CURRICULUM CHANGES</b></p> <ol style="list-style-type: none"> <li>Reduce total units for the B.S. in Journalism from 198 to 193 units. Major:</li> <li>Increase Major requirement from 58 units to 74 units:</li> <li>DE ART 221.</li> <li>DE BUS 101.</li> <li>DE GEOG 305/308.</li> <li>DE MGT 118.</li> <li>DE POLS 336, POLS 401/403.</li> <li>ADD JOUR 223, JOUR 333.</li> <li>ADD choice of one or both practice --6.0 units max/min: JOUR 351, JOUR 352.</li> <li>Move JOUR 201/205/331/385/407 to restricted electives list within Major (JOUR 425 deleted from this choice.</li> <li>Move JOUR 402 to restricted electives list within Major.</li> </ol>

		A ↓	<p>12. Move Foreign language requirement (12 units) to Major from elective requirements list.</p> <p>13. ADD Restricted Electives list (choose 18 units) to Major requirements: JOUR 201, JOUR 205, JOUR 290, JOUR 312, JOUR 331, JOUR 342, JOUR 346, JOUR 353, JOUR 385, JOUR 402, JOUR 405, JOUR 407, JOUR 413, JOUR 432, JOUR 470.</p> <p><b>Support:</b></p> <p>14. <i>Delete Concentrations</i> (23-29 units): Agricultural Journalism Concentration; Broadcast Journalism Concentration; News-Editorial Concentration; and Public Relations Concentration.</p> <p>15. ADD 24 units of 300-400 level adviser approved electives (not JOUR courses)</p> <p><b>Electives:</b></p> <p>15. Decrease free electives from 32-38 to 16 units.</p>
			<p><b>V. CURRICULUM COMMITTEE COMMENTS</b></p> <p>1.</p> <p>_____</p>



RECEIVED

CAL POLY

San Luis Obispo  
California 93407


JUN 1 1993

Memorandum

Academic Senate

To : Jack Wilson, Chair  
Academic Senate

Date : 26 May 1993

From :   
E. J. Carnegie, Chair  
Academic Senate Budget Committee

Copies : T Bailey

Subject : Budget Implications from the Journalism Proposal

The Journalism Department is proposing a major revision of its undergraduate program based partly on the recommendations of the Academic Senate Program Review Committee and requirements of the Accrediting Council on Education in Journalism and Mass Communication. The proposed reduction of total units from 198 to 193, the deletion of concentrations, and deletion of one course seems to be sufficient to cover the addition of two additional courses. The Budget Committee felt that a department must be given every opportunity to improve its curriculum after a Program Review report.

**WATER ENGINEERING SPECIALIZATION,  
M.S. ENGINEERING**  
College of Engineering and College of Agriculture  
1994-96 CATALOG PROPOSALS

VP	AS	CC	VP = Vice President Academic Affairs, AS = Academic Senate, CC = Curriculum Committee A = Approved, A* = Approved pending technical modification, AR = Approved with Reservation (see Committee Comments), T = Tabled (see Committee Comments), D = Disapproved
		A	<p><b>I. CURRICULUM</b></p> <p><u>Core Courses</u> ..... 9</p> <p style="padding-left: 20px;">Analytical Methods for Engineering (6)</p> <p style="padding-left: 20px;">To be chosen from any analytical methods course approved by the graduate committee</p> <p style="padding-left: 20px;">Advanced Mathematics (3)</p> <p style="padding-left: 20px;">To be chosen from any advanced math course approved by the graduate committee</p> <p><u>Required Courses in Specialization</u> ..... 26-27</p> <p style="padding-left: 20px;">ECON 410 Public Finance and Cost-Benefit Analysis (4)</p> <p style="padding-left: 20px;">AE 435 Drainage (3) <i>or</i></p> <p style="padding-left: 40px;">AE 414 Irrigation Engineering (4) <i>or</i></p> <p style="padding-left: 40px;">AE 440 Agricultural Irrigation Systems (4)</p> <p style="padding-left: 20px;">AE 533 Irrigation Project Design (4)</p> <p style="padding-left: 20px;">CE 533 Advanced Water Resources Engineering (3)</p> <p style="padding-left: 20px;">CE 573 Public Works Administration (3)</p> <p style="padding-left: 20px;">AE 599/CE 599 (Thesis - 9 units) <i>or</i> 9 units of coursework approved by committee, <i>and</i> written and oral comprehensive exams.</p> <p><u>Approved Elective Courses</u> ..... 9-10</p> <p style="padding-left: 20px;">To be selected from the following list with committee's approval:</p> <p style="padding-left: 20px;">AE 414 Irrigation Systems (4)</p> <p style="padding-left: 20px;">AE 437 Conservation Engineering (3)</p> <p style="padding-left: 20px;">AE 440 Agricultural Irrigation Systems (4)</p> <p style="padding-left: 20px;">AE 492 Pumps and Pump Drivers (3)</p> <p style="padding-left: 20px;">AE 531 Water Wells (3)</p> <p style="padding-left: 20px;">CE 434 Groundwater Hydraulics and Hydrology (3)</p> <p style="padding-left: 20px;">CE X436 Groundwater Modeling (3)</p> <p style="padding-left: 20px;">CE 440 Hydraulic Systems Engineering (3)</p> <p style="padding-left: 20px;">CE X536 Water Resources Systems and Planning (3)</p> <p style="padding-left: 20px;">CM 533 Case Histories in Construction Management (3)</p> <p style="padding-left: 20px;">ENVE 438 Water and Wastewater Treatment Design (3)</p> <p style="padding-left: 20px;">ENVE 439 Solid Waste Management (3)</p> <p style="padding-left: 20px;">ENVE 535 Advanced Wastewater Treatment (3)</p> <p style="text-align: right;">45</p>
			<p><b>II. CURRICULUM COMMITTEE COMMENTS</b></p> <p>1. _____</p>

AT THE OCTOBER 5, 1993 SENATE MEETING, IT WAS AGREED THAT THIS RESOLUTION BE RETURNED TO THE EXECUTIVE COMMITTEE FOR FURTHER CONSIDERATION. IT WAS SUGGESTED (Hannings/Lord) THAT WHEREAS CLAUSES 2, 3, 4, AND 5 BE REMOVED BECAUSE THEY ARE PREJUDICIAL TO THE DEPARTMENTS BEING REVIEWED.

Adopted:

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

**AS- -93/  
RESOLUTION ON  
PROGRAMS TO BE REVIEWED DURING 1993-1994**

- WHEREAS, The Program Review and Improvement Committee of 1992-1993 recommended the following departments for review during 1993-1994: Agricultural Education, Agricultural Engineering/AET, Art and Design, Biological Sciences, Construction Management, Dairy Science, Industrial Engineering, Industrial Technology, Journalism, Landscape Architecture, Liberal Studies, Ornamental Horticulture, Physical Education and Kinesiology, and the University Center for Teacher Education; and
- WHEREAS, These departments were identified using a variety of criteria (programs for which accreditation is possible but is not being pursued, first-time freshman SAT scores, first-time freshman reported GPA, number of applications, number admitted of those that applied, SCU generated/taught, and SCU/faculty); and
- WHEREAS, Indicators considered but found to be inapplicable were: gender, grading distribution, diversity, and time to graduation; and
- WHEREAS, The quantitative data used was from Institutional Studies and the financial data from Academic Resources; and
- WHEREAS, All parties undergoing review will have the opportunity to discuss the data with the Program Review and Improvement Committee; and
- WHEREAS, The Academic Senate Executive Committee endorses the recommendation and concurs with the departments identified therein for review; therefore, be it
- RESOLVED: That the following programs be reviewed by the Program Review and Improvement Committee during the 1993-1994 academic year:

Agricultural Education  
Agricultural Engineering/AET  
Art and Design  
Biological Sciences  
Construction Management  
Dairy Science  
Industrial Engineering  
Industrial Technology  
Journalism  
Landscape Architecture  
Liberal Studies  
Ornamental Horticulture  
Physical Education and Kinesiology  
University Center for Teacher Education

Proposed by the Academic Senate  
Executive Committee  
April 27, 1993

Adopted:

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

AS- -93/PPC  
RESOLUTION ON  
EVALUATION OF COLLEGE DEANS OR  
EQUIVALENT ADMINISTRATORS

- WHEREAS, The dean/equivalent administrator has primary responsibility for leadership of the college/equivalent academic unit in the allocation and utilization of financial resources, quality of academic programs, admission and dismissal of students, appointment, retention, tenure and promotion action, long-range direction of the college/equivalent academic unit, development of external financial resources and the representation of the college/equivalent academic unit both internal to the university and to external constituents; and
- WHEREAS, The faculty of a college/equivalent academic unit are directly affected by the dean/equivalent administrator's performance in meeting these responsibilities; and
- WHEREAS, The dean/equivalent administrator's evaluation by the faculty is utilized for the purpose of providing evaluative information to the dean/equivalent administrator and the Vice President for Academic Affairs; and
- WHEREAS, Each probationary and tenured faculty member, regardless of time base, including those persons in the Faculty Early Retirement Program (FERP), has a professional responsibility to complete the evaluation form in order to provide useful and timely input to the Vice President for Academic Affairs; and
- WHEREAS, The Vice President for Academic Affairs evaluates the deans/equivalent administrators every three years; therefore, be it
- RESOLVED: That the attached evaluation form be adopted for use by the faculty in evaluating the dean/equivalent administrator of each college/equivalent academic unit annually; and, be it further

RESOLUTION ON EVALUATION OF COLLEGE DEANS  
OR EQUIVALENT ADMINISTRATORS  
AS- -93/PPC  
Page Two

- RESOLVED: That the Library may develop an evaluation form appropriate for its use subject to the approval of the Academic Senate and the Vice President for Academic Affairs; and, be it further
- RESOLVED: That the Academic Senate recommend that said evaluation results be a major part of the Vice President for Academic Affairs' evaluative consideration of each dean/equivalent administrator; and, be it further
- RESOLVED: That the Vice President for Academic Affairs report to each college/equivalent academic unit's faculty the number and percentage of faculty in that college/equivalent academic unit that responded to the dean/equivalent administrator's evaluation and that a summary of the evaluation results be placed in the dean/equivalent administrator's personnel file.

Proposed by the Academic  
Senate Personnel Policies  
Committee



## ANNUAL EVALUATION OF COLLEGE DEANS and EQUIVALENT ADMINISTRATORS

Faculty completion of this evaluation form is of utmost importance if it is to be given serious consideration by the Vice President for Academic Affairs in his evaluation of the dean/equivalent administrator. Good performance should be recognized and inadequate performance should be identified.

### DEAN/EQUIVALENT ADMINISTRATOR: \_\_\_\_\_

Please rate your dean/equivalent administrator's performance this academic year, using the scales provided for each item. Respond on the enclosed scantron form.

Scale: Outstanding = A, Good = B, Fair = C, Poor = D

1. Engages in effective strategic planning
2. Promotes improvements in goals, objectives, policies and procedures
3. Supports and recognizes professional development and accomplishments of faculty
4. Recognizes and rewards faculty service
5. Recognizes and rewards excellence in teaching
6. Recognizes and rewards effective student advising
7. Effectively advocates college/equivalent academic unit's positions and concerns to the university administration
8. Encourages and supports affirmative action and cultural diversity in recruiting and retention of high quality faculty, staff, and students
9. Demonstrates sensitivity to student needs in a multi-cultural educational environment
10. Fosters effective communications with alumni and community
11. Administers established policy fairly
12. Adequately explains decisions which reverse or modify established college/department policy
13. Makes reasoned decisions in a timely manner
14. Plans and allocates budget resources openly and fairly
15. Provides faculty with periodic (at least annually) reports of the allocations and uses of funds
16. Actively seeks supplemental financial support for new and existing programs
17. Manages personnel relations effectively
18. Handles conflicts and differences diplomatically and effectively
19. Communicates effectively
20. Solicits input and consults with faculty when appropriate
21. Is willing to consider alternative points of view
22. Provides opportunities to make her/himself available to the faculty
23. How do you rate the dean/equivalent administrator overall

Please provide written comment in response to the following:

24a. Please describe any actions by your dean/equivalent administrator that you have been especially pleased with during the year:

24b. Please describe any actions by your dean/equivalent administrator that you have been especially displeased with during the year:

25. What suggestions do you have for how your dean/equivalent administrator could improve her/his functioning:

Adopted:

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

AS- -93/  
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 should be considered an extraordinary measure.
2. Campus-wide official petition forms will be created for the administration of a Vote of Confidence. The forms shall include spaces for printed names, signatures, and employee identification numbers.
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 at least 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 Faculty Affairs 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 by those who have access to it. The petition will be destroyed after the Vote of Confidence is conducted.
- 4.5 Within ten (academic year) working days (excluding summer quarter) from the date of the petition verification, the Chair of the college caucus shall hold an open forum of tenured and tenure-track faculty for the purpose of allowing the dean to respond to the petition.
- 4.6 The Academic Senate Elections Committee shall conduct the Vote of Confidence within five (academic year) working days (excluding summer quarter) from the date of the open forum. Those eligible to vote shall consist of the college's tenured and tenure-track faculty.
- 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 at least 10 percent of the constituency 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 Faculty Affairs Office that the people who signed the petition constitute at least 10 percent of the constituency represented by the Academic Senate.

- 5.1.1.3 The names of the people who signed the petition will be kept confidential by those who have access to it. 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 Chair of the Academic Senate shall hold an open forum of the Academic Senate constituency for the purpose of allowing the President/Vice President to respond to the petition.
- 5.1.1.5 The Academic Senate Elections Committee shall conduct the Vote of Confidence within five (academic year) working days (excluding summer quarter) from the date of the open forum. Those eligible to vote shall consist of the voting membership of the General Faculty as defined in Article I of the Constitution of the Faculty.
- 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 ten (academic year) working days (excluding summer quarter) from the date the Academic Senate passed the resolution to conduct a Vote of Confidence, the Chair of the Academic Senate shall hold an open forum of the Academic Senate constituency for the purpose of allowing the President/Vice President to respond to the vote.
- 5.2 The Academic Senate Elections Committee shall conduct the Vote of Confidence within five (academic year) working days (excluding summer quarter) from the date of the open forum. Those eligible to vote shall consist of the voting membership of the General Faculty as defined in Article I of the Constitution of the Faculty.
- 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.

- 5.4 In the case of exceptional circumstances, the Academic Senate Executive Committee may modify the timelines, but not the procedures, provided in this document.
- 5.5 The Academic Senate Executive Committee may by a two-thirds vote enlarge upon the list of administrators affected by this resolution.

Proposed By: The  
Academic Senate Personnel  
Policies Committee

### 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

FACULTY I.D.#  
(Social Security No.)

\_\_\_\_\_

\*\*\*\*\*  
\* 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

FACULTY I.D.#  
(Social Security No.)

\_\_\_\_\_

\*\*\*\*\*  
\* Academic Senate Executive Committee only: \*  
\* \*  
\* valid signature: \_\_\_\_\_ verified by: \_\_\_\_\_ \*  
\* \*  
\*\*\*\*\*

FACULTY I.D.#  
(Social Security No.)

[illegible]

```

*****
* Academic Senate Executive Committee only: *
* *
* total valid signatures: _____ verified by: _____ *
* *
*****

```

Adopted:

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

AS- -93/  
RESOLUTION ON  
"CAL POLY INSTRUCTIONAL COMPUTING STRATEGIC PLAN:  
A NETWORKED INSTRUCTIONAL ENVIRONMENT"

- WHEREAS, The Instructional Advisory Computing Committee (IACC) has been asked to write a strategic plan to address instructional computing and information needs in the future; and
- WHEREAS, The IACC has consulted with various interested faculty and staff on the contents of the strategic plan; therefore, be it
- RESOLVED: That the Academic Senate endorse and support, in concept, the IACC "Cal Poly Instructional Computing Strategic Plan: A Networked Instructional Environment."

Proposed by the  
Instructional Advisory  
Computing Committee  
April 27, 1993

Instructional Advisory Computing Committee

John Cotton, College of Architecture

Mark Edson, Students

Wayne Montgomery, Library

Kent Morrison, College of Science and Mathematics

Wes Mueller, College of Agriculture, *Chair*

Doug Smith, College of Liberal Arts

Ed Sullivan, College of Engineering

Allan Weatherford, College of Business

---

*send comments by email to [iacc@oboe.calpoly.edu](mailto:iacc@oboe.calpoly.edu)*

---

## **Cal Poly Instructional Computing Strategic Plan: A Networked Instructional Environment**

In the next decade, computing technology will provide us with even greater teaching, learning, and research opportunities than it has in the last. For most instructors and students, the computing revolution of the last decade was symbolized by desktop computers: isolated machines loaded with word-processors, spreadsheets, graphics and computation programs. This first revolution is not complete: many of our faculty and students still do not have easy access to such machines, or the opportunity to learn to use them fully.

But the next computer revolution already is underway. Instructional computing in the next decade will be symbolized not by isolated desktop machines, but by communication between those machines, among office and office, classroom and library, teacher and student, the campus and the world. The next revolution will be less about the technology of computation than about access to information, and ways of sharing information. Consequently, the next revolution will involve most members of the University community, not just those who have been the traditional users and beneficiaries of technology.

With planning, Cal Poly can not only participate in the next revolution in instructional computing, but help lead it, to the great advantage of our students and faculty. Our plan centers on four major goals:

**GOAL 1: NETWORK.** A networked instructional environment, based on universal email, shared information resources, and computerized classrooms.

**GOAL 2: ACCESS.** Easy access to workstations and networked information services.

**GOAL 3: SUPPORT.** Institutional support for faculty and student development of computer-based communication skills.

**GOAL 4: SIMPLICITY.** Simplified interfaces, procedures, and documentation.

We do not envision achieving these goals all at once. Instead, we intend to proceed deliberately, with a careful eye on changes in technology that may change our goals, and on vicissitudes in the economy that enables them. Still, we feel that we must begin proceeding now toward a networked instructional environment if we are to deliver the sort of education our students will need as we move into the next century.

Achieving these goals will require coordinated planning and implementation at the departmental, college and university levels. We envision that Academic Computing Services, subject to review by the Instructional Advisory Computing Committee, will be the entity that coordinates instructional computing planning throughout the University.

Discussion of each of our four goals follows.



**GOAL 1: NETWORK.** A networked instructional environment, based on universal email, shared information resources, and computerized classrooms.

We intend to work toward a networked instructional environment. In this environment, every instructor and every student, working alone at his or her office desk, or with others in any campus classroom, will have access not only to the powerful tools of the desktop, but also to the networked applications and information resources of the entire campus, and the world beyond.

We envision students and faculty accessing the University's shared resources from network ports distributed throughout campus, in classrooms, laboratories, library facilities, and faculty offices. We envision them accessing shared resources from off-campus sites or residences. We envision every classroom being equipped with a large-screen display system into which instructors can plug their own portable computers, and through which they can display not only prepared lecture materials but also shared information resources.

We envision a University in which all faculty, staff, and students are connected through email. We envision vastly increased use of information services such as Cal Poly Network News (CPNN) and email, both to improve speed and convenience of communication and to save resources now devoted to paper and mail delivery. We envision that most written staff communication (memos, announcements, etc.) will occur electronically. We envision that many of the documents that pass between teachers and students (syllabi, "handouts," even examinations) will become computer-based. We envision instructors recording, calculating, and storing grades, and submitting them to the registrar, through an electronic gradebook that links with enrollment rosters and other pertinent student records.

We envision not only plain-text documents flowing between desktops, but multimedia documents, including color graphics, sophisticated formatting, interactivity, hypertext, animation, sound, and video. We envision instructors and students increasingly competent not only in receiving and reading multimedia and hypertext documents but in producing them.

We envision increasingly more powerful library retrieval capacity, including full text and multimedia retrieval to the individual user's desktop or to classroom display systems, with the ability to search and manipulate retrieved documents. We envision increasing desktop access to international journals, data bases, reference works, and scholarly discussion groups.

Using these electronic resources, we intend to create a new methodology for doing research and for publishing it, for creating and delivering lectures, and for interacting with students, not replacing the techniques of the traditional classroom but enhancing them.

**GOAL 2: ACCESS.** Easy access to workstations and networked information services.

We envision a campus community in which adequate, connected workstations are accessible to every student, faculty member, and staff member. An adequate workstation is one capable of receiving, processing, and displaying multimedia, including color graphics, sound, and video. Over time, of course, the concept of what is adequate will change. For example, we expect adequate workstations to become increasingly portable.

Faculty should be provided workstations as part of the ordinary instructional equipment they need for their jobs. Students should enter the University with an adequate computer, and with software sufficient for participating in their majors and in the campus electronic community. The policy which requires students to own computers also must include provision for a financial program enabling students to purchase computers.

Connections between faculty and student workstations will depend on the campus network, which will require additional file and application servers, additional storage, and improved performance, if it is to handle both an increased population of users and continually improving quality. Moreover, the physical process of connecting to the network needs to be improved, both from on campus and from off campus. To improve connections on campus, broad band connections must be supplied to faculty offices, most of which have only serial connections now, and to classrooms, most of which are not connected at present, and to many more study sites throughout the campus. To improve connections from off campus, in the short run, more modems should be installed, but in the long run, broad band links through telephone service need to be established.

Computer labs will continue to be a feature of the campus, but their nature will change. Since all students and faculty already will have adequate workstations, computer labs will provide for advanced, specialized, or particularly expensive hardware and software needed for particular disciplines or tasks. Coordination and management of computer labs will increasingly fall under the purview of Academic Computing Services, rather than individual departments or schools, so as to avoid duplication of effort and enhance efficiency of use.

**GOAL 3: SUPPORT.** Institutional support for faculty and student development of computer-based communication skills.

Part of the revolution we envision entails the installation of hardware and software, but even more of it depends on motivating and training the members of the academic community. We envision that the responsibility for learning and teaching the skills necessary to use the new research, writing, and presentation tools will increasingly be recognized not as the special duties of a few instructors or a few academic departments, but as part of the regular duties of the majority of instructors and of all departments, across the curriculum. We will all be using computerized classrooms; we will all be communicating through email. But most faculty members do not have these skills now, and often the time and effort required by their other professional obligations prevent them from obtaining these skills.

The speed and scope of change in instructional methods promised by the new technology is unprecedented in educational history, and will require unequivocal institutional support. No graduate school yet teaches what we expect our faculty to achieve. For many of our colleagues, the initial learning curve will be dauntingly steep, and advantages of undertaking the task unclear. We cannot expect that faculty will be able to upgrade their instructional computing skills on the scale we envision without institutional assistance—not just through special grants or pilot programs but through regularized, ongoing, easily accessible mechanisms.

To meet the unprecedented need for motivation and training, we envision a clear institutional policy that encourages the individual faculty member to make the required investment of time and effort. This policy should provide incentives for faculty development, including, for example, release time or direct pay to implement training seminars for other faculty, and release time or direct pay to attend such seminars. This policy also should explicitly regard improvement of an instructor's instructional computing skills as useful and appropriate professional development worthy of consideration during the retention, promotion, and tenure process.

Besides providing opportunity for basic training, the university should support innovative, advanced faculty projects—particularly those designed to enhance or improve the utility of new technologies within the teaching, learning, and research processes.

**GOAL 4: SIMPLICITY.** Simplified interfaces, procedures, and documentation.

The system must be simple and easy to use. Students, faculty and staff should have simple, intuitive, and uniform access and interfaces to information resources that enhance teaching and learning, research, professional development, and communication. They should have simple networked tools which allow them to work through the bureaucratic processes of the university, such as registration and grading, with a minimum of frustration.

We recognize that one of the most burdensome impediments to our plan for a networked campus is that not all current systems are "user-friendly," and that the multiplicity of systems now on campus requires users to learn many different interfaces and command sets. To help remove that impediment, we envision a conscious, cooperative effort by administration, staff, and faculty to demystify computer use by discussing it and documenting it in plain English, not in jargon and acronyms. We envision a conscious, continuing effort by Information Systems personnel to simplify and standardize interfaces between people and machines. We envision an explicit policy of procurement and growth which holds consistency and ease of use to be as important as computing power.

To some experienced users this need to simplify language and interface may seem trivial, or of secondary importance, but it is not. Without it our effort to spread the advantages of instructional computing throughout the university will surely fail. Realizing, however, that complex technology will always present some difficulty, we envision a growing role for Academic Computing Services as an expert consultation service for faculty and students.

Adopted:

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

AS- -93/  
RESOLUTION ON  
DEFINITIONS OF PROFESSIONAL PROGRAMS,  
TECHNICAL PROGRAMS, AND SIGNIFICANT MAJORITY

- WHEREAS, Cal Poly is a comprehensive polytechnic university; and
- WHEREAS, The "Academic Senate Response to the Cal Poly Strategic Plan" has been approved by the faculty; and
- WHEREAS, The "Academic Senate Response to the Cal Poly Strategic Plan" states that, "Cal Poly shall ensure that a significant majority of Cal Poly students are enrolled in professional or technical programs"; and
- WHEREAS, The character of the university, the distribution of human and fiscal resources and support services are dependent on the students enrolled in academic programs; and
- WHEREAS, The university's long-range planning is influenced by the balance among students enrolled as majors in academic programs; therefore, be it
- RESOLVED: That the definition for "professional programs" shall be: Inclusion in Title 5, Section 40051 and either recognition of the program by a specialized accreditation agency or a program leading to a registration, credentialing or certification process requiring a baccalaureate degree, or both; and, be it further
- RESOLVED: That the definition for "technical programs" shall be: Programs pursuing the application of knowledge derived from theoretical models of life science, physical sciences, and mathematics to create, develop, and utilize solutions to practical problems; and, be it further
- RESOLVED: That the phrase "significant majority" be interpreted so that the balance between the number of student majors in technical/professional and nontechnical/professional programs at Cal Poly shall remain as it was during the period AY1988-AY1992, allowing for a similar range of variation as occurred during those five years.

Proposed by the Academic Senate Long-  
Range Planning Committee  
November 2, 1993



Adopted:

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

**AS- -93/  
RESOLUTION ON  
MODIFICATION OF RESOLUTIONS AS-268-88/BC and AS-394-92/BC  
ON BUDGET INFORMATION REPORTING**

- WHEREAS, On November 3, 1992, Resolution AS-394-92/BC, "Resolution on Modification of Resolution AS-268-88/BC Entitled 'Resolution on Budget Information Reporting...'" was adopted by the Academic Senate and subsequently approved by President Baker for implementation; and
- WHEREAS, The guidelines of this resolution set forth the type of information to be distributed to the university community; and
- WHEREAS, Due to the recent changes in budget allocation, the nature of these reports needs to be changed; and
- WHEREAS, The Academic Senate Budget Committee has recommended a less extensive budget reporting format; therefore, be it
- RESOLVED: That the attached sample format for budget reporting (Attachment A) replace Report I (Attachment B) required by Resolution AS-394-92/BC.

Proposed by the Academic Senate Budget  
Committee  
November 2, 1993

## ATTACHMENT A

## Academic Affairs FY 94 Base Budget Calculations - FINAL

	1	2	3	4	5	6	7	8	9	10	11	12
	Initial Base Budget from FY 93	Admin. Adj.	Revised FY 94 Base Budget (1+2)	Percent of Total	Permanent Budget Reduction	Reduction as a % of Base	Final FY 94 Base Budget (3+5)	Salary Savings Obligation (approx 1.6%)	Campus Contingency Obligation (approx 1.2%)	Remaining Annuity Obligation	Supplimental Allocations (See Note)	Budget Available for Expenditure (7+8+9+10+11)
<b>Instruction</b>												
CAGR	10,873,000	153,800	11,026,800	0.15	(240,000)	-0.0218	10,786,800	(172,080)	(125,025)	(221)	78,869	10,568,343
CAED	6,916,000	32,700	6,948,700	0.10	(151,500)	-0.0218	6,797,200	(108,435)	(78,783)	(134)	41,016	6,650,864
CBUS	6,355,000	70,000	6,425,000	0.09	(140,000)	-0.0218	6,285,000	(100,264)	(72,847)	(37,471)	39,824	6,114,243
CENG	13,076,000	(25,600)	13,050,400	0.18	(284,500)	-0.0218	12,765,900	(203,652)	(147,964)	(113,749)	73,333	12,373,868
CLA	15,321,000	152,900	15,473,900	0.22	(337,500)	-0.0218	15,136,400	(241,468)	(175,439)	(70,702)	110,419	14,759,209
CSM	13,265,000	0	13,265,000	0.18	(289,000)	-0.0218	12,976,000	(207,004)	(150,399)	0	48,166	12,666,763
UCTE	1,924,000	(92,500)	1,831,500	0.03	(40,000)	-0.0218	1,791,500	(28,579)	(20,764)	0	9,852	1,752,008
<b>Sub-Total</b>	<b>67,730,000</b>	<b>291,300</b>	<b>68,021,300</b>	<b>0.95</b>	<b>(1,482,500)</b>		<b>66,538,800</b>	<b>(1,061,482)</b>	<b>(771,222)</b>	<b>(222,277)</b>	<b>401,479</b>	<b>64,885,298</b>
<b>Instructional Support</b>												
Athletics	1,232,000	0	1,232,000	0.00	(54,000)	-0.0438	1,178,000	(18,792)	(13,654)	(19,306)	30,597	1,156,845
Library	4,838,000	0	4,838,000	0.00	0	0.0000	4,838,000	(117,171)	(56,075)	0	15,686	4,680,440
ILE/SWS	72,000	68,000	140,000	0.00	(3,000)	-0.0214	137,000	(2,186)	(1,588)	0	276	133,503
AA Admin.	1,249,000	22,500	1,271,500	0.02	(28,000)	-0.0220	1,243,500	(19,837)	(14,413)	0	5,517	1,214,767
AA Other	1,819,000	479,400	2,298,400	0.03	(51,000)	-0.0222	2,247,400	(35,852)	(26,049)	0	(109,206)	2,076,293
<b>Sub-Total</b>	<b>9,210,000</b>	<b>569,900</b>	<b>9,779,900</b>	<b>0.05</b>	<b>(136,000)</b>		<b>9,643,900</b>	<b>(193,839)</b>	<b>(111,778)</b>	<b>(19,306)</b>	<b>(57,130)</b>	<b>9,261,847</b>
<b>AA Total</b>	<b>76,940,000</b>	<b>861,200</b>	<b>77,801,200</b>	<b>1.00</b>	<b>(1,618,500)</b>		<b>76,182,700</b>	<b>(1,255,321)</b>	<b>(883,000)</b>	<b>(241,583)</b>	<b>344,349</b>	<b>74,147,145</b>

1. Initial budget based on actions taken during FY 93.
2. Required or negotiated changes to base budgets.
3. Sum of column 1 and column 2.
4. The percent of the total that each line represents.
5. Permanent budget reduction assessed to each unit.
6. Budget reduction as a percentage of the total in column 3.
7. Final FY 94 budget after permanent reduction (Column 3 minus column 5).
8. Salary savings obligation for each unit (based on approximately 1.6% of column 7).
9. Campus contingency obligation for each unit (based on approximately 1.2% of column 7).
10. Remaining annuity obligation each unit is responsible for FY 94.
11. Supplimental allocations include telephone, postage, faculty promotion costs, and department head/chair stipends.
12. Budget available for expenditure based on the final FY 94 budget minus the various obligations plus supplimental allocations.

## ATTACHMENT B

ARC SOURCE SUMMARY REPORT - INSTRUCTION - 1989/90

4/15/90

[illegible]

**RECEIVED**

State of California

**AUG 26 1993**

California Polytechnic State University  
San Luis Obispo, CA 93407


**Academic Senate**

**MEMORANDUM**

Date: August 27, 1993

To: Jack Wilson, Chair  
Academic Senate

Copies: A.S. Executive Committee  
R. Koob  
H. Sharp  
P. Engle

From:  Basil A. Fiorito, Coordinator  
M.S. Psychology

Re: Request for Clarifying and Amending Program Review Procedures

At its August 17, 1993 meeting the Academic Senate Executive Committee voted not to require an additional program review of the M.S. in Psychology. This decision did not address the more fundamental issue brought forward by this particular program evaluation, i.e. the need for a secondary level of review when questions of prejudice or bias are raised. Given the Executive Committee's understandable reluctance to stand in judgment of the program review committee's procedures and report, we are more convinced than ever of the need for a formal, institutionalized secondary level of review to evaluate the validity of any charges of bias or prejudice in a program evaluation. Without such recourse, a single senate committee has absolute power in determining a program's reputation on campus and with the Vice President of Academic Affairs.

A secondary issue that needs clarification to avoid future bias charges deals with point 4 under "Implementation of Review and Report Format" in the senate's document, Academic Program Review and Improvement. This item reads,

The evaluation process shall be a review and assessment of the materials pertaining to a program. The committee will prepare a list of findings based on the materials contained in the package submitted.

This item is unclear as to whether the committee is restricted to basing its findings on only the materials submitted by the program and information gathered in meetings with the program administrator/faculty or whether the committee can obtain

information from faculty outside the program, perhaps even outside the department. This matter needs clarification because the committee could be provided biased information from an individual who, unbeknown to the committee, is unhappy with a program. If the committee is permitted to use information provided by individuals other than the program administrator/faculty, it would seem wise to do a general survey of knowledgeable individuals to ensure a balanced sampling of opinions. To accept information from just one individual outside the program, allows for the risk of incorporating a biased or prejudiced perspective into the review process.

To illustrate how bias entered into the M.S. Psychology program review we cite the following facts. It is a known fact that one member of the Psychology and Human Development Department, Dr. Laura Freberg, who is not a member of the M.S. program faculty, contacted the program review committee, both orally and in writing, and provided the committee with information about the program. Dr. Freberg has separated herself from the department for over a year, not attending faculty meetings and not participating in any department committees. It is also a well-known fact that she waged a strong campaign in the senate during the 1992-93 academic year to defeat the department's proposal for an undergraduate Psychology major. Given her criticism of the department, its faculty, programs, and proposals, any information she provided the committee was almost certain to be negative. Program faculty believe that negative information provided by Dr. Freberg was used in the preliminary report and retained in the program's final report.

To illustrate this, listed below are two statements, one taken from the preliminary report, the second from a memo Dr. Freberg sent to all department faculty and copied to the Program Review Committee.

Draft Preliminary Report - M.S. in Psychology, Finding 17: "Demand for the program is questionable. Some San Luis Obispo residents drive to Santa Barbara to take masters program in psychology at UCSB."

The above statement could not be derived from any materials submitted by the program to the review committee. This information had to come from some other source.

In her May 24, 1993 memo, MS Psychology Evaluation (attached) Dr. Freberg wrote, "Why are local agency workers willing to drive to Santa Barbara for MFCC coursework in order to avoid this program? Why are some local agencies unwilling to take MFCC interns anymore? (I can document both of these.)"

We believe Dr. Freberg provided this information to Dr. Bob Heidersbach, a neighbor of hers, early in the review process. Dr. Heidersbach was the committee member responsible for developing the first version of the preliminary report on the M.S. in Psychology. The use of information provided by Dr. Freberg was damaging to the program's review process and because the committee did not survey other



department faculty for their assessment of the program, the committee's preliminary report was highly critical in both content and tone.

In conclusion, we believe the above facts demonstrate how biased information can be incorporated into the review process and its documents. We believe program review procedures need to more clearly specify what information sources the committee is permitted to access in order to evaluate programs. Lastly, we believe the senate needs to institute a formal review procedure to investigate the validity of bias or prejudice charges in program evaluations.

State of California

California Polytechnic State University  
San Luis Obispo, CA 93407

**MEMORANDUM**

Date: May 24, 1993

cc: Charles Andrews, Chair  
Program Review and Improvement  
Committee

To: Psy/HD Faculty

From: Laura Freberg

SUBJECT: MS Psychology Evaluation

I hope that everyone took a few minutes to read the Program Review report on the MS program. In spite of conclusions that the report was "unfounded and outrageous," I found several points that are worthy of further discussion:

- 1) I think that asking for the GRE or some other standardized test has merit. I recognize one of our current Psy grad students as a previous HD major who received a D from me in Learning and Memory. In double-checking my memory against his transcript, I find he also received a D in Experimental Psych and C's in most of his core Psych classes. He is a really nice guy, but this leads me to question the rigor of the admission process.
- 2) We seem to have 20-25 more units in the program than we need to have, based on comparable CSU programs. According to the report, we "spend" 2.5 positions/year on the MS, although only one position (Marilynn) came over from Education. If we can possibly reduce the cost of the MS, it would greatly benefit the undergraduate program.
- 3) I clearly recall the circumstances surrounding the name change to MS Psychology from MS Counseling. The MS faculty had wanted to distinguish themselves from Education, so had proposed "Counseling Psychology" to Long Beach. Long Beach said that we must be one or the other. We came back with Psychology, but there was considerable concern among the MS faculty that this would mislead students into believing that this program would serve as a stepping stone towards a Ph.D. in Psychology. Apparently, Program Review shares this concern.
- 4) Comments regarding outside accreditation are reasonable and expected.

5) The idea of an MSW has been floating around for a long time. There are relatively few MSW programs in the state, and it would provide students with an opportunity to find work in San Luis Obispo.

6) I concur with the need for some evidence of quantitative skills as a prerequisite, especially given the graduate Statistics course requirement.

7) I suspect that one of the comments triggering the "outrageous" comment is the reference to lack of "formal training and/or backgrounds in psychology." Program Review appears to be taking the typical outside accreditation tack of looking at faculty terminal degrees for those teaching the bulk of the coursework with an eye toward the Psychology label. Counseling and Psychology are not at all synonymous, as evidenced by the wide variety of degrees held by people licensed to counsel. Cal Poly has a long tradition of emphasizing terminal degrees as evidence of ability to teach in a particular course prefix.

In conclusion, I am puzzled by the defensive emotional posture regarding this report. There are issues that could have been raised here that weren't. Why are local agency workers willing to drive to Santa Barbara for MFCC coursework in order to avoid this program? Why are some local agencies unwilling to take MFCC interns anymore? (I can document both of these.) I have personally overheard Psy/HD faculty recommending that particularly talented HD majors NOT consider applying to the MS program. In order to regain an objective perspective, perhaps we should all review the Minutes of our meetings back in 1990-91 when the suggestion of moving the MS first took place.

We probably shouldn't forget that Home Ec resisted similar recommendations for at least ten years, also claiming bias and lack of understanding, before the axe finally came down. With the current budget climate, nobody will get ten years. The Program Review Committee definitely has the ear and confidence of the Senate and the Administration, and its conclusions shouldn't be taken lightly. I would appreciate a rational and realistic point-by-point analysis of the report with associated action steps from the MS faculty at their earliest opportunity.

min Fee 11/2/93

RESOLUTION ESTABLISHING AN AD HOC  
COMMITTEE ON GOVERNANCE

- Whereas, A charter defines the basic law of a local governmental unit by defining its powers, responsibilities, and organization; and
- Whereas, It has been announced by influential persons, who would be instrumental in the granting of a charter, that Cal Poly, San Luis Obispo, is a plausible candidate for charter status; and
- Whereas, Cal Poly presently benefits from the collective representation before the governing bodies of the State of California provided by such organizations as the CSU, California Faculty Association, the CSU Academic Senate,
- Whereas, The most recent WASC review of Standard 3 - Governance and Administration states that although "...efforts have been made to decentralize many responsibilities with accompanying authority to the campus with some success. At many levels of the University, the feeling persists that unnecessary centralization continues. This feeling unnecessarily tends to limit institutional initiative."
- Whereas, Different individuals associated with Cal Poly lament occasionally that "we would be better off if it weren't for so many restrictions."; and
- Whereas, Cal Poly has been invited to devise a charter for itself; and
- Whereas, The faculty in principle and through legislation have the responsibility for developing the curriculum and conferring the baccalaureate and other graduate degrees on meritorious students; and
- Whereas, The issues that have so far emerged from the efforts of the several "visioning" groups formed to address the need for and the form that such a charter would establish are subordinate to the fundamental issue of governance; and
- Whereas, The issue of governance is of paramount importance to the faculty and will act as midwife to the remaining issues of importance to the faculty and the university; therefor, be it
- Resolved: That the Academic Senate establish an Ad Hoc Committee on Governance; and be it further

Resolved: That this committee be composed of tenured members of the general faculty with the specific tasks of:

- Evaluating the benefits Cal Poly derives from its association with other groups representing the CSU and its members before the Legislative and Executive organs of the State,

- Scrutinizing the law, directives, and orders that presently guide us so as to identify those that bind and inhibit,

- Determining how we might navigate so as to secure the autonomy to operate in an effective way without becoming the vulnerable prey of external forces seeking to experiment with micromanaging higher education,

- Maintaining the faculty's paramount responsibility in setting the course for this institution.

Dear Members of the EXCOM, I apologize for taking so long to provide you with something I promised to do some while back but I have not been able to devise a way to transmit this on E mail. If you are in sympathy with the above please feel free to make suggestions. If you feel we can keep on top of things with what we already have, you won't hurt my feelings if you vote it down. I submit this to you because some of us sensed that something more was needed in the way of achieving an independent faculty treatment of what we felt was the basic consideration for charter. Thanks,  
Reg Gooden



John E. Carr 11/2/93

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
SAN LUIS OBISPO

***Charter "Vision" Task Forces Report***

Cal Poly has been developing a strategic plan over the past three years, and since the prospect of becoming a charter campus creates new opportunities for Cal Poly, and both the Charter Campus Task Force Report in April 1993 and the four Vision Task Forces reports from Spring 1993 essentially express a similar sense of what Cal Poly is and where it should be going as in the strategic planning document, and there is a need for a definitive concluding summary of the initial stages of the consultative process to serve as an appropriate basis for the next phase, the Charter Visioning Task Forces members propose:

1. that the strategic plan be revised to add new issues that have emerged as a result of the charter campus opportunity--namely, fiscal flexibility and financial management; and employee relationships and rights--and to revise the other topics as needed to move toward implementation of the strategic plan; and
2. that the proposed Charter be drafted as a statement defining Cal Poly's (a) proposed relationship with The California State University system; and (b) its proposed internal governance structure and processes.

The following represents an attempt to summarize the work done by our four vision task forces that met during the Spring Quarter 1993. Included as Appendices to this summary are each of the four vision task force reports and a membership list of the four task forces.

I. **General**

Cal Poly will...

- strengthen its reputation for academic excellence;
- improve its financial flexibility and independence;
- enhance its system of democratic governance and administration;
- achieve greater diversity within the entire campus community;
- protect the rights and job security of all employees in all campus constituencies;
- enhance the physical environment of the campus and its instructional, living, and administrative spaces;
- maintain and improve its relationship with San Luis Obispo and the surrounding community; and
- model the values it espouses through its approach to teaching and learning; its treatment of students, faculty, and staff, and its environmental surroundings.

II. **Excellence in Academic Programs**

- A. Cal Poly will continue to emphasize excellence in education.

- B. Cal Poly will become the university that excels at uniting the divergence between the sphere of business, science, and technology and the sphere of the arts and humanities by exploring the interdependence that exists between these disciplines.
- C. The university will encourage innovation, experimentation, flexibility, and cooperation in the creation of academic programs.
  - 1. Students will be given more opportunity to take classes outside their majors without delaying their graduations.
  - 2. Students will be able to postpone selecting a major.
  - 3. A General Education and Breadth program unique to the university--or programs unique to individual majors--will be explored.
  - 4. Faculty--with student involvement in some instances--will be encouraged to develop unique classes and interdisciplinary programs, and to use the advances in technology to enhance their programs and to reach a more diverse student population.
  - 5. Versatile programs will be created to provide students the flexibility in making smooth career transitions.
  - 6. Faculty will be encouraged to use innovative teaching and learning techniques and technology, including provisions for electronic, multi-media, and distance learning.
- D. Colleges will identify or create programs that will be given extra resources to work for greater recognition. If such a plan is handled incrementally, eventually every program on campus will achieve the desired status.
- E. Campus enterprises will be created to address better the needs of the local region and California, as well as the opportunities provided by national and international programs.

III. Improved Financial Flexibility and Independence

- A. All areas of the university will undertake a vigorous and cooperative fund-raising program to augment State monies.
  - 1. Greater assistance will be provided faculty and staff seeking grants and other funding sources.
  - 2. Funding to the University Development Office will be enhanced in an effort to maximize private support.
  - 3. Innovative measures for raising funds will be explored, using faculty expertise and links with business and industry as well as the physical resources on campus.
- B. State funding will be used as necessary to balance resources among colleges.
- C. The campus will develop the performance measures to be used to judge its achievement of its financial and other goals.

IV. Democratic Governance and Administration

It is the desire of the task forces to insure a more democratic governance structure. Various policies will evolve from the democratic process, but listed below are a sample of the issues raised during discussions but they are less specific than the four individual task forces reports.

- A. Under a campus constitution, an elected governing body balanced to represent all parts of the university--faculty, students, staff, and administrators--will create policies for Cal Poly.
- B. While budgetary and administrative leadership will come primarily from colleges, as much authority and autonomy as practicable will rest with departments and divisions.
- C. The campus will adopt a service orientation designed to facilitate student progress and reduce bureaucratic rules and procedures that unduly limit flexibility to accommodate student needs, program innovation, interdisciplinary learning, etc.

V. Greater Diversity

- A. Through vigorous recruitment and retention programs, Cal Poly will increase the ethnic and gender diversity among faculty, staff, and students.
- B. Programs on campus will foster understanding, respect, and support for women and for the cultural heritage of all members of the university community.

VI Protection of Employment Rights and Job Security

- A. Current CSU system-wide employment agreements will be maintained.
- B. Faculty and staff will be supported in professional development efforts to expand the contribution they continue to make to the university.

Developed by  
Vision Task Force No. 1

Members: Stacey Breitenbach, Robert Gish, James Howland, Earl Keller, Wendy Reynoso, and students Raul Ortiz and Carolyn Wakefield

Uniqueness of Cal Poly

Cal Poly shall be the university which excels at reconciling science and technology with the arts and humanities. Cal Poly shall explore and develop the continuing interdependence between these disciplines. Cal Poly shall be flexible and responsive to the ever-changing global community in which we all live and work.

Desired qualities/characteristics

1. Flexibility,
2. College driven/administered programs/policies,
3. University-wide program driven budgets,
4. Unity,
5. Cooperation
6. Enrollment targets at University level resulting in uniform admission standards,
7. Permit students to be admitted without having to declare a major (not all students know what they want to major in when they are Freshmen),
8. Fewer GE&B units and/or more flexibility to satisfy the GE&B requirements,
9. Interaction between faculty/staff/students,
10. Team building, and
11. International, Progressive, and Balanced self-interests.

Democracy

Cal Poly shall be a university with:

- Faculty, staff, and students who have a true sense of ownership and self-determination in the University's programs.

## Development

Cal Poly shall be a university with:

- Programs, faculty, staff, and students at the front-edge of technology and knowledge.
- Faculty, staff, students and administrative units that are cooperative and collaborative, and that focus on relevant issues and problems that make science, technology, arts, and humanities interdependent.
- Faculty, staff, and students who are free thinkers and problem solvers.
- Faculty/staff/students who are eager to learn, to think, to analyze, to respect others, and to know themselves.

## Diversity

Cal Poly shall be a university with:

- Faculty, staff, students, and programs that reflect, in number and in spirit, ethnic, cultural, and gender diversity.



## Memorandum

To: All Cal Poly Charter Vision Task Forces Date: June 7, 1993

File No.:

Copies:

From: Vision Task Force #2:  
Linda Dalton, Chair (Head, City and Regional Planning Department); Yvonne Archibeque (student, Agricultural Engineering); Susie Boone (student, Political Science); Leslie Cooper (Foundation staff, Dairy Products Technology Center); Bonnie Krupp (staff, Institutional Studies); Anna McDonald (Director, Affirmative Action); Dan Walsh (Associate Dean, Engineering); Ray Zeuschner (Chair, Speech Communication)

Subject: Report

Our Task Force used the following procedure to develop a vision for Cal Poly:

1. We discussed our perception of our assignment, distinguishing a vision for a charter campus from the Cal Poly mission statement and Strategic Plan just approved by the Faculty Senate and currently being circulated for ratification and from the report of the earlier charter task force. We noted that a vision is more oriented to the future than the current strategic plan, and more image-oriented than the earlier charter task force report.

We agreed that all task force members should discuss our work with colleagues and campus organizations with which we have contact.

2. Next we brainstormed about the forces or factors that will have the most impact on higher education into the 21st century, and analyzed the implications for Cal Poly. The results of this analysis are attached.
3. Following this task, we assigned ourselves the following task:

Try to imagine yourself as student/faculty/staff member at Cal Poly in the year 2005.

What should it be like to be here then? -- the people; the education; the support services; the facilities/equipment; the physical environment. What are students/faculty/staff doing? How are they teaching/learning? What are they studying?

What makes it uniquely Cal Poly? (What identity do we want to have and how do we keep or create it?)

The combined results of this final task represent our vision for Cal Poly as a Charter campus. We see this vision as a supplement to both the Cal Poly strategic plan (March 1, 1993) and the values, goals, and opportunities enunciated in the Charter Campus Report (April 5, 1993). Please note that the names and titles included are used as examples or symbols rather than prescriptions.

Summary of the forces or factors that will have the most impact on higher education into the 21st century, with the implications for Cal Poly. Please note the emphasis on positive opportunities.

	<u>challenge</u>	<u>opportunity</u>
<b>ECONOMIC AND FISCAL-TRENDS:</b>		
Less reliable state funding	Instability	Lack of dependence
Need for other funding sources	Uneven experience; Competition with others; Availability shrinking	Flexibility, fiscal freedom; Investment opportunities; Grant Development Office
Increasing global economy, especially with Pacific Rim and Latin America	Lack of cultural knowledge and languages	New student clientele; New development opportunities for students, faculty and staff; Support services for international students; International affiliates with other campuses; Marketing programs internationally
<b>TECHNOLOGICAL TRENDS:</b>		
Information technology	Myth of "technological fix;" Depersonalization; Expensive to maintain state-of-the-art; Training requirements	Less dependence on "place;" Innovative teaching/learning; More efficient access to information; Closer ties to business, industry and professions; 24-hr. library as regional research center
<b>SOCIAL TRENDS:</b>		
Demographic change (e.g., more non-white students in higher education; more part-time students; more "older" and mid-career students; changing lifestyles)	Different service needs: Inconsistency in high school/community college preparation; Less predictable course needs; Requires different pedagogy	Diversity in all aspects of education and professions; Coordination/expansion of outreach to target enrollment groups in high schools and community colleges; Support services for non-traditional students; More flexible curriculum; Regional university with evening/weekend classes and services; Job-sharing and flextime for staff and faculty

challenge

opportunity

POLITICAL TRENDS:

Increasingly critical state and national attitudes toward higher education

Less public funding;  
Accountability:  
Access not meaningful  
without financial means

Initiatives to show  
relevance of higher ed:  
Demonstration of value/quality  
for money spent;  
Shared responsibility for  
vocational programs where  
appropriate

ENVIRONMENTAL TRENDS:

Environmental degradation and  
resource limitations (including energy)

Operations become  
more expensive

Emphasis on academic programs  
that address these issues in  
industry and government;  
More aggressive use of Cal Poly as  
a model

PROFESSIONAL TRENDS:

Career change and development

Commitment to lifelong learning  
for staff and faculty

Customer/service orientation

More demanding  
students/parents as  
consumers

Higher quality education and  
service;  
User friendly orientation

Cal Poly is the flagship campus of the CSU -- emphasizing high quality post-secondary education with a strong practical focus. Excellence means preparing students to make informed and thoughtful judgments in all walks of life. Versatile majors allow for smooth career transitions. Examples of the evolving educational motto, "learn by doing," include a Liberal Arts intern studying Chumash culture in the San Luis Obispo area and a pre-law student working with the Rural Legal Assistance program. Also, centers and institutes such as those focused on "Environmental Responsibility" and "Reduction of Societal Violence" exemplify our efforts at applied interdisciplinary learning, enticing faculty and student participation.

Geometrically expanding knowledge has forced courses to become more focused. Lectures using interactive media introduce concepts; laboratories and activities meeting in flexible spaces expand and develop ideas and their applications. Students submit reports and exams electronically, and faculty post grades automatically into the campus records system. To be sure, electronic "papers" can still be tardy, or poorly written (but spelling and grammar checkers help).

"Student progress toward completing an academic program" is our service motto. Students can enroll with and without declared majors. Our new academic calendar, efficient scheduling system, and more flexible curricula enable students from diverse backgrounds to enroll in classes that fit their needs -- days, evenings, weekends, year-round, on-campus, at remote locations. Mentors assist students in making course, major and career decisions. A prospective master's student reports that her file is completely in order -- electronically transmitting transcripts and test scores along with references and writing sample. Similarly, the automation of student records has achieved such efficiency that undergraduates with questions always find a staff person ready to assist them, rather than waiting for limited open hours or listening to recordings.

A feeling of common purpose, consensus and open communication pervades the campus, with the recognition that collegiality means responsible discussion and debate over university policy and programs. The Campus Parliament meets weekly in remodeled Chumash Auditorium, involving all members of the campus (students, faculty, staff and administration, regardless of funding source) in the matters that affect them most closely. The days when rumors abounded that the Charter would end tenure, cause union busting, and cause budgets to be cut indiscriminately by a centralized administration are now a distant memory.

One professional development opportunity for staff and administrators as well as faculty and students involves an international affiliate program with universities in Tokyo, Accra, and Mexico City. Aging faculty and staff still need a boost to remain productive but the Charter has helped to create carrots and sticks to make this happen. Vice President Jackson exemplifies the eagerness with which staff and administrators have returned part-time to the classroom to share their insights and maintain contact with students. Reduced and streamlined reporting requirements have even released department heads/chairs to spend their time working with faculty and students on program improvements rather than paperwork.

Planners on campus have found a way to unify the circulation, building design, and landscaping on campus. Parking has been consolidated because of reduced commuting. Converting close lots to new academic structures has made it possible to return some land to agricultural use and to keep the campus compact without building on open space within the core. Every faculty and staff office has a window, contributing to morale and productivity; and it's hard to remember when the paint room only stocked vanilla bean white. The library has been transformed into a 24-hour electronic resource center.

Finally, endowments cushion the campus from the exigencies of state support. Students pay a higher percentage of the cost of education, but their fees are invested in the direct and indirect costs of their education at Cal Poly. Financial aid is widely available to assure access to virtually any qualified student desiring a college education. Faculty and staff are assisted in attaining and managing funds for research, community projects, and creative activities. Our new development officer, Dolores, is a genius at persuading business and industry to sponsor classroom improvements including seating and noise insulation as well as equipment. In exchange, we provide continuing education opportunities for mid-career employees and the San Luis Obispo community.



Members: James Fuller & Ryan Nakai (students), Eric Doepel & Marsha Epstein (staff), Ron Brown, John Culver, John Harris, & Jo Anne Freeman (faculty).

A University is about the "learning relationship." It is about freedom, love of learning, and self-determination. In that light, we believe that the relationship between faculty and students is of utmost importance. However, we believe that faculty, staff, students, and administrators should share in the responsibilities and benefits of improving learning and facilitating the full development of all members of the University community.

We believe that any charter should address the following points:

- Democratization
- Development
- Diversity

Democratization is about governance. Governance in a university should be the responsibility of all the members of the community. We believe that we should maintain current employment bargaining agreements until alternative proposals are articulated, debated, evaluated, and approved. We consider that administrators and staff should be support personnel to the primary mission of the university. (One model we might consider is the one where all administrators are chosen from the faculty (rather than from professional managers) and that they be given fixed-year contracts, subject to renewal at the behest of the faculty.) We believe that there should be a strong role for students and staff in governance.

We believe that the curriculum should support

- Innovation
- Experimentation
- Flexibility
- Cooperation

We ask that any new system proposed be evaluated carefully so that it supports these concepts rather than preventing them. We believe that we could do harm to Cal Poly and its members if we attempt to change things too rapidly. We believe that we should maintain and preserve all that is



good in this University until we agree to the "new." Merit and achievement of goals are admirable objectives, but simply substituting one set of rules and regulations for another is not a "new" charter. We are concerned that we will be able to live in an atmosphere of trust and honor and that we will be empowered to create such an environment.

We subscribe to a strong undergraduate education where student-faculty interaction is maximized; where there is a rich mixture of high-quality programs leading to professional and academic degrees. We support the polytechnic nature of the University and desire that all programs be strong academically, be they technical, arts and humanities, or sciences.

We believe in diversity in all areas: faculty, staff, students, and we support a safe and healthy working and learning environment for all members of the University. We support active communication with San Luis Obispo City and County.

We believe that the size of the University should not be greater than reasonable for our community. A size of 16,000 is suggested as "about right."

We believe that decisions must be made on academic rather than economic grounds. Where there is a need for additional funding, support should be sought to fund development activities for all departments working together.

We believe that the University is really about development of all of its members. A test should be used for all decisions: is it good for those members? Who should decide in matters concerning these members? They should.

Note: We have enjoyed the process of working as a "cross-organizational" team and recommend that this process be used again to involve increasing members of the University.

## REPORT

### CHARTER CAMPUS "VISION" TASK FORCE #4

---

#### ~~A. Transition from a CSU to a Charter CSU~~

As much security as possible should be offered to the various constituencies as we begin to change. Trust will come when the new organization begins to work and until that time let's protect people from unknown risks by changing as few personnel policies as possible.

#### B. Charter Leadership and Governance

1. While leadership should primarily come from the colleges, as much authority and autonomy as practicable should rest with departments. Central administration should be lean and focused on coordinating and support.
2. There should be as few layers of management as possible. Small cross organizational groups, such as these charter sub-committees, should be used extensively for problem solving and new university initiatives.
3. An elected governing body should create policy and budgets. This group of people should be carefully balanced to represent all parts of the university. Strict time lines would have to be followed to make sure that decision deadlines are met and university operations are continuous.
4. The colleges will be the main budgetary and administrative unit. There must be mutual respect and a shared mission between all colleges. Deans and department chairs should come from the faculty and rotate.
5. Colleges should be free to develop their own directions and rewards. Funds raised from sources other than state funding should accrue to whichever college or department raises them. State funding will partially be used to balance the resources among the colleges.

#### C. Staff Environment

1. Clear understanding and recognition of the importance and diversity of the staff mission within the university.
2. Self management based on productivity should be the key organizational thrust.

#### D. Academic Environment

1. Colleges will identify or create programs unique to Cal Poly that will make a name for the university. The linkage between technology and the humanities will be emphasized.

2. Stronger, more specific links will be formed between the university and external entities. Leaders from business and industry, government, the media, etc., will be invited to serve as adjunct faculty.

~~3. While the strengthening of every department is an objective, the colleges will identify particular programs that will be given additional resources to work for greater national recognition. If such a plan is handled incrementally, eventually every program on campus will achieve the desired status.~~

#### E. Student Environment

1. Cal Poly's main emphasis is undergraduate teaching: - - - -

The student is ...

... the most important person on the campus. Without students there would be no need for the institution.

... not a cold enrollment statistic but a flesh and blood human being with feelings and emotions like our own.

... not someone to be tolerated so that we can do our thing. They are our thing.

... not dependent on us. Rather, we are dependent on them.

... not an interruption of our work, but the purpose of it. We are not doing them a favor by serving them. They are doing us a favor by giving us the opportunity to do so.

2. Students should be guaranteed an environment in terms of available classes and flexible curriculum that allows them to graduate, carrying normal enrollment loads, within four years.

3. General flexibility is needed in areas such as: - - - -

-- General Education needs a broader definition, allowing for more than superficial study in particular areas.

-- Twenty-five percent of the total units required to graduate should be loosely defined as free electives, if possible, or in other ways, for example, "46.5 units to come from a pool of courses totalling 150 units."

-- Students should be strongly encouraged to take minors outside of their college.

-- Encourage intellectual pursuits by allowing a group of students to design their own course in conjunction with a faculty member/s.

-- Senior projects should be a departmental prerogative.

# CHARTER CAMPUS "VISION" TASK FORCES

## Membership (Updated Fall Quarter 1993)

<u>Name</u>	<u>Department</u>	<u>Phone #/E-mail</u>
<b>#1</b>		
George Lewis (CFA rep.)	Mathematics	x2333/ glewis@cymbal.calpoly.edu
Earl Keller (Chair)	Accounting	x1384/di103
Robert Gish	Ethnic Studies	x1707/di597
Wes Mueller	Crop Science	x2224/di071
Wendy Reynoso (Academic Support Unit Rep.)	Liberal Arts Adv. Ctr.	x6200/du245
Stacey Breitenbach (staff)	Engineering Adv. Ctr.	x1461/di099
Carolyn Wakefield	Student Representative	545-0134
Raul Ortiz	Student Representative	546-0368
<b>#2</b>		
Dan Walsh	College of Engineering	x2131/dwalsh@nike
Linda Dalton (Chair)	City & Regional Planning	x1315/ ldalton@crpmail.calpoly.edu
Bud Zeuschner	Speech Communication	x2553/di622
Anna McDonald	Affirmative Action	x2062/du600
Leslie Cooper (staff)	Dairy Prod. Tech. Center	x6101/di356
Bonnie Krupp (staff)	Academic Records	x2531/du491
Susie Boone	Student Representative	238-2236
Yvonne Archebeque	Student Representative	543-9499
<b>#3</b>		
John Culver	Political Science	x2957/jculver
Ron Brown	Physics	x2439/rbrown@nike
Joanne Freeman (Chair)	Industrial Engineering	x1234/jfreeman@nike
John Harris	NRM	x2426/di721
Marsha Epstein (CSEA rep.)	Computer Aided Prod Ctr	x6541/di004
Eric Doepel (staff)	Annual Giving	x6448/du499
James Fuller	Student Representative	547-0932
Ryan Sakai	Student Representative	545-8719
<b>#4</b>		
Jens Pohl	Architecture	x2841/di364
Phil Doub (Chair)	Animal Sciences	x2419/di677
Jim Harris	EL/EE	x5708/jharris@ohm
Brent Keetch	English	x2596/di454
John Howard (SETC rep.)	Facility Services	x2321/du868
Kim Lopez-Puikunas (staff)	Student Acad Services	x2301/du725
Hunt Turner	Student Representative	544-5698
Wendy Ford	Student Representative	542-9071



RESOLUTION ESTABLISHING AN AD HOC  
COMMITTEE ON GOVERNANCE

- Whereas, A charter defines the basic law of a local governmental unit by defining its powers, responsibilities, and organization; and
- Whereas, It has been announced by influential persons, who would be instrumental in the granting of a charter, that Cal Poly, San Luis Obispo, is a plausible candidate for charter status; and
- Whereas, Cal Poly presently benefits from the collective representation before the governing bodies of the State of California provided by such organizations as the CSU, California Faculty Association, the CSU Academic Senate,
- Whereas, The most recent WASC review of Standard 3 - Governance and Administration states that although "...efforts have been made to decentralize many responsibilities with accompanying authority to the campus with some success. At many levels of the University, the feeling persists that unnecessary centralization continues. This feeling unnecessarily tends to limit institutional initiative."
- Whereas, Different individuals associated with Cal Poly lament occasionally that "we would be better off if it weren't for so many restrictions."; and
- Whereas, Cal Poly has been invited to devise a charter for itself; and
- Whereas, The faculty in principle and through legislation have the responsibility for developing the curriculum and conferring the baccalaureate and other graduate degrees on meritorious students; and
- Whereas, The issues that have so far emerged from the efforts of the several "visioning" groups formed to address the need for and the form that such a charter would establish are subordinate to the fundamental issue of governance; and
- Whereas, The issue of governance is of paramount importance to the faculty and will act as midwife to the remaining issues of importance to the faculty and the university; therefor, be it
- Resolved: That the Academic Senate establish an Ad Hoc Committee on Governance; and be it further



Resolved: That this committee be composed of tenured members of the general faculty with the specific tasks of:

- Evaluating the benefits Cal Poly derives from its association with other groups representing the CSU and its members before the Legislative and Executive organs of the State,

- Scrutinizing the law, directives, and orders that presently guide us so as to identify those that bind and inhibit,

- Determining how we might navigate so as to secure the autonomy to operate in an effective way without becoming the vulnerable prey of external forces seeking to experiment with micromanaging higher education,

- Maintaining the faculty's paramount responsibility in setting the course for this institution.

Dear Members of the EXCOM, I apologize for taking so long to provide you with something I promised to do some while back but I have not been able to devise a way to transmit this on E mail. If you are in sympathy with the above please feel free to make suggestions. If you feel we can keep on top of things with what we already have, you won't hurt my feelings if you vote it down. I submit this to you because some of us sensed that something more was needed in the way of achieving an independent faculty treatment of what we felt was the basic consideration for charter. Thanks,  
Reg Gooden