

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

FILE COPY

Academic Senate
Executive Committee Agenda
November 5, 1991
UU 220 3:00-5:00 p.m.

<u>Member</u>	<u>Dept</u>	<u>Member</u>	<u>Dept</u>
Andrews, Charles (C)	Actg	Mori, Barbara	SocSci
Bertozzi, Dan	BusAdm	Murphy, James	IndTech
Botwin, Michael	ArchEngr	Russell, Craig (Secty)	Music
DeMers, Gerald	PE/RA	Shelton, Mark	CropSci
Devore, Jay	Stats	Vilkitis, James	NRM
Gamble, Lynne (VC)	Library		
Gooden, Reginald	PoliSci		
Kersten, Timothy	Econ		
Koob, Robert	VPAA		
Lomas, Charles	EngrTech		
Lutrin, Sam	StL&Actvs		

Copies: Warren Baker
Glenn Irvin
Howard West

10.15 and 10.22.91
minutes were
removed

- I. Minutes: Approval of the October 15 and October 22, 1991 Academic Senate Executive Committee minutes (pp. 3-10).
- II. Communication(s) and Announcement(s):
 - A. Memo Strickmeier to Andrews dated October 28, 1991 (attachment to this agenda).
 - B. Openings for 1993-94 and 1993-95 International Programs Resident Director Assignments (pp. 11-12).
- III. Reports:
 - A. Academic Senate Chair
 - B. President's Office
 - C. Vice President for Academic Affairs' Office
 - D. Statewide Senators
- IV. Consent Agenda:

GE&B proposal for HUM X402 (p. 13).
- V. Business Item(s):
 - A. Academic Senate/committee vacancies:

Academic Senate:
PCS Replacement for W Reynoso-PATRICIA PONCE ('91-93 term)

Academic Senate committees:

SAED	Constitution & Bylaws	('91-93 term)
	Curriculum (replcmt for D Pierce)	(WTR QTR)
	Elections	('91-93 term)
	Fairness Board (replcmt for Aviles)	(FALL QTR)
	Library (replcmt for P Pangotra)	('91-92 term)
SBUS	Gen Ed and Breadth-WALTER PERLICK	('91-93 term)
	Research-JOHN LINDVALL	('91-92 term)
	UPLC-ALDEN SHIERS	('91-92 term)
PCS	GE&B (replcmt for P Harrigan)	('91-92 term)
	Long-Rg Plg (replcmt for B Williams)	('91-92 term)
	Research (replcmt for A Dominguez)	('91-92 term)

-----> continued on page two

Status of Women Committee:
Part-time faculty representative

GE&B Subcommittee Area E:
Two vacancies + an alternate

University-wide committees:
University Union Advisory Board

Two vacancies (one member and one proxy; this is a voting position)

Conference and Workshop
Advisory Committee

Two vacancies (must be available during summer quarter)

- B. Curriculum proposals for the 1992-1994 catalog (to be distributed).
- C. Appointment of committee members to the ad hoc committee to develop program review criteria **[each caucus chair to provide the name of a nominee to this committee]**.
- D. Appointment of committee members to the ad hoc committee to review (an) improved university hour(s) and lunch hour(s) **[each caucus chair to provide the name of a nominee to this committee]**.

VI. Discussion:

- A. Guidelines for State Faculty Support Grants (pp. 14-17).
- B. Continued discussion of program review process(es) (pp. 18-20).
- C. Formation of ad hoc committee to look at general education and breadth.
- D. Statewide Academic Senate discussion of year round operation.

VII. Adjournment:

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275
(213) 590-5655

RECEIVED

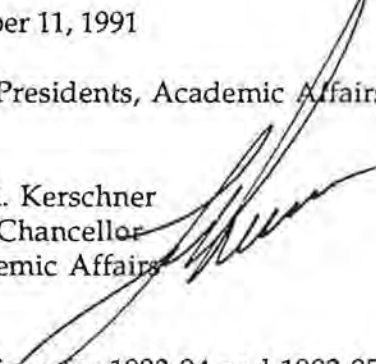
OCT 18 1991

Academic Senate

Code: AA 91 - 20

Date: October 11, 1991

To: Vice Presidents, Academic Affairs

From: Lee R. Kerschner
Vice Chancellor
Academic Affairs 

Subject: Openings for 1993-94 and 1993-95 International Programs Resident
Director Assignments

Enclosed is your copy of a memorandum addressed to your campus representative to the Academic Council on International Programs (ACIP), a sample of the Resident Director application packet, and suggested text for your use in announcing the availability of these challenging and rewarding assignments for qualified CSU faculty.

I would like to ask for your assistance in publicizing and promoting faculty interest on your campus in applying for resident director positions. The International Programs is making a concerted effort to recruit highly qualified faculty and is particularly interested in receiving applications from underrepresented faculty groups, specifically minorities and women. Application packets and further information on the International Programs Resident Director selection process are available from your campus ACIP representative whose name and contact information appears on the attached roster.

Thank you for your assistance.

Distribution:

- Presidents
- Chair, Statewide Academic Senate
- Chair, Statewide and International
Programs Committee, Statewide Academic Senate
- Chairs of Faculty Senate
- Academic Council Member
- Directors of Public Affairs
- IP Campus Coordinators
- Chancellor's Office Staff

**APPLICATIONS INVITED FOR
CSU INTERNATIONAL PROGRAMS RESIDENT DIRECTOR
APPOINTMENTS FOR 1993-94 or 1993-95**

The CSU International Programs is calling for applications for its twelve-month, full-time, academic year Resident Director positions in France, Germany, Italy, Mexico, Spain, for the 1993 calendar year in Zimbabwe and for its twelve-month, part-time, academic year (1/5) positions in Israel and Japan. The term of appointment is usually one year, but may be two years in exceptional cases. A CSU Resident Director position provides qualified CSU faculty members with an opportunity to be a vital part of the special experience of students involved in intercultural learning, to develop their administrative skills, and to utilize their international communicative skills in a rewarding, professional environment. Faculty from all disciplines, minorities, women, and those who have never had the opportunity previously to serve in one of these positions are especially encouraged to apply.

CSU Resident Directors are compensated at their current level of appointment (on a twelve-month basis) and receive a 10% salary differential for overseas assignment. In addition, the International Programs provides the Resident Director (but not dependents) round trip airfare and travel expenses.

To qualify for appointment, applicants must meet these standards: Full-time, tenure-track appointment to the faculty or academic administrative staff of a CSU campus; possession of a Ph.D. or other terminal degree; and appropriate overseas experience. For France, Germany, Italy, and Spain, applicants must possess the ability to speak and write the relevant language. Language ability is highly desirable for the other non-English speaking countries. Administrative ability and a personal and professional commitment to international education are also required. It is desired that applicants have had experience in disbursing and accounting for state funds. For Zimbabwe, experience in sub-Saharan Africa is highly desirable.

Application materials and further information may be obtained from the San Luis Obispo representative to the Academic Council on International Programs, Dr. Donald Floyd in Social Sciences, ext. 2828 or 2260, or contact the Office of International Programs, The California State University, 400 Golden Shore, Suite 300, Long Beach, California 90802-4275, tel: (213) 590-5655.

*The CSU International Programs is an
Affirmative Action/Equal Opportunity Employer*

General Education and Breadth Proposal

1. PROPOSER'S NAME School of Liberal Arts	2. PROPOSER'S DEPARTMENT Humanities
3. SUBMITTED FOR AREA (include section, and subsection if applicable) GE&B Area C.3	
4. THIS PROPOSAL IS FOR: <input type="checkbox"/> New Course <input checked="" type="checkbox"/> Change to an Existing GEB Course <input type="checkbox"/> Existing Course Proposed for Addition to GEB	
5. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION (follow catalog format) HUM X402 VALUES AND TECHNOLOGY (3) Humanistic investigation into the theoretical and practical applications of technology with specific reference to the social effects of technological change. For all majors. Non-technical. 3 lectures. Prerequisite: Junior standing and ENGL 215 or ENGL 218.	
6. SUBCOMMITTEE RECOMMENDATION AND REMARKS The only change being made to this course is the addition of one activity section in place of one of the lecture meetings. APPROVE	
7. GE & B COMMITTEE RECOMMENDATIONS AND REMARKS APPROVE	
8. ACADEMIC SENATE RECOMMENDATION	

GUIDELINES FOR STATE FACULTY SUPPORT GRANTS

The purpose of the State Faculty Support Grant (SFSG) Program is to support research, scholarship, and creative activities that will help faculty remain current in their disciplines and that will contribute to knowledge with the intent of strengthening California socially, culturally, and economically. Faculty defined as members of Unit 3 are eligible to compete for funding. Non-tenured faculty and those in disciplines with few outside resources for research, scholarship, and creative activity are particularly encouraged to apply. Awards will seek to complement and promote the affirmative action and educational equity goals of the CSU system.

Instructional improvement grants per se are not made. That is, the program is intended to fund traditional research, scholarship, and creative activities. The grant activity must be related to the generation of new knowledge and learning or, in the case of the arts, to experimentation in techniques and in the production of art works. Still, in the proposal writers will need to demonstrate how the research, scholarship, or creative activity will improve them as teachers and benefit the instructional program.

Types of Support

The State Faculty Support Grant program supports activities which advance the discipline or field. These activities will use the approaches of a discipline or field to create new and generalizable knowledge, or to develop new art forms or expressions. The program offers four types of support:

- Minigrants of up to \$5,000, to be expended during the academic year. These grants will allow faculty to test promising ideas and obtain preliminary results prior to seeking external support for an activity. Funds may be used to buy adequate computer time, to pay undergraduate and graduate students as research assistants, to purchase secretarial assistance for typing manuscripts and proposals, or for other similar purposes. Minigrants may not be used to buy equipment (i.e., items that cost more than \$500 and that last more than four years), or to buy assigned time.
- One- or two-month summer faculty fellowships to provide support to inaugurate, continue, or complete a project of creative scholarship or research. Summer fellowships must begin after the end of the Spring Quarter and before July 1. While you are holding the Summer Fellowship, you will not be eligible for other additional employment through the CSU or its auxiliaries. Summer fellowships are taxable income.
- Assigned time for research, creative activity, or scholarship. Assigned time of up to 6 WTUs may be requested for up to two quarters in a single academic year.
- A quarter leave at full pay to develop or complete an appropriate activity related to one's academic discipline. Those accepting a quarter's leave will be required to teach the next two quarters in normal rotation immediately following completion of the leave. These guidelines supersede policies stated in CAM 386.6.

Deadlines are as follows:	<u>Category</u>	<u>Deadline</u>	<u>Amount Available</u>
	1991-92 Minigrants	Oct. 15, 1991	\$ 45,000
	Quarter Leave, Wtr/Spr. 1992	Oct. 15, 1991	15,000
	Assigned Time, Wtr/Spr. 1992	Oct. 15, 1991	30 WTUs
	Summer Fellowship, 1992	Jan. 14, 1992	95,000
	1992-93 Minigrants	April 21, 1992	*45,000
	1992-93 Quarter Leave	April 21, 1992	*15,000
	1992-93 Assigned Time	April 21, 1992	*45 WTUs

*Estimated amount, contingent on allocation of funds for the 1992-93 academic year.

You may write a proposal for a single activity that requests support from two different grant categories. For example, you can request a quarter leave, with a minigrant to supply you with materials and supplies. Please note, however, that such requests become expensive. The review committee will consider cost as an element in prioritizing proposals.

Criteria

Proposals will be evaluated on the following criteria:

SIGNIFICANCE: (Including the importance of the topic; role in advancing the field or discipline; need for or anticipated benefit from the creative activity; contribution of the creative activity in fostering excellence, vitality, and diversity in the arts; impact on student learning; relationship to strengthening the curriculum; contribution to knowledge that will strengthen California socially, culturally, and economically; and relationship to the affirmative action goals of the university.) **MAXIMUM SCORE - 5 POINTS**

METHODOLOGY: (Including completeness and precision in detailing such facets as compatibility with stated objectives; overall design or organization; knowledge of related work or implementation of newest findings, time schedule, cost effectiveness of budget. For creative activities, criteria include adequacy of plan for commitment of imagination, thought, and expression in an articulated direction; demonstrated ability to sustain creativity as evidenced by previous work.) **MAXIMUM SCORE - 7 POINTS**

QUALIFICATIONS OF PRINCIPAL INVESTIGATOR AND ADEQUACY OF FACILITIES: (Including consideration of how well prepared the principal investigator/scholar is to pursue the goals of the grant; considers qualifications, promise, and stage of career development of the principal investigator; the availability of facilities, equipment, or other resources necessary to meet the objectives of the grant. For creative activities, criteria include adequacy of the material conditions necessary to facilitate the creation, production, presentation, or exhibition of innovative and diverse work.) **MAXIMUM SCORE - 5 POINTS**

POTENTIAL: (Including consideration of the project's potential for new contributions or promise of leading to external funding.) **MAXIMUM SCORE - 3 POINTS**

Proposal Contents

Each proposal should include a detailed narrative describing the work, a time line for completion of the project, and a statement about how the resources requested are necessary to complete the project. With the exception of summer fellowships, all funds and salary support must be utilized by the end of the academic year. Proposals should cover the following topics in order, as appropriate to field or discipline:

1. A description of the project's goals and objectives in non-technical language.
2. A discussion of significance of the project. You should answer the following questions as they are appropriate to your proposed activity.
 - a. What is the importance of the problem or need for the creative activity?
 - b. How does it your relate to teaching assignment? specific courses? new courses?
 - c. How does what you propose enhance student learning?

- d. What role, if any, will the project play in supporting the university's affirmative action goals?
- e. If project is a creative activity, how will it foster excellence in, or increase appreciation of, the arts?
3. A detailed plan of work, including methodology, tasks, and time schedule.
 - a. What previous work gives evidence of this project's feasibility?
 - b. How is the design related to objectives?
 - c. What are the tasks? Time schedule?
 - d. What facilities or material conditions are needed? Are they available?
 - e. What help is needed? What undergraduate and/or graduate student assistance is needed?
4. A description of how research findings will be used, whether for publication in refereed journals, for presentation in artistic exhibitions, for development of curricular materials, or for other purposes.
5. For minigrants, a budget in which line items are clearly related to the activity of the grant. The budget should follow the format below, listing only the applicable categories. Include an explanation for all line items greater than \$250.

	<u>Amount</u>
Personnel	
Temporary Help	\$ _____
Student Assistant	_____
Graduate Assistant	_____
TOTAL PERSONNEL SERVICES	_____
Operating Expense and Equipment	
Supplies and Services	_____
On-Campus Duplicating	_____
Off-Campus Printing	_____
Travel (In-State)	_____
Travel (Out-of-State)	_____
Other	_____
TOTAL OPERATING EXPENSE	_____
GRAND TOTAL \$	_____

Minigrants must be expended before the end of the fiscal year in which the award is made. Normal state deadline for purchase orders, paying student assistants, and so on, will require that some expenditures be encumbered well before the end of the fiscal year. Ask your department head/chair to help you plan your grant expenditures.

For a summer fellowship, the amount for one month will be the same as the salary payment for the last month (June) of the academic year.

The budget line item for quarter leave salary is calculated at the replacement level; the figure of \$13,500 should be used in all cases. Faculty members who receive quarter leaves, however, will receive their normal salary for the quarter.

APPENDIX A: Resume

A brief biography, including a personal bibliography, listing universities attended, years, degrees, major field, pertinent work, related research, creative activity, or scholarship. A vita or resume must be attached.

APPENDIX B: Other Grants

A list and explanation of the assigned time, sabbaticals, grants, both internal and external, and other monetary awards you have received in the past five years for research, scholarship, and creative activities. You should discuss the availability of grants in your field, specifically in relation to this project. Is outside funding possible at this stage? Later? You may wish to include information about other grant writing efforts you have made or plan to make in relation to your current proposal.

If you received a grant for this activity already, how does this proposal differ from it and relate to that grant? If you have submitted or will be submitting this proposal to any other source, internal or external, for full or partial funding, please explain the circumstances in this appendix.

The above narrative and two appendices should be stapled to the cover page, abstract, and significance forms to complete your proposal. Thirteen copies of the proposal, one with original signatures, are due in the Graduate Studies and Research Office by 5:00 p.m. on the deadline date. If you have questions, please call extension 1508.

Proposal Review and Notification

All proposals will be reviewed by the Academic Senate Research Committee. Minigrants will be effective immediately upon award. Quarter leaves will begin at the start of the leave period. Summer fellowships must begin after the end of the Spring Quarter but before July 1.

Reporting Requirements

Following termination of the grant, a final report with an extended (one to two page) abstract must be filed with the Office of the Associate Vice President for Graduate Studies and Research. This report will describe the results and their impact.

Proposal Checklist:

- ☐ Cover page with signatures (Form SFSG1R)
- ☐ Abstract (Form SFSG2R)
- ☐ Significance and Impact Summary (Form SFSG3)
- ☐ Narrative of proposal
- ☐ Budget (for minigrants only)
- ☐ Appendix A (Resume)
- ☐ Appendix B (Other grants)

9/10/91

PROGRAM REVIEW PROCESS

~~Last spring, there was a committee appointed to assess where budgetary cuts should be made. When this committee reported, the report identified programs which were recommended for elimination and/or restructuring, which were subsequently submitted to the Deans for their recommendations. Unfortunately, the details explaining how these recommendations were developed do not appear to exist at this time. This missing data created much distress and apprehension for faculty, students, and alumni.~~

Last spring, the Program Review Task Force was appointed jointly by Administration and the Academic Senate Executive Committee to identify programs considered to be "at risk" for possible resource reductions. The Program Review Task Force identified certain programs, and the resources associated with them, as "at risk." The committee's recommendations were sent to the Vice President for Academic Affairs and to the deans for final consideration. The purpose of the committee's work was to provide input to the deans for their use and decision making regarding program resource reductions. Unfortunately, the details explaining the criteria used in the process of budget reduction were not available to the Academic Senate which caused distress and apprehension for many faculty, students, and alumni.

One benefit which may be derived from the exercise last spring is the awareness that Cal Poly needs a process for review of programs over time. With such a process in place, the faculty will be in a position to continually assess program effectiveness and need; thus, being in a position to more promptly and orderly respond to administrative and budgetary issues.

A proposal for proceeding with Program Reviews is presented.

The first phase is for the Academic Senate Executive Committee to develop the process which they will then recommend to the Academic Senate. This would include the method for placing persons on the various committees deemed essential to the process. Nomination of persons by the various caucuses would be made to the Academic Senate Executive Committee. The Executive Committee would appoint persons from those nominated, with all units having equal representation.

The first step in the process might consist of establishing an ad hoc committee to identify the factors to be taken into consideration in the evaluation process of the program review. This committee would report its recommendations back to the Academic Senate for approval.

The second step might be to establish a Program Review Committee to perform the actual reviews, using the factors identified by the ad hoc committee and approved by the Academic Senate.

The ad hoc committee would recommend to the Academic Senate the factors which they identify as pertinent for assessing the value and success of a program. A part of the assessment might be whether a particular program supports the mission of this institution.

Factors which might be identified for the program review are:

Review of Student Related Factor:

- Size of applicant pool vs number of slots available
- Average SAT scores of enrolled first time freshmen
- Average GPA of transfer students
- Retention rates
- Graduation rates
- Placement results
- Input from alumni 5 years after graduation, including information on career progression (via survey)
- Comparative analysis with external similar programs

Review of curriculum

- Overlap of courses taught in-house vs similar courses offered in other departments (course duplication)
- Intellectual challenge of courses
- Course prerequisites
- Number of units required for the degree
- Number of units taken from program sponsor vs number of units taken from other areas
- Enrollment in upper division/graduate sections
- Grade distributions in courses provided within the program for students in that program
- Credentials of the faculty; degrees held, professional development accomplished, etc.

These are some of the factors which might be considered in the development of the review. In addition, this committee will recommend the valuative process to be used in applying and assessing the factors. Once approved, the factors and the process will be applied in the review of all programs, on an ongoing basis.

There will be a Program Review Committee which will be charged with evaluating the information provided on each program under review, using the factors and process developed.

The function of this committee will be to provide recommendations to the program faculty and the Academic Senate as to ways to address any weaknesses or deficiencies that have been identified. These recommendations, based upon the review and documented, may range from restructuring of courses to relocation of the faculty into other schools, departments, etc. This Committee will need to maintain careful and complete records of discussions and decisions in order to clarify, if needed, any recommendations made.

In determining when a program should be reviewed, such a review should be coordinated with an external accreditation review of

that program. This would minimize the amount of repetitive data gathering that might otherwise occur. In the initiation of the review process, the Academic Senate might choose to start with those programs which were placed under stress with the report from last spring.

It is not the objective of this review to eliminate programs, per se. The reviews should provide an opportunity for a program to improve and gain academic strength, and to become more efficient and effective in the servicing of students.

Each committee would be free to seek information from administrative sources. Each committee is responsible to the Academic Senate and as such reports to that body.

Due to the operating procedures of the Academic Senate, the process will take longer than might be desired. A possible schedule would be:

October 15	Proposal to Executive Committee
October 29	Proposal to Academic Senate for action
November 5	Executive Committee appoints committees
January 8	Report from Ad Hoc Committee on Evaluation
January 14	Executive Committee consideration of report
January 28	Executive Committee recommendation to Academic Senate
January 31	Valuative Factors to Program Review Committee
March 31	Report from PRC on first review to Executive Committee

Realistically, we should be anticipating further reductions for the next academic year. If the faculty are to have a voice in determining where those reductions will take place, then we must quickly move to address how the impact of such an occurrence may be minimized, while maintaining or improving program quality and servicing the students. A well designed and carefully implemented program review will aid in accomplishing the tasks which we will be confronting.

BALLOT TO ELECT TO THE CRITERIA-SETTING PROGRAM REVIEW TASK FORCE

Berman, James	Ag Engr	_____
Pedersen, Mary	Food Sci/Nutri	_____
Howard, Bill	City & Reg Plang	_____
Rogers, John	Bus Admin	_____
Biggs, Joe	Mgtmt	_____
Davis, Kim	Engr Tech	_____
Byars, Nan	Engr Tech	_____
Murphy, Jim	Indust Tech	_____ <i>withdrew</i>
Head, Dwayne	PE/RA	_____
Yoshimura, Mike	Bio Sti	_____
Kim, Chi Su	Library	_____

SIA - vacant

Spring Exec Com 11.5.91

AD HOC COMMITTEE FOR PROGRAM REVIEW CRITERIA

PURPOSE:

The purpose of the Ad Hoc Committee is to develop all identifiable aspects of criteria, program review committee size and composition, and process for program review, with the objective of improving academic quality of programs available at Cal Poly.

AD HOC COMMITTEE MEMBERSHIP:

Committee membership shall consist of 8 persons, one from each school and one from the Library. These persons will be appointed by vote of the Executive Committee of the Academic Senate.

Vacancies on the Committee will be filled by the same process, following nomination by the caucus from the school/library in which the vacancy occurred.

AD HOC COMMITTEE CHARGE:

1. This committee is to identify and recommend those factors which it deems relevant to the assessment of the quality of any academic program at Cal Poly. Such factors may be qualitative or quantitative in nature, but should be applicable, as nearly as possible, to all programs.
2. Recommend a process for applying the criteria in order to evaluate a program.
3. Recommend a report format for communicating the results of the evaluation to the Academic Senate and to the Administration.
4. Recommend the size, composition, and program selection process for the Program Review Committee.
5. Prepare a resolution to be submitted to the Academic Senate, which transmits the recommendations developed by the Ad Hoc Committee for Program Review Criteria.

6 Report to H.S. by 12.5.91

BIOLOGICAL SCIENCES DEPARTMENT

October 28, 1991

1992-94 CATALOG PROPOSALS - REVISED

ITEMS THAT WERE TABLED OR DISAPPROVED SPRING 1991

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

V	A	C
P	S	C
		A
		A
		A

I. Marine Biology Concentration, B.S. Biological Sciences

Delete from BS Biological Sciences and create new Marine Biology and Fisheries Concentration under BS Ecology and Systematic Biology.

II. Fisheries and Wildlife Concentration, B.S. Ecology and Systematic Biology

Split concentration into:

Marine Biology and Fisheries Concentration, BS Ecology and Systematic Biology

Wildlife Biology Concentration, BS Ecology and Systematic Biology

Wms. ExCom 11.5.91

1992-94 CATALOG PROPOSALS - REVISED
ITEMS THAT WERE TABLED OR DISAPPROVED SPRING 1991

V	A	C
P	S	C

II. CHANGES TO EXISTING COURSES -----

- A
-
- A

A
A

- AAAA

AAAAA

AAA

- A
-
- A
-
- A

A
A
A
A
A

17. Move AE 445, FOR 350/450, STAT 313 to restricted electives list
 18. Change restrictive electives from (1) to (7) with prior written approval of adviser
 19. Change units from (29) to (26)
- Parks and Forest Recreation Concentration
21. Move CONS 120, FOR 342, FOR 350, NRM 203 to restricted electives list
 22. Delete NRM 410 Resource Recreation Management (4)
 23. Delete NRM 417 Resource Recreation Planning (3)
 24. Add FNR 100/339/COOP 486 (2/2/6)
 25. Add restricted electives with prior written approval of adviser (12)

1990-92

Environmental Management Concentration

FNR 339 Internship in FNR or	
FNR 400 Special Problems	4
FNR 405 Applied Resource Analysis	4
FNR 407 Environmental Law	3
FNR 408 Water Resource Law and Policy	3
POLS 314/POLS 404/POLS 405	3
FNR 417 Resource Recreation Planning	3
ENVE 330 Environmental Quality Control	3
CRP 212 Introduction to Urban Planning	3
SS 433 Land Use Planning	3

29

1992-94

Environmental Management Concentration

FNR 339 Internship in FNR or	
FNR 400 Special Problems	4
FNR 404 Environmental Law	3
FNR 408 Water Resource Law and Policy	3
CRP 212 Introduction to Urban Planning	3
ENVE 330 Environmental Quality Control	3
SS 433 Land Use Planning	3
Restricted electives with prior written approval of adviser	7
	<u>26</u>

1990-92

Forest Resources Management Concentration

FNR 332 Forest Products	3
FNR 333 Hardwood Management	3
FNR 342 Fire Ecology	3
FNR 345 Chaparral Management	3
FNR 434 Tree Growth and Wood Properties	3
Restricted electives with prior written approval of adviser	14

29

1992-94

Forest Resources Management Concentration

FNR 332/434/438	2
FNR 333 Hardwood Management	3
FNR 100/339/CoOp.	4
FNR 342 Fire Ecology	3
Restricted electives with prior written approval of adviser	14
	<u>26</u>

1990-92

Forest Resources Urban Forestry Concentration

FNR 325 Woodlot Management	3
FNR 333 Hardwood Management	3
FNR 342 Fire Ecology	3
FNR 350 Urban Forestry	3
FNR 450 Community Forestry	3
FNR 311 Environmental Interpretation	4
OH 421 Arboriculture	4
OH 422 Advanced Arboriculture	2
SS 310 Urban Soils	3
Restricted elective with prior written approval of adviser	1

29

1992-94

Forest Resources Urban Forestry Concentration

FNR 325 Woodlot Management	3
FNR 333 Hardwood Management	3
FNR 350 Urban Forestry	3
FNR 450 Community Forestry	3
Restricted electives with prior written approval of adviser	9
	<u>26</u>

1990-92

**Forest Resources Watershed, Chaparral, and
Fire Management Concentration**

FNR 204 Resource Fire Control	2
FNR 250 Survey and Mgmt of Mediterranean Ecosystems	2
FNR 340 Resource Fire Management	2
FNR 342 Fire Ecology	3
FNR 345 Chaparral Management	3
FNR 350 Urban Forestry or FNR 450 Community Forestry	3
FNR 441 Forest and Range Hydrology	3
AE 445 Remote Sensing	3
SS 440 Forest and Range Soils	4
STAT 313 Applied Experimental Design and Regression Models	3
Restricted elective with prior written approval of adviser	1
	<hr/> 29

1990-92

Parks and Forest Recreation Concentration

FNR 342 Fire Ecology	3
FNR 350 Urban Forestry or FNR 450 Community Forestry	3
FNR 203 Resource Law Enforcement	3
FNR 311 Environmental Interpretation	4
FNR 410 Resource Recreation Management	4
FNR 417 Resource Recreation Planning	3
CONS 120/FNR 120 Fish & Wildlife Mgmt	3
LA 363 Recreation and Open Space Planning and Design	3
REC 210 Programming for Leisure	3
	<hr/> 29

1992-94

**Forest Resources Watershed, Chaparral, and
Fire Management Concentration**

FNR 204 Resource Fire Control	2
FNR 250 Survey and Management of Mediterranean Ecosystems	2
FNR 340 Resource Fire Management	2
FNR 342 Fire Ecology	3
FNR 345 Chaparral Management	3
FNR 441 Forest and Range Hydrology	3
SS 440 Forest and Range Soils	4
Restricted electives with prior written approval of adviser	7
	<hr/> 26

1992-94

Parks and Forest Recreation Concentration

FNR 100/339/CoOp.	4
FNR 311 Environmental Interpretation	4
LA 363 Recreation and Open Space Planning and Design	3
REC 210 Programming for Leisure	3
Restricted electives with prior written approval of adviser	12
	<hr/> 26

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State of California

California Polytechnic State University
San Luis Obispo, California 93407

OCT 28 1991

Memorandum

Academic Senate

To : Charles T. Andrews, Chair
Academic Senate

Date : October 28, 1991

Copies : Academic Senate
Executive Committee

From : H. Bernard Strickmeier
Mathematics Department

WBS

Subject : Mustang Daily Article of October 24

I read your comments in the October 24, Mustang Daily concerning my non-reappointment to the IRA Board with some confusion and disappointment. While you are quoted as not knowing "how the Executive Committee members considered the appointment [of Lutrin]," you go on to imply that they did not reappoint me because of my failure to report to the Executive Committee. Referring to me, you are quoted as saying, "Out of all his years of serving on the committee, he never told us anything. He has never once to my knowledge, ever discussed a decision made in IRA or an issue before IRA with the Academic Senate Committee, the body that nominated him to represent them."

Your statement raises several questions in my mind. Are you saying that I was not reappointed because of failure to report? If so, why did you not tell me that in your memo of October 15, or during our phone conversation of October 17? Why on October 17, did you tell me you had no idea why I was not reappointed? Were you speaking for yourself or for the Executive Committee when you expressed your concern over my failure to report?

I must say that I find this sudden concern over my failure to report a little confusing. For thirteen years I have been continually reappointed to the IRA Board by various Senate Executive Committees. Not once was I asked for a report, and not once did I suspect that my performance was less than satisfactory. In fact, I assumed that my continual reappointment was an indication that I was performing my duties satisfactorily.

I find the sudden interest in the IRA Board by the Senate Executive Committee very interesting. Since 1978, the chair of the Senate Budget Committee has been an ex-officio member of the Board. With the exception of Jim Conway, who attended meetings faithfully in that capacity, the minutes

of the IRA Board meetings will show that Budget Committee chairs rarely, if ever, attended. (If memory serves me correctly, you did attend one meeting during your tenure as Budget Committee chair). If the Executive Committee felt deprived of information concerning IRA matters, why did they not ask me for reports or insist that their other representative on the Board attend meetings?

In conclusion, I would like to point out that I did not inform the Mustang Daily about my non-reappointment or ask them to interview me. The article by me that appeared in the Mustang Daily on October 24, was submitted as a letter to the editor after I was contacted for an interview by Ms. Rehrman, and, thus, did not initiate the Daily's interest in this matter.

I would also like to point out that throughout the interview with Ms. Rehrman, I scrupulously avoided speculation as to why I was not reappointed. I stated only that I had been given no reason for, and no notification of my non-reappointment. Now after reading your comments, I know why I was not reappointed. I only wish that you would have chosen a somewhat less public forum to convey to me the Executive Committee's dissatisfaction with my performance during the last thirteen years.

ELECTION RESULTS FOR THE SELECTION COMMITTEE FOR DEAN OF THE SCHOOL OF AGRICULTURE

rec'd / # ret'd

School of Agriculture (total ballots mailed = 115)

Phillip Doub	(Agribusiness)	63/98
Mary Pedersen	(Food Sci/Nutri)	51/98

runoff election needed between:

William Kellogg	(Ag Education)	36/98
Doug Piirto	(NRM)	35/98
Leslie Ferreira	(Dairy Science)	33/98
Robert Rutherford	(Ani Sci/Industry)	30/98
Jo Ann Wheatley	(Crop Science)	30/98

School of Architecture (total ballots mailed = 76)

Jens Pohl	(Architecture)	23/25
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School of Business

no nominees

School of Engineering (total ballots mailed = 144)

Jack Wilson	(Mechanical Engr)	59/59
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School of Liberal Arts (total ballots mailed = 139)

Barbara Cook	(Social Sciences)	22/75
Donald Grinde	(History)	27/75
Douglas Smith	(English)	26/75

School of Professional Studies (total ballots mailed = 68)

Laura Freberg	(Psyc/Human Dev)	16/52
Barbara Weber	(Home Economics)	36/52

School of Science and Mathematics (total ballots mailed = 138)

Myron Hood	(Math)	51/51
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Professional Consultative Services (total ballots mailed = 78)

Johanna Brown	(Library)	15/47
Carolyn Proctor	(Career Servs)	20/47
Meredith Takken	(Financial Aid)	12/47