

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

Academic Senate Executive Committee Agenda  
January 11, 1994  
UU 220 3:00-5:00 p.m.

*12.7.93  
minutes were  
removed*

- I. Minutes: Approval of the December 7, 1993 Executive Committee minutes (pp. 2-3).
- 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
  - G. Wes Mueller - report on the ES9000 mainframe
- IV. Consent Agenda:
- V. Business Item(s):
  - A. Academic Senate/university-wide committee assignments (p. 4).
  - B. Election of faculty to the Faculty Committee for Charter Evaluation and Rejection or Implementation [**BRING THE NAMES OF YOUR NOMINEES TO THIS MEETING**] (pp. 5-6).
  - C. Resolution on the Calendar-Brown, Chair of the Instruction Committee (to be distributed).
  - D. Resolution on The Review of Telecommunications Course Offerings as New Courses-Vilkitis (p. 7).
  - E. Formation of a consultative committee to review the submission for award of an Honorary Degree-Head, Department Chair for PE&K Department [**Due to the confidential nature of this process, materials will be distributed at the meeting.**]
- VI. Discussion Item(s):
  - A. Relocation of Engineering Technology faculty within the CENG.
  - B. Formation of a committee to review/revise the existing program discontinuance procedures.
  - C. "Consultation"...within a Collective Bargaining Context"-Russell (p. 8).
  - D. Academic Senate agenda matters for the remainder of 1993-1994.
- VII. Adjournment:

# ACADEMIC SENATE/COMMITTEE VACANCIES FOR 1993-1994

## Academic Senate vacancies

Academic Senate Secretary-elect

## Academic Senate Committee vacancies

CAGR	Elections Committee Status of Women Committee	
CAED	Constitution & Bylaws Committee Curriculum Committee Elections Committee General Education & Breadth Committee Personnel Policies Committee Research Committee Student Affairs Committee University Professional Leave Committee Calendar-Curriculum Committee Cultural Pluralism Subcommittee	
CBUS	Constitution & Bylaws Committee	
CLA	Long-Range Planning Committee (replcmt for Engle, '93-94)	
CSM	Constitution & Bylaws Committee Elections 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
	ASI Risk Management Committee	one vacancy

Adopted: October 26, 1993

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

AS-410-93/EX  
RESOLUTION ON  
FACULTY COMMITTEE FOR CHARTER EVALUATION AND REJECTION OR IMPLEMENTATION

- WHEREAS, The charter planning process is new and untested in its operation; and
- WHEREAS, There are many different issues that will be raised by the various committees involved in the charter planning process; and
- WHEREAS, Many of these issues have either direct or indirect bearing on curriculum and programs; and
- WHEREAS, Curriculum and programs are the responsibility of the university's faculty; and
- WHEREAS, It is important for the Academic Senate to be kept abreast of these issues raised by the various committees during the charter planning process so that there are no surprises at the end of the process; therefore, be it
- RESOLVED: That a Faculty Committee for Charter Evaluation and Rejection or Implementation be established to monitor the proceedings of the various charter planning committees; and, be it further
- RESOLVED: That among its duties, the Faculty Committee for Charter Evaluation and Rejection or Implementation shall:
1. pay particular attention to issues affecting curriculum, programs, and governance;
  2. consider what should go into a charter draft and who should write it;
  3. study the issues involved with seeking exemption from various parts of Title 5;
  4. consider how a faculty vote on a charter draft might best be effected;
  5. report to the Academic Senate on a regular basis;
- and, be it further
- RESOLVED: That the Faculty Committee for Charter Evaluation and Rejection or Implementation have one member each from the six colleges and the University Center for Teacher Education.

Proposed by the Academic Senate Executive  
Committee  
October 5, 1993  
Revised October 12, 1993  
Revised October 26, 1993

The following motion was adopted by the Academic Senate Executive Committee on December 7, 1993: That the content of this resolution be used to guide the faculty ad hoc committee (for charter evaluation) in its deliberations.

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

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 (CFA), the CSU Academic Senate, and the California State Student Association (CSSA); and
- 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 restriction"; 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; therefore, 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 tenure/track 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, and
  - Maintaining the faculty's paramount responsibility in setting the course for this institution.

ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY

AS- -94/EC (Draft)  
January 4, 1994

THE REVIEW OF TELECOMMUNICATIONS COURSE OFFERINGS AS  
NEW COURSES

- WHEREAS, The future of California is directly tied to meeting the educational needs of the next generation; and
- WHEREAS, The demand for higher education is increasing beyond the present limits of the CSU to accommodate; and
- WHEREAS, A principal objective of telecommunications is to provide instructional experiences to students, to accommodate explosive enrollment growth, and to meet the educational and manpower needs of the next generation; and
- WHEREAS: The Academic Senate supports advancements in teaching technologies and encourages new and innovative models and methods of teaching; and
- WHEREAS, The Academic Senate is the formal policy-recommending body in matters of curriculum and academic standards; and
- WHEREAS: The curriculum is the responsibility of the faculty; and
- WHEREAS, The use of emerging information technologies will require development of appropriate pedagogues; and
- WHEREAS, The employment of emerging information technologies has significant implications for curriculum and academic standards; therefore be it
- RESOLVED: That courses offered for academic credit through telecommunications media be treated as new courses and appropriate course proposal be submitted to the Curriculum Committee of the Academic Senate for customary review and approval; and be it further
- RESOLVED: That the Academic Senate instruct its Chair to remind the Administration of the Academic Senate's responsibility in matters affecting curriculum, and academic standards.





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At its meeting of September 27, 1993, the Academic Senate approved the following Report presented by Cecilia Mullen for the Organization and Government Committee.

**"CONSULTATION" UNDER IV.D OF THE STATEMENT ON  
ACADEMIC SENATES WITH A COLLECTIVE BARGAINING CONTEXT**

IV.D of the statement covers two matters: the academic calendar and selection and review of administrators. In these two areas, Presidents have said that they are entitled to prepare the initial draft of a policy proposal and are entitled to determine its final form and content. The Academic Senate is to be "consulted", but it is not, unless requested, to revise the President's draft and present its revision to him/her for approval or rejection.

It is suggested that the following procedure be followed for consultation on IV.D policies:

1. The President's draft should be laid before the Executive Committee. If the Executive Committee agrees that the proposed policy comes under IV.D, it should refer the draft to the appropriate policy committee for consideration as stated below.
2. The policy committee should review the draft and prepare a report for the Senate stating its conclusions and recommendations. It should not revise the President's draft but, in its report, may propose changes.
3. The draft and the policy committee's report should be considered by the Senate. The Senate should not make changes in the text of the draft, but should act on the policy committee's report, which it may amend or revise. The report, as approved by the Senate, shall be sent to the President for his/her consideration before issuance of the policy.

## DRAFT RESOLUTION

The following resolution was unanimously approved by the Academic Senate Committee for Instruction in January 1994, and is hereby submitted to the Senate Executive Committee and thus the full Senate for consideration.

- Whereas: 1. Cal Poly is one of four (4) CSU schools funded on a year round calendar thus a academic calendar needs to be designed for 12 month periods; and
- Whereas: 2. The proposed academic calendar consisting of three (3) equal fifteen (15) week terms including final examinations meets all five (5) criteria defined by interested parties; and
- Whereas: 3. Carnegie unit time can be met by having fourteen (14) weeks of instruction with class times increased to fifty-five (55) minutes each; and
- Whereas : 4. The results of a survey reported in April, 1993, indicated that 60 percent of faculty wanted some changes in the calendar system; and

Whereas there are significant curriculum related features:

5. A more flexible learning environment can be developed allowing for a higher level of evaluation and appreciation of knowledge; and
6. The increased teaching periods and length of trimester will provide time for more continuity in teaching concepts and ideas, thus there will be less fragmentation of topics; and
7. The increased teaching periods and length of trimester will provide more time for senior project which is especially valuable for empirical research and experimentation; and
8. Fewer and longer courses will be taken by students which should be provide for synthesis and application of subject matter which is beneficial to the learning process; and

9. The proposal could facilitate curricular revisions which could address such problems as (a) GE & B content, structure, and scheduling {according to a recent survey this is the most significant problem in the slow throughput at Cal Poly}, (b) programs with low numbers of elective classes, (c) excessive overloading of required support and core classes, and (d) lack of adequate staffing; and

Whereas there are significant features beneficial to students:

10. The proposal could facilitate easier articulation for transfers
11. There will be fewer final examinations, registrations, etc.; and
12. The proposal will provide a longer period of time for new/transfer students to adjust to Cal Poly; and
13. The proposal could facilitate easier coordination with school districts for student teacher assignments; and
14. There will be greater period of time for students to regain studies in a class after an illness or personal problem; and
15. There will be more time to form and develop teacher-student mentor relationships; and
16. There will be more time to form and develop study and cooperative learning groups; and
17. Finishing the first trimester of the year will provide for easier entrance into summer employment; and
18. More meaningful mid-term grades will be given; and
19. There will be more time for participation in student/cultural affairs; and
20. The extra time in class will allow for analysis and synthesis, not just knowledge gathering; and
21. There will be more time to review class material; and



22. There will be less pressure to choose research topic/term paper subject in a hurried uninformed way; and
23. There will be more time for substantive library and laboratory investigation; and
24. In terms of proportion there will be less time spent in taking exams and more in learning; and
25. There will be significant reduction in "red-tape" concerning add, drop, schedules, grades, etc.
26. Class content is the same in all three trimesters; and
27. The summer time tri-mester will be more efficient in as much as a students will be able to earn a semesters worth of credit as opposed to the current practice where they earn a quarters worth of credit; and
28. This proposal provides for year round operations allowing students to complete a full academic year of instruction in thirty-three (33) weeks or less; and
29. The proposal still allows students to qualify for full financial aid; and

Whereas there are significant features beneficial to faculty

30. The extended term length over quarters will provide faculty with more preparation time; and
31. More preparation time may facilitate a greater variety of instructional methods and strategies; and
32. The condensed teaching time may allow for more time for professional development activities; and
33. The proposal would give faculty additional time to pursue research and/or other professional development activities; and

34. The tri-semester calendar is more aligned to other colleges and universities thus more opportunities may be available for sabbaticals and collaborative research, etc.; and
35. The increased length of the tri-mester will automatically increase the length of the most commonly used 1-quarter sabbatical by 4-6 weeks; and
35. There may be a reduction in stress brought on by the intensity and demands of the current quarter system; and
36. All instructional terms are equal thus course outlines remain constant; and
37. There will be more time available to get to know and mentor students; and
38. There will be more time proportionately spent on teaching and less time on testing; and
38. There will be more time to develop ideas in class and allow students to analyze and synthesize information
39. This proposal provides for year round operations allowing faculty to complete a full academic year of instruction in thirty-three (33) weeks or less; and
40. Faculty would teach two of the three tri-mesters ; and
41. Extra compensation will be paid to faculty who teach a third tri-mester; and
42. Terms of equal duration will permit faculty to revise curriculum into a single new format; and
43. Impact on labs will be minimal; and

Whereas there are significant features beneficial to administration:

44. The proposal provides for three equal and well defined instructional periods; and

45. Experience at to the universities indicate that there will be lower fixed overheads regarding registration, scheduling, academic records, etc.; and
46. Unit values will be compatible with other institutions thus easing articulation and speed of throughput for transfers; and
47. There will be more lead time can provide for more current/updated schedules; and
48. The proposal acknowledges the need of facilities management to maintain a two week break period between terms in order to perform necessary maintenance on campus; and

Whereas there are significant features which need to be assured prior to the beginning of the change process:

49. Adjustments will be made so that progress of current students will be maintained; and
50. Moneys will be available/obtained by the President to finance and support administrative and faculty time, and hire external contractors to address the multitude of factors inherent in a change of calendar; and
51. All significant parties will be involved in the planning of these changes (the committee has contacted many parties for their ideas and opinions); and
52. Adequate time will be given to plan for and implement the myriad of changes (Institutions who have changed their calendaring system indicate that at least three years are required to plan for the change), be it therefore

**RESOLVED:** That appropriate actions be initiated immediately to facilitate implementation of a tri-term calendar no later than Fall, 1997.

## Appendix

### Definitions:-

#### Carnegie unit:-

**Credit, Unit of:** A quantification of student academic learning. One semester unit represents how much time a typical student is expected to devote to learning in one week of full time undergraduate study (at least 40-45 hours including class time and preparation). Thus a six week summer session might, if full time, equate to six units. An alternative norm is one unit for three hours of student work per week (e.g., one hour of lecture and two of study or three of laboratory) for ten week a quarter or 15 weeks a semester. A full time undergraduate student program should normally be 14-16 units and, if full time no less than 12 units.

p.201. Western Association of Higher Education (199-)

REC

8 Nov - 2x Com 11 74  
PLEASE RETURN THIS MATERIAL  
TO MARGARET BEFORE LEAVING  
TODAY'S MEETING. THANK YOU.

CC: L - ...

## Memorandum

Academic Senate

To: Jack Wilson  
Chair, Academic Senate

Date:

October 21, 1993

From: Faculty of the Department of Physical  
Education and Kinesiology

Subject: *Resolution, Nomination of Mr. John Madden for an Honorary Doctor of Letters  
Degree*

**CONFIDENTIAL**

The faculty of the Department of Physical Education and Kinesiology recommends that an Honorary Doctor of Letters Degree be presented to John Madden based on his accomplishments as an educator, coach, author, sports commentator and public relations personality.

John Madden's achievements transcend several fields of endeavor. He is widely recognized for his success in the fields of coaching, communications and promotions. His success has not been limited to a single geographic area. While his coaching success occurred mainly in California, he has become famous nationally and internationally through television and radio.

He earned a Bachelor of Science Degree in Physical Education from California Polytechnic State University in 1959 and earned his Master of Arts Degree from Cal Poly in 1961. He was selected as one of the Cal Poly Alumni of the year by the School of Human Development and Education in 1975.

Mr. Madden was extremely successful as an athletic coach. His most noteworthy accomplishments include winning Super Bowl XI, coaching the American Football Conference (AFC) Pro Bowl team four times and being selected as the AFC Coach of the Year in 1969.

Subsequent to Mr. Madden's retirement from coaching he became a sports commentator and football analyst for CBS Sports. In this capacity he teaches millions of television viewers about the game of football. In 1993, he won his ninth Emmy Award as television's Outstanding Sports Personality-Analyst. This is an award that he has won each time he has been nominated. In addition to the Emmy Awards, Madden was the 1982 recipient of the Touchdown Club of America's Golden Mike Award for football broadcasters. He was the first analyst to be so honored. He is also the author of three books.

John Madden has given generously of his time and energy in the support of Cal Poly through his sponsorship of the John and Virginia Madden Golf Tournaments. He related remarkably well to his fellow man and is a person to whom individuals from every walk of



life related. The following quotes taken from national sources typify the public perception of John Madden:

"MADDEN ISN'T JUST WELL LIKED, HE'S POSITIVELY BELOVED"  
Newsweek

"THE BEST COLOR COMMENTATOR REPORTING FOOTBALL ON TV TODAY...HE BRINGS  
OUT SMILES"  
TV Guide

"THE FORMER OAKLAND RAIDER COACH HAS BLOSSOMED INTO ONE OF TV'S MOST  
POPULAR SPORTSCASTER"  
People Magazine

"JOHN MADDEN HAS BURST UPON THE AMERICAN SCENE AS FEW OTHERS IN  
SPORTS...HIS SKILL AS A COMMUNICATOR IS THE KEY TO HIS SUCCESS BOTH AS A  
FOOTBALL COACH AND AS A BROADCASTER"  
Sports Illustrated

John Madden is distinguished in his field as being one of the best and is recognized locally, state wide, nationally and internationally for his achievements. He has demonstrated the intellectual and human values that are consistent with the aims of higher education, and the ideals of his chosen fields.

The attached resolution is provided for your consideration.

## **RESOLUTION**

- WHEREAS, Mr. John Madden, class of 1959 in Physical Education at California Polytechnic State University, has distinguished himself and Cal Poly by achieving success in several fields of endeavors; and
- WHEREAS, Mr. Madden has brought positive recognition to California Polytechnic State University through his fame as a National Football League Coach, Author, and Television Personality; and
- WHEREAS, It is fitting that the California State University suitably honor Mr. Madden for his excellence and extraordinary achievement in these significant areas of human endeavor; therefore, be it
- RESOLVED: That the California Polytechnic State University Academic Senate strongly recommends to President Baker and the Trustees of the California State University that John Madden be awarded an honorary Doctor of Letters degree; and be it further
- RESOLVED: That this honorary degree be conferred at one of California Polytechnic State University's commencement exercises.