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

Academic Senate Executive Committee Agenda  
March 1, 1994  
UU 220 3:00-5:00 p.m.

*2.1 and 2.8.74  
minutes were  
revised*

- I. Minutes: Approval of the February 1 and February 8, 1994 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. **THE MEMBERS OF THE CALENDARING AND CURRICULUM TASK FORCE WILL BE ATTENDING THE FIRST HOUR OF THIS MEETING TO REVIEW THE TASK FORCE'S DELIBERATIONS AND DISCUSS WAYS OF INVOLVING THE CAMPUS COMMUNITY IN A DISCUSSION PROCESS REGARDING CALENDARING/CURRICULUM.**
  - B. Academic Senate/university-wide committee assignments (p. 5).
  - C. Establishing an ad hoc committee to investigate the use of technology in delivering academic programs/curriculum (pp. 6-7).
  - D. Resolution on Revision of the Faculty Code of Ethics-Terry, chair of the Personnel Policies Committee (pp. 8-10).
  - E. Resolution on Diversity Proposal for Retention, Promotion, and Tenure-Terry, chair of the Personnel Policies Committee (pp. 11-20).
  - F. Receive report from the Budget Committee regarding its recommendations on horizontal vs. vertical reductions for the coming year-Carnegie, chair of the Budget Committee.
  - G. Election of faculty to the Fiscal Flexibility subcommittee of the Charter Task Force.
- VI. Discussion Item(s):
  - A. Formation of a committee to review/revise the existing program discontinuance procedures.
  - B. "Consultation'...within a Collective Bargaining Context"-Russell (p. 21).
  - C. 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 Faculty Committee for Charter Evaluation and Rejection or Implementation	
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	
UCTE	Faculty Committee for Charter Evaluation and Rejection or Implementation	
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

FILE COPY

To: Executive Committee

From: Jack Wilson, Chair

Subject: The Virtual University

As we are all aware there is much faculty concern about the place of multimedia and distance learning in higher education. The recent article about The Virtual University in the TT brought to mind some of those concerns. Decisions concerning multimedia and distance learning have and are being made by the administration with little or no faculty input. In the case of the new IBM 9000 mainframe computer the decision by the administration to purchase was made despite faculty opposition. A main reason for purchasing it was to support multimedia. A person has been hired, her salary split between the state and IBM, to support faculty development of multimedia. I could go on and on but it is not productive to rehash past decisions except as they impact academic programs and more specifically curriculum. Curriculum is the province of the faculty and no one else.

Therefore it is time, and in fact past the time, for the faculty to begin the process that sets in place the accommodation of multimedia and distance learning into education here. If we are not careful multimedia and distance learning will drive curriculum and not the other way around. Multimedia and distance learning have their places in higher education, let's get out front and determine what those places are. Then we can set the policy that will insure that multimedia and distance learning don't become the cart that drives the horse called curriculum.

We understand that multimedia and distance learning are different technologies with different applications. I think of multimedia as being primarily a way to supplement the traditional lecture. Therefore it will impact campus instruction. I understand distance learning as a way to reach students off campus who are not able, for a variety of reasons, to attend classes on campus.

We all recognize that it is important to begin to grapple with the program and curricular issues inherent in multimedia and distance learning. This will involve budgets since there is a substantial initial cost of putting into place the technology component of multimedia and distance learning. There is of course the larger question of how these technologies alter learning. That is something we will probably never address, unfortunately, given the propensity in this nation to buy into technology without considering the downside.

At any rate I propose we establish an ad hoc committee composed primarily of faculty which would address the following. First, are these technologies already driving academic programs and curriculum and how? If the answer is affirmative, what does



the committee recommend as steps to insure the integrity of programs and curriculum. Or to put it another way, what steps are necessary to insure that faculty retain control of programs and curriculum?

From the resource angle we would want to get a handle on the resources now being directed to multimedia and distance learning. What have the expenditures involved with those resources bought us?

Where do we want to go with these technologies? What is the place of multimedia in instruction on this campus? What is the place of distance learning for this campus? What if we decide that the campus is at point A and would like to move to point B, what would the cost be? What would be best way to get there? What is the need, and then what is the plan to get there without breaking the bank?

A larger more fundamental question that we might want this committee to look into is the impact of multimedia on instruction and learning.

There is already a committee, composed primarily of faculty that has been appointed by Carol Barnes, Dean of Extended Ed., to look into distance learning. Dennis Nulman is our representative on that committee.

There are as usual a number of ways we can build this committee. My first notion was that we have someone from the budget and instruction committees and someone from the Instructional Advisory Committee on Computing. Then we could select a few other faculty. We would want a student and perhaps a staff person on it also. I believe it is important that we have faculty on this committee who have some knowledge about and practical experience with multimedia, and perhaps distance learning, and yet are open minded about these technologies and their impact on instruction and learning. That is that they realize there are pros and cons. In other words no technophiles wanted. I can think of people who I believe fit the bill.

I visualize this committee receiving a multiple-step charge. There are some things we would like from it so the full senate can act on it this academic year, and there are perhaps other things that could wait until the next academic year.

Give me your input ASAP (can you do it this week?). I'll put together all of our thoughts and based on that try to present a proposed committee makeup and charge for our consideration at our Feb. 1st meeting. Meantime be thinking of people you would recommend for this committee. I would like to get it formed and going by the beginning of the 6th week of this quarter.

Adopted:

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

AS- -94/  
RESOLUTION ON  
REVISION OF THE FACULTY CODE OF ETHICS

Background Statement: Throughout the last several years, criticism has been received informally that the existing Code of Ethics is awkwardly written and lacks the force of law in that it does not appear in the Campus Administrative Manual.

During spring 1993, interested members of the Personnel Policies Committee worked on revising the existing Code to remove the awkward "he/she" phraseology, make the Code gender-neutral, and thereby make it more readable and meaningful.

Due to the illness of the committee chair (in April 1993) and the reluctance of a majority of the members of the committee to meet in May 1993, work on the revised Code was not completed. By a memo dated October 25, 1993, Jack Wilson referred the matter to us once again for formal consideration.

By a vote of 6-0-0, the Personnel Policies Committee endorsed the resolution/document which follows. For your ease of reading, please note: Attachment 1 is the existing Faculty Code of Ethics and Attachment 2 is the revised Faculty Code of Ethics (with optional headings). Please choose which you prefer.

WHEREAS, The original Faculty Code of Ethics was taken from an earlier document and redrafted to remove reference to male gender; and

WHEREAS, The present "he/she" format is difficult to read; and

WHEREAS, The present Faculty Code of Ethics appears on pages 1 and 2 of the Faculty Handbook; and

WHEREAS, Official campus policy should be included in the Campus Administrative Manual; therefore, be it

RESOLVED: That the Faculty Code of Ethics shall be rewritten in gender-neutral language as indicated on the attached page; and, be it further

RESOLVED: That the revised Faculty Code of Ethics shall be included in the Campus Administrative Manual as CAM 370.TBD.

Proposed by the Academic Senate Personnel  
Policies Committee  
February 16, 1994

## FACULTY CODE OF ETHICS

The following Faculty Code of Ethics was developed by the Academic Senate and approved by the President:

The professor, guided by a deep conviction of worth and dignity of the advancement of knowledge recognizes the special responsibilities placed upon him/her. His/her primary responsibility to his/her subject is to seek and state the truth as he/she sees it. To this end, he/she devotes his/her energies to developing and improving his/her scholarly competence. He/she accepts the obligation to exercise self-discipline and judgment in using, extending, and transmitting knowledge. He/she practices intellectual honesty. Although he/she may follow subsidiary interests, these interests must never seriously hamper or compromise his/her freedom of inquiry.

As a teacher, the professor encourages the free pursuit of learning in his/her students. He/she holds before them the best scholarly standards of his/her discipline. He/she demonstrates respect for the student as an individual, and adheres to his/her proper role as intellectual guide and counselor. He/she makes every reasonable effort to foster honest academic conduct and to assure that his/her evaluation of students reflects their true merit. He/she respects the confidential nature of the relationship between professor and student. He/she avoids any exploitation of students for his/her private advantage and acknowledges significant assistance from them. He/she protects their academic freedom.

As a colleague, the professor has obligations that derive from common membership in the community of scholars. He/she respects and defends the free inquiry of his/her associates. In the exchange of criticism and ideas, he/she shows due respect for the opinions of others. He/she acknowledges his/her academic debts and strives to be objective in his/her professional judgment of colleagues. He/she accepts his/her share of faculty responsibilities for the governance of his/her institution.

As a member of his/her institution, the professor seeks, above all, to be an effective teacher and scholar. Although he/she observes the stated regulations of the institution, provided they do not contravene academic freedom, he/she maintains his/her right to criticize and seek revision. He/she determines the amount and character of the work he/she does outside his/her institution with due regard to his/her paramount responsibilities within it. When considering the interruption or termination of his/her service, he/she recognizes the effect of his/her decision upon the program of the institution and gives due notice of his/her intentions.

As a member of his/her community, the professor has the rights and obligations of any citizen. He/she measures the urgency of these obligations in the light of his/her responsibilities to his/her subject, to his/her students, to his/her profession, and to his/her institution. When he/she speaks or acts as a private person he/she avoids creating the impression that he/she speaks or acts for his/her college or university. As a citizen engaged in a profession that depends upon freedom for its health and integrity, the professor has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

ATTACHMENT 2

(Working draft of the revised)

**FACULTY CODE OF ETHICS**

As scholars:

Professors are guided by a conviction of the worth and dignity of the advancement of knowledge. They recognize special responsibilities to seek and state the truth in a given subject matter and to develop and improve scholarly competence. The faculty member also recognizes an obligation to exercise self-discipline and judgment in using, extending, and transmitting knowledge and to practice intellectual honesty. Although professors may follow subsidiary interests, such interests should not compromise freedom of inquiry.

As teachers:

Professors encourage the free pursuit of learning in their students, while upholding the best scholarly standards of the discipline. Professors should also foster honest academic conduct and assure the honest evaluation of students. Professors should also respect the confidential nature of the student-professor relationship, should avoid the exploitation of students for private advantage, should acknowledge significant assistance from students, and should protect the student's academic freedom.

As colleagues:

Professors have obligations deriving from common membership in the community of scholars. They respect and defend free inquiry and respect the opinions of others. The faculty member [acknowledges academic debts and] strives to be objective in the evaluation of colleagues. Each faculty member should also accept an appropriate share of responsibility for the governance of the academic institution.

As members of the university community:

Professors seek to be effective teachers. Although professors should observe all regulations of the university which do not contravene academic freedom, they maintain the right to criticize and seek revision of such regulations. Each professor should subordinate the amount and character of work done outside the university to their paramount responsibility within it. When deciding to terminate employment, the faculty member should recognize the effect of that decision upon the institutional programs and give reasonable notice of the intention to leave.

As members of the larger community:

Professors have the same rights and obligations as any other citizen. Such rights and obligations are subject to certain responsibilities to the university. Faculty members who are speaking or acting as private citizens should avoid creating the impression that they are speaking for the college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.



Adopted:

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

AS- -94/PPC  
RESOLUTION ON  
DIVERSITY PROPOSAL FOR RETENTION, PROMOTION, AND TENURE

Background Statement: By a memo dated September 21, 1993, the Academic Senate Diversity Summer Task Force referred to the Personnel Policies Committee a Diversity Proposal for Retention, Promotion, and Tenure. In that proposal two statements were made: (1) "The purpose of this proposal is not to be punitive, but to facilitate faculty awareness and involvement in this important issue"; (2) "It is proposed that within each area, diversity-related activities be specifically noted. It is not intended that faculty must fulfill diversity requirements in all three categories. However, diversity-related activities should appear in at least one category."

The Personnel Policies Committee believes that these two statements are contradictory. We agree with the first statement above and, hence, propose that Form 109 be revised so as to permit specific mention of diversity-related activities.

The Committee is opposed to any diversity-requirement in Retention, Promotion, and Tenure.

For ease of reading, please note: Attachment 1 is one way to revise Form 109 to include specific mention of diversity-related activities; Attachment 2 is a second way to accomplish the same result; and Attachment 3 is the Academic Senate Diversity Summer Task Force's Diversity Proposal for Retention, Promotion, and Tenure and the accompanying letter of transmittal.

WHEREAS, The University is committed to diversity; and

WHEREAS, Faculty members are encouraged to become more involved in promoting diversity; and

WHEREAS, Diversity is broadly defined in terms of "differences in age, country of origin, creed, economic background, ethnicity, gender, physical disability, race, and sexual orientation" (Education Equity Commission, 1992); and

WHEREAS, Diversity-related activities permeate the existing areas of teaching, scholarship and University/community service in which tenure-track faculty are required to show competence; and

WHEREAS The Cal Poly Equal Opportunity Advisory Council has proposed that diversity considerations become an integral part of the retention, promotion and tenure (RPT) process; and

WHEREAS, Form 109 does not preclude mention of diversity-related activities; and

WHEREAS, The Academic Senate Diversity Summer Task Force has endorsed the Equal Opportunity Advisory Council's proposal; therefore, be it



**RESOLUTION ON DIVERSITY PROPOSAL  
FOR RETENTION, PROMOTION, AND TENURE  
AS- -94/PPC**

RESOLVED: That Form 109 be revised so as to include diversity-related activities as a specific factor of consideration; and

RESOLVED: That faculty members be recognized for the pursuit of diversity-related activities.

Academic Senate Personnel Policies  
Committee  
February 16, 1994

## FACULTY EVALUATION FORM

NAME \_\_\_\_\_ FACULTY RANK/STEP \_\_\_\_\_

DEPARTMENT \_\_\_\_\_ SCHOOL \_\_\_\_\_ DATE \_\_\_\_\_

This is an evaluation for (check applicable blank or blanks):

Retention to a \_\_\_\_1st, \_\_\_\_2nd, \_\_\_\_3rd, \_\_\_\_4th, \_\_\_\_5th, \_\_\_\_6th probationary year.

           Tenure                                 Merit Salary Increase

Promotion Other

\_\_\_\_ Periodic Review

## FACTORS OF CONSIDERATION

### Justification for Recommendations (CAM 341.1, D)

*Evaluative statements should be accompanied by supporting evidence. If the evidence does not appear to support the recommendations made, the file will be returned to the reviewing levels for amplification.*

*The evaluator should review effectiveness of the faculty member primarily during this evaluation period. The evaluation should reflect both (1) evidence of merit and (2) suggested areas for improvement. Reference any resources used for evaluation; such as class visitation, conferences, and materials provided by the faculty member. If more space is needed, use an additional page.*

- \*1. **Teaching Performance and/or Other Professional Performance:** Consider such factors as the faculty member's competence in the discipline, ability to communicate ideas effectively, versatility and appropriateness of teaching techniques, organization of course, relevance of instruction to course objectives, methods of evaluating student achievement, relationship with students in class, effectiveness of student consultations, and other factors relating to performance as a teacher, including diversity-related activities. (Include results of Student Evaluation Program.)

### Evidence of Merit:

(Over)

\*Nonteaching academic personnel are to be evaluated on their professional performance.

Form FA109  
Rev. 1/26/94

(Teaching Performance and/or Other Professional Performance, cont.)

Areas and Suggestions for Improvement:

- II. **Professional Growth and Achievement:** Consider such factors as the faculty member's original preparation and further academic training, related work experience and consulting practices, scholarly and creative achievements, participation in professional societies and publications, professional registration, certification and licensing, and diversity-related activities.

Evidence of Merit:

Areas and Suggestions for Improvement:

- III. **Service to University and Community:** Consider such factors as the faculty member's participation in academic advisement, placement follow-up, cocurricular activities, department, school and university committee and individual assignments, systemwide assignments, and service in community affairs directly related to the faculty member's teaching area, as distinguished from those contributions to more generalized community activities, including diversity-related activities.

Evidence of Merit:

Areas and Suggestions for Improvement:

- IV. **Other Factors of Consideration:** Consider such factors as the faculty member's ability to relate with colleagues, initiative, cooperativeness, dependability, ~~and health,~~ etc.

Evidence of Merit:

Areas and Suggestions for Improvement:



## FACULTY EVALUATION FORM

NAME \_\_\_\_\_ FACULTY RANK/STEP \_\_\_\_\_

DEPARTMENT \_\_\_\_\_ SCHOOL \_\_\_\_\_ DATE \_\_\_\_\_

**This is an evaluation for (check applicable blank or blanks):**

Retention to a \_\_\_\_1st, \_\_\_\_2nd, \_\_\_\_3rd, \_\_\_\_4th, \_\_\_\_5th, \_\_\_\_6th probationary year.

\_\_\_\_ Tenure                      \_\_\_\_ Merit Salary Increase

\_\_\_\_ Promotion                      \_\_\_\_ Other

\_\_\_\_ Periodic Review

## FACTORS OF CONSIDERATION

Justification for Recommendations (CAM 341.1, D)

*Evaluative statements should be accompanied by supporting evidence. If the evidence does not appear to support the recommendations made, the file will be returned to the reviewing levels for amplification.*

*The evaluator should review effectiveness of the faculty member primarily during this evaluation period. The evaluation should reflect both (1) evidence of merit and (2) suggested areas for improvement. Reference any resources used for evaluation; such as class visitation, conferences, and materials provided by the faculty member. If more space is needed, use an additional page.*

- \*1. Teaching Performance and/or Other Professional Performance:** Consider such factors as the faculty member's competence in the discipline, ability to communicate ideas effectively, versatility and appropriateness of teaching techniques, organization of course, relevance of instruction to course objectives, methods of evaluating student achievement, relationship with students in class, effectiveness of student consultations, and other factors relating to performance as a teacher. (Include results of Student Evaluation Program.)

### Evidence of Merit:

(Over)

\*Nonteaching academic personnel are to be evaluated on their professional performance.

Form FA109  
Rev. 1/26/94

(Teaching Performance and/or Other Professional Performance, cont.)

Areas and Suggestions for Improvement:

- II. **Professional Growth and Achievement:** Consider such factors as the faculty member's original preparation and further academic training, related work experience and consulting practices, scholarly and creative achievements, participation in professional societies and publications, professional registration, certification, and licensing.

Evidence of Merit:

Areas and Suggestions for Improvement:

- III. **Service to University and Community:** Consider such factors as the faculty member's participation in academic advisement, placement follow-up, cocurricular activities, department, school and university committee and individual assignments, systemwide assignments, and service in community affairs directly related to the faculty member's teaching area, as distinguished from those contributions to more generalized community activities.

**Evidence of Merit:**

**Areas and Suggestions for Improvement:**

- IV. **Other Factors of Consideration:** Consider such factors as the faculty member's ability to relate with colleagues and students (including diversity-related activities), initiative, cooperativeness, dependability, and health, etc.

**Evidence of Merit:**

**Areas and Suggestions for Improvement:**

California Polytechnic State University  
San Luis Obispo, California 93407

Date: September 21, 1993

Copies:

To: Academic Senate Personnel Policies Committee

From: Academic Senate Diversity Summer Task Force  
(Mary Beth Armstrong, Kecia Brown, Lawson Bush,  
David Dubbins, Philip Fetzer, Victor Fonseca,  
Monet Parham, Refugio Rodriguez)

Subject: Diversity Proposal for RPT

During this past summer, the Academic Senate Diversity Summer Task Force met to draft various resolutions that would further the achievement of diversity goals at Cal Poly. After reviewing the Equal Opportunity Advisory Committee's Diversity Proposal for RPT, we wanted to acknowledge our support for its recommendations and add the following:

1. We ask that the Diversity Proposal for RPT be addressed as soon as possible;
2. We recommend that some wording be added to indicate that, without changing the Strategic Plan definition of Diversity, we would like to see special emphasis placed on African-Americans, Latino-Americans, and Native-Americans.

Thank you for your consideration of these items. If you have any questions regarding our committee or the comments given above, please contact Margaret (1258) at the Academic Senate office.



### Diversity Proposal for RPT

To enhance the University's commitment to diversity and to encourage faculty to become more involved, the EOAC proposes that diversity considerations become an integral part of the retention, promotion and tenure (RPT) process. Currently, faculty are asked to show competence in three areas: teaching, scholarship, and University or community service. It is proposed that within each area, diversity-related activities be specifically noted. It is not intended that faculty must fulfill diversity requirements in all three categories. However, diversity-related activities should appear in at least one category.

Diversity, in this context is defined in terms of "differences in age, country of origin, creed, economic background, ethnicity, gender, physical disability, race, and sexual orientation" (Educational Equity Commission, 1992). Diversity-related activities encompass any activities (broadly defined) included within the three areas of RPT consideration (i.e., teaching, scholarship, and University or community service). For example, if one adds materials related to diversity into lectures or teaches a course dealing with diversity, this would be a diversity-related, teaching activity. Scholarship would include research on diversity topics, attending diversity-related conferences/workshops, making presentations at such conferences/workshops, and similar activities. University or community service would include serving on committees associated with diversity, volunteering for organizations that are diversity related, etc. In essence, the definition of what types of activities fit within each of the three categories of evaluation is to be broadly defined.

The purpose of this proposal is not to be punitive, but to facilitate faculty awareness and involvement in this important issue. Because the omission of information dealing with diversity is an omission of knowledge itself, such activity should lead to better teaching, better scholarship and, in the greater humanity for both faculty and students alike.



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.

Miss - Exec 3/1/94

RECEIVED

CAL POLY

State of California

JAN 6 1994

MEMORANDUM

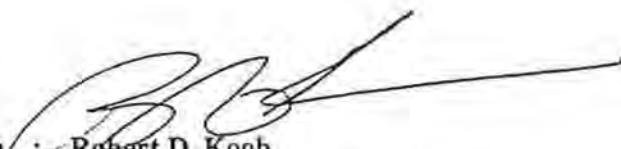
Academic Senate

San Luis Obispo  
CA 93407

To : Calendar and Curriculum Task Force

Date : 3 Jan 94

Copies : W. Baker  
J. Wilson

From :   
Robert D. Koob  
Vice President for Academic Affairs

Subject: Appointment and Meeting

Upon the recommendation of the President and the Academic Senate, the following individuals are appointed to the Calendar and Curriculum Task Force:

Tom Rice	Soil Science
Dan Bertozzi	Business Administration
Jim Harris	EE
Larry Inchausti	English
Jim Mueller	Math
Dennis Nulman	UCTE
Sue Keihn	Student Affairs
Alice Loh	LArch
Brad Grant	Architecture
Andrea Brown	K&PE
Ilene Rockman	Library
Glenn Irvin, chair	Academic Programs

Elaine Ramos-Doyle from Institutional Studies will meet with the task force to support its data needs. Administrative support will come from Academic Programs.

The Task Force's goals are

- to establish principles and framework for baccalaureate programs across the campus
- to construct a template within which the programs will revise their curricula
- to integrate the co-curriculum with the baccalaureate degree
- to guide the process of change in curriculum and calendar.

*Exec files 3/1/94*

**CAL POLY**

San Luis Obispo  
California 93407

## Memorandum

To : Jack Wilson, Chair  
Academic Senate

Date: March 1, 1994

Copies: X

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

Subject : Budget Cuts

As the University moves into yet another year of poor or bleak economic times, we must consider various budget reduction alternatives. The current projections suggest a budget reduction for the campus of between 0 and 6%. The uncertainty of next year's universities budget is due to the system wide mandatory costs, the possible range of revenues from student fees, and the inability to predict state resources. The Academic Senate Budget Committee sees no easy answer to the problem facing Academic Affairs and the Academic Senate on horizontal or vertical cuts. If the past is a picture of the future, we have not seen a pure horizontal or vertical cut, but a combination of both. If the cuts are significant the least destructive to the University "in total" is a vertical cut of some programs. Faculty input for vertical cuts is critical if the best interest of the university is to be preserved. The Academic Senate Budget Committee is not equipped to make a recommendation on the merits of existing programs. This recommendation must come from a faculty committee with that task as its charge. The greatest challenge to the vertical cut is the time lag from action to result because of commitments to students and the time required to eliminate programs. Vertical cuts have many system constraints caused by bargaining agreements, personnel inertia and the necessity to make long term commitments. After the last few years of budget cuts, a pure horizontal cut could force some programs below a level of critical mass. This reasoning then leads to some sort of diagonal cut that can maintain the quality of our existing programs.

Attention: Academic Senators,  
The Budget Committee's recommendations  
above will be discussed at the Academic Senate  
meeting scheduled for Tuesday, March 8, 1994 at  
3pm. Please bring this memo to that meeting.