

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

FILE COPY

Academic Senate
Executive Committee Agenda
January 14, 1992
UU 220 3:00-5:00 p.m.

<u>Member</u>	<u>Dept</u>	<u>Member</u>	<u>Dept</u>
Andre, Barbara	StLf&Actvs	Lomas, Charles	EngrTech
Andrews, Charles (C)	Actg	Mori, Barbara	SocSci
Botwin, Michael	ArchEngr	Murphy, James	IndTech
DeMers, Gerald	PE/RA	Peach, David	Mgtmt
Devore, Jay	Stats	Russell, Craig (Secty)	Music
Gamble, Lynne (VC)	Library	Shelton, Mark	CropSci
Gooden, Reginald	PoliSci	Vilkitis, James	NRM
Kersten, Timothy	Economics	Copies: Warren Baker	
Koob, Robert	VPAA	Glenn Irvin	
		Howard West	
		Geoff Austin	
		Kristin Burnett	

- I. Minutes:
Approval of the December 3, 1991 Academic Senate Executive Committee minutes (pp. 3-5).
- II. Communication(s) and Announcement(s):
- A. Faculty Director for the Institute for Teaching and Learning (pp. 6-7).
 - B. Academic Senate of the CSU Resolution on Opposition to AB 2134 (Polanco); Graduate Programs and Studies (AS-2028-91/GA) (pp. 8-14).
 - C. Academic Senate of the CSU Resolution on Affirmative Action Recruitment and Retention Incentive (AS-2057-92/FA) (p. 15).
 - D. Ad Hoc Committee to Review the State of Computer Literacy (p. 16).
 - E. American Freshman Survey (p. 17).
- III. Reports:
- A. Academic Senate Chair
 - B. President's Office
 - C. Vice President for Academic Affairs' Office
 - D. Statewide Senators
 - E. Euel Kennedy, Interim Director for Enrollment Support Services
- IV. Consent Agenda:
- A. Selection of part-time representative to the Academic Senate for Winter Quarter 1992 - ROBERT SATER (Ind Engr)
 - B. GE&B course proposal for MU X325-Vilkitis, Co-Chair of the GE&B Committee (p. 18).
- V. Business Item(s):
- A. Academic Senate/committee vacancies:

Academic Senate committees:

SAED	Constitution & Bylaws	('91-93 term)
	Curriculum (Wtr Qtr replcmt for Pierce)	(WTR QTR)
	Elections	('91-93 term)
	Library (replcmt for P Pangotra)	('91-92 term)
PCS	GE&B - PATRICIA PONCE	('91-92 term)
	Long-Rg Plg - WAYNE MONTGOMERY	('91-92 term)
	Research - CHI SU KIM	('91-92 term)
	Status/Women (replcmt for V Bross)	('91-92 term)
	GE&B Blue Ribbon Subcommittee -	
	LYNNE GAMBLE, SAM LUTRIN, WENDY REYNOSO,	
	GEORGE STANTON	

continued on page two ---->

12.3.91
minutes
were removed

Status of Women Committee:
Part-time faculty representative

GE&B Subcommittee Area E:
One vacancy + an alternate

University-wide committees:
University Union Advisory Board

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

- B. Appointment to the CSU Academic Council on International Programs (ACIP), '92/93-'95/96 term (pp. 19-24).
 - C. Charge to the Constitution and Bylaws Committee regarding a Bylaws modification to change the votes needed to win an election from a "majority" to a "plurality."
 - D. Report from the Program Review Criteria-setting Task Force-Pedersen, Chair of the Task Force (to be hand delivered when received).
 - E. Selection of members to the Program Review Committee (for evaluation of programs).
 - F. Resolution on Visibility of the Policy on Cheating and Plagiarism-J Murphy, Chair of the Instruction Committee (pp. 25-26).
 - G. Faculty representative on the Director of Athletics Selection Committee (pp. 27-28).
- VI. Discussion:
- A. Policy Statement for UCTE committee representation.
 - B. Report of the Task Force on Retroactive Withdrawal (pp. 29-32).
 - C. NASULGC's efforts to litigate the Department of Defense's exclusionary policies based on sexual orientation (pp. 33-34).
 - D. Intercollegiate athletics program: faculty review (p. 35).
 - E. Draft Statement of Commission Policy on Diversity (pp. 36-55).
 - F. Regional Faculty Discussions on Academic Program Priority (pp. 56-58).
 - G. Academic Senate committee assignments and status reports (to be distributed).
- VII. Adjournment:

THE CALIFORNIA STATE UNIVERSITY

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DEC 12 1991

Code: AARD 91-15

Academic Senate

Date: December 5, 1991

To: Vice Presidents, Academic Affairs

From: Lee R. Kerschner
Senior Vice Chancellor
Academic Affairs

DEC 9 1991

Subject: Faculty Director for the Institute for Teaching and Learning

The Institute for Teaching and Learning Advisory Board is searching for a Faculty Director for the Institute. The position has been established as a temporary assignment in which a tenured member of the CSU faculty will be released from all campus duties in order to serve full time at the Office of the Chancellor as the ITL Director. The term of the appointment will be two to three years, subject to negotiation with the campus as well as evaluation and renewal by the ITL Advisory Board. ITL will reimburse the campus at the level of Assistant Professor, Step 8.

We ask your help in identifying qualified CSU faculty members who might be considered for this position. The ITL Board will begin reviewing resumes on January 10, 1992. Ideally, the Faculty Director will be selected prior to the all-university conference on teaching and learning and will begin work during the spring term of 1992.

Attached is a position announcement which provides further background information and describes the duties of the Director, terms and conditions of the assignment, and application procedures. Applications and nominations should be addressed to:

ITL Advisory Board
Jacquelyn Kegley, Chair
CSU Office of the Chancellor
400 Golden Shore, Suite 132
Long Beach, California 90802-4275

A completed application must include evidence of support of this appointment by the applicant's department chair, dean, and vice president for academic affairs.

Distribution:

Presidents
Members, Academic Senate CSU
Chairs, Campus Academic Senates

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DEC 9 1991

ACADEMIC
PROGRAMS

Position Announcement

FACULTY DIRECTOR
CSU INSTITUTE FOR TEACHING AND LEARNING

Background Information

The Institute for Teaching and Learning was created in 1986 by the Chancellor and the Statewide Academic Senate of the California State University. ITL is a statewide research, development, and dissemination organization devoted to improvement of instruction: its primary mission is to assist faculty in teaching their disciplines to students. Under the guidance of a systemwide advisory board, the ITL works with CSU campuses to stimulate the interests and promote the involvement of faculty in improving the teaching and learning process. As a priority concern, ITL addresses the teaching and learning issues involved in the education of ethnic and other minorities and women. The Institute maintains a small central staff at the CSU Office of the Chancellor in Long Beach.

Duties of the Director

The Director of the Institute for Teaching and Learning is responsible for planning, implementing, administering, and evaluating all statewide initiatives conducted through the Institute. Under general supervision of the State University Dean for Instructional Improvement, the Director is in charge of the full range of research, development, and dissemination programs of the ITL. The Director is supported by an Assistant Director and a Student Assistant; and shares a clerical Staff Assistant with the State University Dean.

Duties of the Director include, but are not limited to: serving as chief staff to the Institute Advisory Board, editorial board, national advisors, and various project steering committees; establishing priorities for research and development in teaching and learning; organizing the work of faculty coordinators, consultants, researchers, and project directors; editing the ITL Newsletter; maintaining effective liaison with the twenty CSU campuses through the offices of the vice presidents for academic affairs, the campus centers for teaching and learning, and the academic senates; linking with and providing support to faculty groups engaged in instructional improvement efforts; overseeing the publication of materials contributing to the improvement of teaching and learning; maintaining a statewide data base and clearinghouse of faculty projects; preparing budgetary proposals and grant proposals; managing grant programs; sponsoring meetings, conferences, and workshops on topics related to instructional improvement; and representing the Institute with external agencies including state and federal government, national organizations, and foundations.

Terms and Conditions of the Position

The Director of the Institute for Teaching and Learning is a tenured member of the faculty of the California State University. The position is a two- or three-year assignment, subject to evaluation and renewal by the ITL Advisory Board. Through a special agreement with the home campus, the ITL Faculty Director is released from all local campus duties in order to work full time at the Office of the Chancellor. The Director's position is a 12-month position, and the faculty member will be compensated at his or her regular rate during the summer months. No transportation or relocation subsidy or support will be provided in conjunction with this assignment.

Application Procedures

Prospective candidates should submit: 1) a cover letter which describes your interest in and qualifications for the position; 2) your resume; 3) the names of four references familiar with your contributions in the area of teaching and learning; and 4) evidence of the support of your department chair, dean, and academic vice president for your candidacy for this assignment. Applications and nominations should be addressed to: ITL Advisory Board, Jacquelyn Kegley, Chair, CSU Office of the Chancellor, 400 Golden Shore, Suite 132, Long Beach, California 90802-4275. Review of resumes will begin on January 10, 1992. The Faculty Director will begin this assignment during spring term of 1992.

Academic Senate
of
THE CALIFORNIA STATE UNIVERSITY

AS-2028-91/GA
September 5-6, 1991

1

OPPOSITION TO AB 2134 (POLANCO): GRADUATE PROGRAMS AND STUDIES

- WHEREAS, The California State University is committed to providing all qualified students access to its programs, both undergraduate and graduate; and
- WHEREAS, The CSU recognizes that its commitment to access must include special efforts to ensure that historically underrepresented groups are admitted, retained, and graduated; and
- WHEREAS, In the case of graduate programs, such efforts in the CSU have included the implementation of such programs as the Graduate Equity Fellowship Program for Underrepresented Students, The Forgivable Loan/Doctoral Incentive Program, and the Pre-Doctoral Program; and
- WHEREAS, The CSU's commitment to campus-based and systemwide educational equity programs is evidenced by its maintenance of full financial support for these programs despite severe budget shortfalls; and
- WHEREAS, Criteria and standards for admission to CSU graduate programs specify the preparation necessary for advanced study in specific disciplines; and
- WHEREAS, The faculty who create and deliver the graduate curricula are best able to determine the nature of preparation needed for success in their respective programs; and
- WHEREAS, AB 2134, by requiring that the Trustees develop standard admissions for all graduate programs, fails to recognize the valued nature of graduate programs and the relationship between admissions criteria and standards and student preparation for advanced study in a particular discipline; and

(over)

WHEREAS, AB 2134, by requiring that the "social science and humanities departments at each campus of the CSU shall ensure that subjects especially relevant to minorities and women are integrated fully with the methodologies of each discipline," unacceptably mandates curriculum, ignoring the necessary central oversight that faculty must maintain over the subject matter of academic disciplines; and

WHEREAS, In requiring, subject to the availability of funds appropriated by the legislature, the provision of "research fellowships for individuals from historically and currently underrepresented or economically disadvantaged groups and women to conduct research in their respective communities," AB 2134 inappropriately limits areas and scopes of funded research; therefore be it

WHEREAS, The "pay for performance" program contemplated in AB 2134, whereby annual salary adjustments shall be tied to numbers of underrepresented students in a program, is an inappropriate way to assess "progress toward diversity and educational equity"; and intrudes on legislatively-established collective bargaining processes; therefore be it

RESOLVED: That the Academic Senate of the California State University reaffirm its commitment to diversity and educational equity in its graduate programs and urge the continuation of existing programs and development of new programs that increase admission, retention and graduation of members of underrepresented groups; and be it further

RESOLVED: That the Academic Senate CSU oppose AB 2134 (Polanco): Graduate Programs and Studies because of its contemplation of inappropriate methods for achieving and assessing progress toward diversity and educational equity.

AMENDED IN ASSEMBLY JUNE 25, 1991

AMENDED IN ASSEMBLY MAY 7, 1991

AMENDED IN ASSEMBLY APRIL 16, 1991

CALIFORNIA LEGISLATURE—1991-92 REGULAR SESSION

ASSEMBLY BILL

No. 2134

Introduced by Assembly Member Polanco

March 8, 1991

An act to add Article 6 (commencing with Section 89250) to Chapter 2 of Part 55 of, and to add Chapter 10 (commencing with Section 92700) to Part 57 of, the Education Code, relating to postsecondary education.

LEGISLATIVE COUNSEL'S DIGEST

AB 2134, as amended, Polanco. Graduate programs and studies.

Under existing law, the California State University and the University of California are the institutions of public higher education that provide graduate instruction.

This bill would require the Trustees of the California State University and the Regents of the University of California to develop a standard admissions process when developing standards and criteria for graduate school admissions. The bill would require those entities to ensure that the persons determining the standards for admissions are broadly representative of the ethnic composition of California, that the respective graduate departments maintain regular and ongoing contact with representatives from California's diverse communities concerning the admissions standards and requirements, and that the standards and criteria for graduate school admissions are well publicized throughout California and the nation.

The bill would require that the Trustees of the California State University and the Regents of the University of California submit annual reports to the Legislature concerning graduate studies, ensure that graduate departments and faculty members recruit undergraduate students for graduate training, establish a graduate affirmative action policy, ensure that certain students receive faculty and departmental support in developing applications for fellowships, develop and submit to the Legislature a detailed affirmative action plan, perform self-assessment programs, and establish and implement for each campus a pay-for-performance program, as specified.

The bill also would require the California State University and the University of California to establish an office for graduate affirmative action, would require all graduate departments to report specified information to that office, and would require the office to inform denied applicants of the reasons why the applicant failed to be admitted and provide access to the faculty evaluations on the candidate.

The bill would further require the social science and humanities department at each campus of the California State University and the University of California to ensure that subjects especially relevant to minorities and women are integrated fully with the methodologies of each discipline.

The bill would require that, in order to prepare minority and women graduate students to achieve excellence, research assistantships and teacher assistantships be provided to them, as specified by the trustees and the regents, as applicable.

The bill would provide that certain of its provisions shall not be implemented unless and until the Legislature makes funds available for that purpose.

The bill would specify that its requirements would not apply to the University of California unless the Regents of the University of California, by resolution, make them applicable.

Vote: majority. Appropriation: no. Fiscal committee: yes. State-mandated local program: no.

The people of the State of California do enact as follows:

1 SECTION 1. (a) The Legislature finds and declares
2 that the educational and research missions of California's
3 public colleges and universities depend on the effective
4 utilization of the intellectual resources of talented and
5 able individuals from all of California's diverse
6 communities, and that diversity in graduate-level
7 programs is essential to quality instruction for
8 undergraduates and research which is responsive to the
9 state's economic and social needs.

10 (b) Nothing in this act shall be construed to lower
11 academic standards for graduate admissions.

12 SEC. 2. Article 6 (commencing with Section 89250) is
13 added to Chapter 2 of Part 55 of the Education Code, to
14 read:

Article 6. Graduate Programs

18 89250. When developing standards and criteria for
19 graduate school admissions, the trustees shall develop a
20 standard admissions process for all graduate programs in
21 the California State University system and shall ensure all
22 of the following:

23 (a) The persons determining the standards for
24 admissions are broadly representative of the ethnic
25 composition of California.

26 (b) The graduate departments maintain regular,
27 ongoing contact with representatives from California's
28 diverse communities concerning the admissions
29 standards and requirements.

30 (c) The standards and criteria for graduate school
31 admissions are well publicized throughout California and
32 the nation.

33 89251. The trustees shall submit an annual report to
34 the Legislature listing, by department, graduate
35 admissions policy, success in diversity efforts in order to
36 show trends in accomplishing diversity, the average time
37 taken to obtain a graduate degree, and the graduation
38 rates for graduate students by ethnicity.

1 89252. The trustees shall encourage graduate
2 departments and faculty members to recruit
3 undergraduate students for graduate training by
4 designing summer programs and other support and
5 educational programs that enable individuals from
6 historically and currently underrepresented or
7 economically disadvantaged groups and women to
8 participate in faculty research projects and by assisting
9 these students in developing a strong graduate school
10 admissions application package.

11 89253. The trustees shall establish a graduate
12 affirmative action policy whereby all applicants from
13 historically and currently underrepresented or
14 economically disadvantaged groups and women who
15 meet graduate requirements for admission to the
16 university are guaranteed admission to departments in
17 which those groups are currently underrepresented.

18 89254. The California State University shall establish
19 at each campus an office for graduate affirmative action.
20 All graduate departments shall be required to report to
21 that office the number of applicants and faculty
22 evaluations completed on candidates from historically
23 and currently underrepresented or economically
24 disadvantaged groups and women who have been denied
25 admission by the graduate department. Each office for
26 graduate affirmative action shall inform denied
27 applicants of the reasons why the applicant failed to be
28 admitted and provide access by the candidate to the
29 faculty evaluations on the candidate.

30 89255. In order to build quality into the graduate
31 training of minority and women students interested in
32 researching their own communities, the social science
33 and humanities department at each campus of the
34 California State University shall ensure that subjects
35 especially relevant to minorities and women are
36 integrated fully with the methodologies of each
37 discipline.

38 89256. In order to prepare minority and women
39 graduate students to achieve excellence, research
40 assistantships and teacher assistantships shall be provided

1 to them, as specified by the trustees. Research
2 assistantships and teacher assistantships shall include
3 close interaction with faculty sponsors and support
4 services from the department.

5 89257. The trustees shall ensure that minority and
6 women graduate students receive faculty and
7 departmental support in developing applications for
8 fellowships to support research and the written portion of
9 the students' master's theses to facilitate degree
10 completion.

11 89258. The trustees shall provide research fellowships
12 for individuals from historically and currently
13 underrepresented or economically disadvantaged groups
14 and women to conduct research in their respective
15 communities while pursuing a graduate degree.

16 89259. The trustees shall develop and submit to the
17 Legislature a detailed graduate five-year affirmative
18 action plan that lists the goals by department in each of
19 the respective campuses. The plan shall also outline the
20 intentions and program commitments of the campuses in
21 recruiting and diversifying the graduate student body.

22 89260. The trustees shall perform self-assessment
23 programs on each of the campuses and shall do all of the
24 following with respect to graduate students:

25 (a) Examine the environment of institutions with
26 specific attention to the identification of differences in
27 perceptions among individuals of various groups at the
28 graduate level.

29 (b) Provide information to facilitate campuswide
30 introspective analyses and self-improvement activities.

31 (c) Promote the establishment of realistic standards
32 by which progress can be measured.

33 (d) Recognize the uniqueness of institutions and their
34 surrounding communities as an important element in
35 examining campus environments.

36 89261. The trustees shall establish and implement for
37 each campus a pay-for-performance program as part of
38 the annual performance evaluations for faculty
39 department heads and graduate school deans and
40 provosts. It is the intent of the Legislature that this

1 program serve as a measurement to evaluate the progress
 2 toward diversity and educational equity annually. This
 3 measurement of diversity and educational equity shall
 4 carry equal weight toward the overall evaluation of each
 5 of those individuals as other measurements used. These
 6 measurements shall be equally weighted and used when
 7 determining the annual salary adjustment of each of
 8 those individuals.

9 *89262. Except for Section 89259, this article shall not*
 10 *be implemented unless and until the Legislature makes*
 11 *funds available for the purposes of implementing this*
 12 *article.*

13 SEC. 3. Chapter 10 (commencing with Section 92700)
 14 is added to Part 57 of the Education Code, to read:

15 CHAPTER 10. GRADUATE STUDIES

16
 17
 18 92700. When developing standards and criteria for
 19 graduate school admissions, the Regents of the University
 20 shall develop a standard admissions process and shall
 21 ensure all of the following:

22 (a) The persons determining the standards for
 23 admissions are broadly representative of the ethnic
 24 composition of California.

25 (b) The graduate departments maintain regular,
 26 ongoing contact with representatives from California's
 27 diverse communities concerning the admissions
 28 standards and requirements.

29 (c) The standards and criteria for graduate school
 30 admissions are well publicized throughout California and
 31 the nation.

32 92701. The Regents of the University of California
 33 shall submit an annual report to the Legislature listing, by
 34 department, graduate admissions policy, success in
 35 diversity efforts in order to show trends in accomplishing
 36 diversity, the average time taken to obtain a graduate
 37 degree, and the graduation rates for graduate students by
 38 ethnicity.

39 92702. The Regents of the University of California
 40 shall encourage graduate departments and faculty

1 members to recruit undergraduate students for graduate
 2 training by designing summer programs and other
 3 support programs that enable individuals from
 4 historically and currently underrepresented or
 5 economically disadvantaged groups and women to
 6 participate in faculty research projects and by assisting
 7 these students in developing a strong graduate school
 8 admissions application package.

9 92703. The Regents of the University of California
 10 shall establish a graduate affirmative action policy
 11 whereby all applicants from historically and currently
 12 underrepresented or economically disadvantaged groups
 13 and women who meet graduate requirements for
 14 admission to the university shall be guaranteed admission
 15 to departments in which those groups are currently
 16 underrepresented.

17 92704. The Regents of the University of California
 18 shall establish at each campus an office for graduate
 19 affirmative action. All graduate departments shall be
 20 required to report to that office the number of applicants
 21 and faculty evaluations completed on candidates from
 22 historically and currently underrepresented or
 23 economically disadvantaged groups and women who
 24 have been denied admission by the graduate
 25 department. Each office for graduate affirmative action
 26 shall inform denied applicants of the reasons why the
 27 applicant failed to be admitted and provide access by the
 28 candidate to the faculty evaluations on the candidate.

29 92705. In order to build quality into the graduate
 30 training of minority and women students interested in
 31 researching their own communities, the social science
 32 and humanities department at each campus of the
 33 University of California shall ensure that subjects
 34 especially relevant to minorities and women are
 35 integrated fully with the methodologies of each
 36 discipline.

37 92706. In order to prepare minority and women
 38 graduate students to achieve excellence, research
 39 assistantships shall be provided to them for the first two
 40 years of graduate study, and teacher assistantships shall

1 be provided to them after those two years, as specified by
2 the Regents of the University of California. Research
3 assistantships and teacher assistantships shall include
4 close interaction with faculty sponsors and support
5 services from the department.

6 92707. The Regents of the University of California
7 shall ensure that Black, Latino, Asian, Pacific Islander,
8 and Native American graduate students receive faculty
9 support in developing applications for fellowships to
10 support research and write-up phases of the degree
11 process.

12 92708. The Regents of the University of California
13 shall provide Black, Latino, Asian, Pacific Islander, and
14 Native American graduate students with fellowships to
15 facilitate the written portion of their masters theses and
16 doctoral dissertations and to facilitate degree completion.

17 92709. The Regents of the University of California
18 shall provide research fellowships for Black, Latino,
19 Asian, Pacific Islander, and Native American graduate
20 students to conduct research in their respective
21 communities while pursuing a graduate degree.

22 92710. The Regents of the University of California
23 shall develop and submit to the Legislature a detailed
24 graduate five-year affirmative action plan that lists the
25 goals by department in each of the respective campuses.
26 The plan shall also outline the intentions and program
27 commitments of the campuses in recruiting and
28 diversifying the graduate student body.

29 92711. The Regents of the University of California
30 shall perform self-assessment programs on each of the
31 campuses and shall do all of the following with respect to
32 graduate students:

33 (a) Examine the environment of institutions with
34 specific attention to the identification of differences in
35 perceptions among individuals of various groups at the
36 graduate level.

37 (b) Provide information to facilitate campuswide
38 introspective analyses and self-improvement activities.

39 (c) Promote the establishment of realistic standards
40 by which progress can be measured.

(d) Recognize the uniqueness of the institutions and
their surrounding communities as an important element
in examining campus environments.

92712. The Regents of the University of California
shall establish and implement for each campus a
pay-for-performance program as part of the annual
performance evaluations for faculty department heads
and graduate school deans and provosts. It is the intent
of the Legislature that this program serve as a
measurement to evaluate the progress toward diversity
and educational equity annually. This measurement of
diversity and educational equity shall carry equal weight
toward the overall evaluation of each of those individuals
as other measurements used. These measurements shall
be equally weighted and used when determining the
annual salary adjustment of each of those individuals.

92713. No provision of this chapter shall apply to the
University of California, unless the Regents of the
University of California, by resolution, make that
provision applicable.

92714. *Except for Section 92710, this chapter shall not
be implemented unless and until the Legislature makes
funds available for the purposes of implementing this
chapter.*

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-2057-92/FA
January 9-10, 1992

10

AFFIRMATIVE ACTION RECRUITMENT AND RETENTION INCENTIVE

- WHEREAS, The 1988 California State University Task Force on the Recruitment and Retention of a High Quality Faculty recommended that CSU "employ a faculty of the highest quality which increasingly represents and reflects the ethnic and cultural diversity of the state"; and
- WHEREAS, Article 16.2 of the current Collective Bargaining Agreement permits campus presidents to offer salary supplements (limited to a six-year period) to facilitate the affirmative recruitment and retention of faculty from underrepresented groups; and
- WHEREAS, Implementation of the affirmative action salary supplement provision is about to commence; and
- WHEREAS, While the first priority for these salary supplements is "to enable departments to have a composition comparable to the available workforce," Article 16.2 states that "the funds may also be used to enable departments to increase their faculty diversity to assist in enhancement of the departments' educational program"; and
- WHEREAS, The allocation of funds to enhance educational programs should be guided by well-considered educational policy which has been developed through consultation with campus senates; therefore be it
- RESOLVED: That the Academic Senate of the California State University recommend that campus senates initiate discussion of how affirmative action salary supplements should be applied on their campuses so as to best provide for the faculty diversity needed to enhance educational programs.

State of California

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CAL POLY

San Luis Obispo, CA 93407

MEMORANDUM

JAN 6 1992

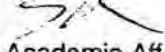
Academic Senate

To: School Deans, Susan Roper
Arthur Gloster, David Walch,
David Kapic

Date: January 3, 1992

File No.:

Copies: Warren Baker
Charles Andrews ✓

From: Robert D. Koob, 
Vice President for Academic Affairs

Subject: Nomination for Representation on IRMPPC
Ad Hoc Committee to Review the State of Computer Literacy

I am requesting that you nominate an individual from your respective areas to serve on an ad hoc committee which I am forming to review the state of computer literacy at Cal Poly. As background, a sub-committee of the IRMPPC recommended and the IRMPPC accepted, that this ad hoc committee be formed to define: 1) the computer competence desirable for newly admitted students; 2) the computer competence desirable for all students graduating from Cal Poly; and 3) the appropriate curricular elements that need to be in place to move students from the skill level at admission to the desired skill level by graduation. This ad hoc committee will be composed of individuals from the following campus areas:

1 representative from each instructional school and the University
Center for Teacher Education

1 representative from Information Systems

1 representative from the University Library

1 representative from the IRMPPC

1 representative from the Associated Students, Inc.

Appointment to this ad hoc committee will be for a one-year period in order to complete its charge. Please provide my office with your nomination no later than Friday, January 24, 1991. If you have any questions, please feel free to contact me.

State of California

Memorandum

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JAN 6 1992

CAL POLY
SAN LUIS OBISPO
CA 93407

To : Charlie Andrews, Chair
Academic Senate

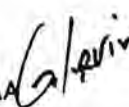
Academic Senate

Date : 23 Dec 91

File No.:

Copies : R. Koob

From : Glenn Irvin
Associate VPAA



Subject: American Freshman Survey

Charlie,

Attached is the information we discussed concerning the American Freshman Survey. I've talked with Bob Koob, the Academic Affairs Staff, Hazel Scott, Roger Swanson, and Jim Maraviglia about this, and they are all interested. Some have worked with the survey previously and found it very useful.

I'd appreciate the Senate reviewing the material. If all agree, we'll try to set it in place as soon as possible. Our feeling is that it can be accommodated during WOW Week. The data will help us learn more about our students and give us a national, longitudinal data base for comparison.

If you have any questions, please call.

General Education and Breadth Proposal

1. PROPOSER'S NAME Clifton Swanson	2. PROPOSER'S DEPARTMENT Music
3. SUBMITTED FOR AREA (include section, and subsection if applicable) C.3	
4. THIS PROPOSAL IS FOR: <input type="checkbox"/> New Course <input type="checkbox"/> Change to an Existing GEB Course <input checked="" type="checkbox"/> Existing Course Proposed for Addition to GEB	
5. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION (follow catalog format) MU X325 Concert Attendance (London) Concert attendance for MU 324 Music & Society course taught in London. Must be taken in conjunction with MU 324.	
6. SUBCOMMITTEE RECOMMENDATION AND REMARKS MU 324 is currently listed in GE&B Area C.3. MU X325 is a one-unit activity course to be taken concurrently with MU 324 by students in the London Study program. The Music Department would like students to be able to receive GE&B Area C.3 credit for the activity portion of the course.	
7. GE & B COMMITTEE RECOMMENDATIONS AND REMARKS Approve	
8. ACADEMIC SENATE RECOMMENDATION	



CALIFORNIA STATE UNIVERSITY, LONG BEACH

December 9, 1991

RECEIVED

DEC 12 1991

Academic Senate

Dr. Charles Andrews
Chair, Academic Senate
California Polytechnic State
University, San Luis Obispo
San Luis Obispo, California 93407

Dear Dr. Andrews:

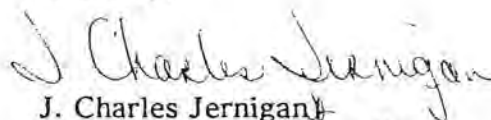
Our records indicate that the appointment of Donald Floyd, San Luis Obispo's representative on the Academic Council on International Programs (ACIP) will expire at the end of the current academic year.

In accordance with the ACIP Bylaws (enclosed), I am advising you of the impending vacancy so that an appointment can be made according to the procedures developed by the Academic Senate on your campus. The required term of appointment is three academic years, and the incumbent member may be reappointed for only one term. Dr. Floyd is not eligible for reappointment. I am requesting that written notification of your campus's representative be submitted to me by March 15, 1992. The appointment will become effective on July 1, 1992.

Members of the ACIP serve in dual capacity as the primary representative of the International Programs on campus and as representatives of the campus in the process of the formulation of policy for the International Programs. Involvement in ACIP is rewarding, as well as demanding. Campus representatives play a key role in promoting International Programs on campuses, advising resident director applicants, and in directing the campus student selection effort. The standing committees of ACIP require substantial time commitments from representatives in activities that include the selection of resident directors, academic program review, and student selection. The individual appointed as ACIP representative should represent appropriate academic constituencies on your campus and should be aware of the level of time and energy required in this appointment.

Please call me if you have questions in this matter at (310) 985-4239. Thank you for your assistance.

Sincerely,


J. Charles Jernigan
Chair, Academic Council on
International Programs

jkt

cc: Dr. Donald Floyd, ACIP Member
Dr. Robert D. Koob, Vice President, Academic Affairs
Dr. Sandra Wilcox, Chair, Statewide Academic Senate
Dr. Brenda S. Robinson, Dean, International Education
Dr. Richard Sutter, Director, Office of International Programs

**BY-LAWS OF THE ACADEMIC COUNCIL ON INTERNATIONAL PROGRAMS
OF
THE CALIFORNIA STATE UNIVERSITY**

GENERAL PRINCIPLE

The Academic Council on International Programs (ACIP) has been established by the Board of Trustees of The California State University (CSU) as an advisory board to the Chancellor. The ACIP assists the Office of International Programs (OIP) in the development of policies and procedures relating to international educational activities within OIP's assigned areas of responsibility. The ACIP ensures on-going communication and consultation between the campuses of the CSU and OIP.

MEMBERSHIP OF THE COUNCIL

One member will be appointed by each campus of the CSU according to procedures developed by its local Academic Senate. Appointees must be either tenured, or tenure-track, members of the teaching faculty, or hold an academic/administrative appointment, and should have demonstrated their interest in international/intercultural education through personal participation in activities such as:

- The CSU International Programs (IP), for example through advising and selecting student participants
- Exchange programs
- Campus affiliation with overseas universities
- Global education/internationalization of the curriculum
- Governance of overseas study programs
- Interaction with foreign students
- Fulbright, or other international scholarship programs
- Other significant overseas experience

Three student members and three alternates will be appointed from the International Programs alumni student body to serve for one year in accordance with selection guidelines established by the ACIP. Student members are not eligible for reappointment.

The period of appointment for members of the ACIP other than student members shall be three academic years. Incumbent members may be reappointed for one additional three-year term; they may not serve more than six consecutive years. Impending vacancies on the ACIP will be reported to the chairs of the appropriate campus academic senates by October 31 each year. Appointments (and reappointments) of members will be announced by CSU campuses by February 1 of the final year of an appointment, and will become effective on July 1.

DUTIES OF MEMBERS

Duties of members of the ACIP include, but are not limited to, the following:

1. Becoming an informed and knowledgeable representative of campus views and activities on concerns of international education, prepared to participate in the development of systemwide policies and procedures. This includes:
 - Maintaining communication with appropriate campus officials and organizations
 - Becoming informed of ACIP goals and By-laws
 - Being well informed on the whole range of OIP responsibilities and current issues.
2. Providing leadership for the campus-based activities of the International Programs, to include:
 - a. Becoming thoroughly familiar with IP publications such as the IP Campus Representatives Handbook, the Resident Director's Handbook, the IP Bulletin, and the Student Experience Series prepared by students at IP's overseas centers.
 - b. Cooperating with the IP Campus Coordinator in planning IP activities, such as:
 - Establishing a publicity and recruiting plan and calendar of activities
 - Outreach to faculty
 - Participating in campus meetings
 - Academic and personal advising of students
 - Directing the campus selection procedure for IP applicants, appointing Campus Selection Committee members, and reviewing local procedures for interviews
3. Participating in the orientation of their successors as campus ACIP representatives.
4. Attending meetings of the ACIP and serving on one of its standing committees.

GOVERNANCE OF THE COUNCIL

Meetings of the ACIP will be held at least twice a year. The officers of the ACIP are the Chair of the ACIP and the chairs of the standing committees provided for herein. Election of officers for the ACIP will take place at the last meeting of the year.

The ACIP shall elect one of its members to serve as Chair. The term of appointment shall be two years. An incumbent shall not be eligible for reelection. The Chair of the ACIP, in consultation with the Executive Committee, establishes

the agenda for meetings and may speak for and represent the interests and concerns of the ACIP and act on its behalf when required. The Chair will report to the ACIP at its next meeting any actions taken in its name since its last meeting.

The ACIP will elect a chair to each standing committee for a term of two years. An incumbent shall not be eligible for reelection. Committee chairs may speak for and represent the interests of their respective committees and act on their behalf when called upon to do so. Committee chairs will report to their respective committees at the next meeting any actions taken on their behalf since their last meeting.

Except as may be otherwise provided for in these By-laws, Robert's Rules of Order (Revised) shall govern procedure and debate for the ACIP and its committees.

STANDING COMMITTEES

Executive Committee

The Executive Committee is composed of the Chair of the ACIP, the chairs of the standing committees (Academic and Fiscal Affairs, Faculty Affairs, and Student Affairs), and a student member, with the immediate past Chair of the ACIP and the Director of International Programs serving as ex officio, non-voting members.

The Executive Committee is responsible for:

1. Appointing members to the standing committees.
2. Assisting the Chair of the ACIP in planning ACIP activities.
3. Providing for periodic reviews of the ACIP By-laws, preparing revisions and proposing amendments as required.
4. Developing and recommending to the ACIP programs and procedures to increase awareness of the activities and interests of the ACIP within the CSU community, including recognition of services of special contributions to international education in the CSU.
5. Preparing an annual report of ACIP activities, interests, and concerns for the CSU Board of Trustees, the Chancellor and Presidents of the CSU and other officers and faculty of the CSU.
6. Preparing, when necessary, a slate of candidates for Chair of the ACIP and/or standing committee chairs. Additional nominations may be made from the floor, provided that each such nomination receives a second.
7. Acting of behalf of the ACIP when it is not in session.
8. Participating in an advisory role to the Chancellor in the appointment of the Director of International Programs and to the Director in the appointment of the Assistant Director.
9. Fulfilling other functions as needed.

Academic and Fiscal Affairs Committee

The Academic and Fiscal Affairs Committee is responsible for:

1. Making recommendations for the development of the International Programs in accordance with the Academic Master Plan of the CSU, to include:
 - Developing new overseas study opportunities.
 - Reviewing and reporting on academic and other operations at International Programs overseas centers.
2. Making recommendations for future budgets and reviewing proposed budgets.
3. Fulfilling other functions as needed.

Faculty Affairs Committee

The Faculty Affairs Committee is responsible for:

1. Developing Guidelines for the recruitment, selection, training, and debriefing of Resident Directors.
2. Evaluating applicants for Resident Director and recommending those best qualified to the Director of International Programs.
3. Developing proposals and policies for international faculty exchange programs.
4. Fulfilling other functions as needed.

Student Affairs Committee

The Student Affairs Committee is responsible for:

1. Developing criteria for selection of students for overseas programs.
2. Selecting students who will participate in the program.
3. Reviewing and reporting on student services and other operations at International Programs overseas centers.
4. Exploring ways of obtaining financial aid for disadvantaged students.
5. Fulfilling other functions as needed.

CHANGES IN BYLAWS

These By-laws may be amended upon the recommendation of any member of the ACIP. Recommended changes must be presented for a first reading at a regularly scheduled meeting of the ACIP, but may not be enacted until approved by a simple

majority at the next meeting of the ACIP. In emergencies, this provision may be waived by a two-thirds majority of voting members at a regularly scheduled or special meeting of the ACIP.

[Adopted by the ACIP April 10, 1987]
Revised April 19, 1990

Adopted:

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

Background Statement: Campus Administrative Manual (CAM) articles 684, et al, state in part: "The University will not condone academic cheating or plagiarism in any form..." These articles further define cheating and plagiarism and what procedures shall be followed when cheating or plagiarism is noted.

While it must be accepted that all students are aware, prima facie, what cheating and plagiarism are, and as such that to cheat or plagiarize is unacceptable behavior, reference to these factors is not well publicized in documents readily available to students. Specifically, the current University Catalog references the California Administrative Code in its appendix on page 739, a few pages short of the end of the catalog. The University Winter 1992 Schedule of Classes likewise offers a single line (in small print) near the back of the schedule under the major topic of Campus Rules. This latter reference is found under Article IX. PETS ON CAMPUS.

AS- -92/
RESOLUTION ON
VISIBILITY OF THE POLICY ON CHEATING AND PLAGIARISM

- WHEREAS, California Polytechnic State University is governed by certain regulations as published, specifically Title V of the California Administrative Code and the Campus Administrative Manual; and
- WHEREAS, Section 41301 of the California Administrative Code identifies cheating or plagiarism as one of many actions which justifies expulsion, suspension or probation of students; and
- WHEREAS, Campus Administrative Manual (CAM), section 684, "Academic Dishonesty: Cheating and Plagiarism" further establishes university policy and defines cheating and plagiarism; and

RESOLUTION ON VISIBILITY OF THE
POLICY ON CHEATING AND PLAGIARISM
AS- -92/IC
Page Two

WHEREAS, The University Catalog and the Schedule of Classes publications do not adequately address the issues of cheating and plagiarism, and as reference to these are neither identified in tables of contents or indexes; therefore, be it

RESOLVED: That the statement below be printed in both the University Catalog and the Schedule of Classes immediately following the Table of Contents of each document, and that this statement be given a single page and be in bold print:

CHEATING AND PLAGIARISM

**CAL POLY WILL NOT CONDONE
ACADEMIC CHEATING OR PLAGIARISM IN ANY FORM**

Cheating or plagiarism in any form is considered a serious violation of student behavior and will result in disciplinary action which can include failure in the course, a letter to the Vice President of Student Affairs, and ultimately expulsion from the university for repeated offenses.

The formal policy on cheating and plagiarism (including definitions, sanctions, and appeal procedures) can be found in the Campus Administrative Manual. Learning to think and work independently is part of the educational process. Accordingly, the policy can be summarized simply:

As a student, you are responsible
for your own work and you are
responsible for your actions.

Cheating and plagiarism are defined in the Campus Administrative Manual, section 684. In addition, the Rules and Regulations, as stated in the Appendix of the University Catalog and the quarterly Schedule of Classes, further clarify appropriate disciplinary action when a student cheats or plagiarizes. All faculty and students are encouraged to review these documents to ensure such activities do not occur.

Proposed By: Academic Senate
Instruction Committee
January 14, 1992

CAL POLY

Position Available

California Polytechnic State University

San Luis Obispo, CA 93407

DIRECTOR OF ATHLETICS

General Description of the Position

Applications and nominations are invited for the position of Director of Athletics (Full-time, 12-Month, Administrator III), with an intended appointment date of August 1, 1992. The Director of Athletics is responsible to the President of the University on policy matters and reports directly to the Vice President for Academic Affairs. The Director: (a) is responsible for the overall supervision of the University's Intercollegiate Athletics Program, including the management of personnel, finances, program promotion, facilities, equipment, and compliance to campus, State and NCAA rules; (b) is required to demonstrate strong management and communication skills; (c) must have an understanding of the role of athletics within the University structure and its relation to the educational mission of the University; (d) must be an advocate of positive academic progress of those students participating in intercollegiate athletics; (e) must possess the ability to work effectively with students, faculty, and administration, as well as off-campus constituencies; and (f) must have the ability to actively promote the support of athletics with both on and off campus groups including students, faculty, alumni, local businesses and boosters.

Qualifications

Successful candidates will possess a minimum of a master's degree in an appropriate field, with a doctorate preferred. Some university or college-level administrative experience is required, experience as a Director of Athletics or an Associate Director of Athletics at NCAA Division I level is preferred. The candidate's experience must provide evidence of an understanding and working knowledge of all facets of a broad athletics program including budget management, long-range planning, marketing, and a demonstrated commitment to abide by NCAA rules, Title IX and affirmative action policies.

Compensation

Salary is commensurate with the background and experience of the individual selected. Cal Poly offers excellent fringe benefits. All rights associated with this appointment are governed by the Management Personnel Plan adopted by the Board of Trustees of The California State University.

The University

Cal Poly offers a comprehensive Intercollegiate Athletics Program with 9 men's and 7 women's teams (men's football, soccer, wrestling, and baseball; men's and women's basketball, cross country, track, tennis, and swimming; and women's volleyball and softball). All teams participate in NCAA championships, and the University is a member of the combined men's and women's California Collegiate Athletic Association (CCAA), and the Western Football Conference (WFC). Wrestling and women's volleyball participate at Division I level. The Wrestling team is a member of the PAC 10 and women's volleyball compete as an independent. All other teams currently compete at Division II level. The University is committed to moving all teams to NCAA Division I level competition at the earliest possible date.

The Community

San Luis Obispo, with about 50,000 residents, is located on the Central Coast midway between San Francisco and Los Angeles, and 10 minutes from the Pacific Ocean. Excellent recreational facilities are available, and the area has an outstanding climate that is temperate year-round.

Applications/Nominations

Applications and/or nominations will be considered until the position is filled. However, for full consideration, applications should be submitted by **March 15, 1992**. Cal Poly is strongly committed to achieving excellence through cultural diversity. The University actively encourages applications and nominations of women, persons of color, and members of other underrepresented groups. Applicants should include a current resume and the names, address, and telephone numbers of at least three professional references. Applications, nominations, and inquiries should be addressed to:

A. Charles Crabb
Interim Associate Vice President for Academic Resources
California Polytechnic State University
San Luis Obispo, CA 93407
(805) 756-2186
FAX (805) 756-5292

Affirmative Action/Equal Employment Opportunity

RECEIVEDCalifornia Polytechnic State University
San Luis Obispo, California 93407

DEC 12 1991

MEMORANDUM

Academic Senate Date: December 9, 1991To: ✓ Members of Student Progress Committee and
Registration and Scheduling CommitteeFrom: Euel W. Kennedy *EWK*
Director
Enrollment Support Services

File: SPC&R&S.DOC

Copies: Retroactive Withdrawal
Task Force

Subject: Report of the Task Force on Retroactive Withdrawal

Attached is a one page form (front and back) for the "Petition for Retroactive Withdrawal" which has been developed by the task force jointly established by the Student Progress and Registration and Scheduling Committees. This relatively complete form is self-explanatory, but details can be provided by members of the committees who also were appointed to the task force. In the case of the Student Progress Committee, these include Kent Butler, Harry Fierstine, and Steve Kaminaka. In the case of the Registration and Scheduling Committee, joint members included: Kathleen Bianchini, Doug Keeseey, Robin Loftus, and Wally Mark. Other members represented Student Affairs (Kerry Yamada and Nancy Reynolds) and the Academic Senate (Andy Proctor). Coordination and assistance were provided by Gerry Panches and myself.

The task force was supportive of a mechanism by which students could withdraw (completely) from a previous quarter (within certain time limits) during which the student "unofficially withdrew." Quality control would be via a standard form and a small Committee on Retroactive Withdrawal which would meet as required to act on the petitions. As regards what might be termed "selective course by course retroactive withdrawals," the task force was strongly opposed to such activity and noted that the existing structure already provided a mechanism, namely, the Petition for Special Consideration.

Recommendations on the composition of the proposed Committee on Retroactive Withdrawal included: Two (2) members recommended by the Deans Council and one (1) member recommended by the Academic Senate. The handling of the petitions and the coordination of the meeting would be handled by the Director of Enrollment Support Services or his/her designee. The latter position is ex officio and non-voting.

On behalf of the joint task force, I request that the Student Progress Committee examine the petition, and if acceptable, forward the petition along with other relevant information to the Chair of the Academic Senate for their consideration.

Pending acceptance by the Student Progress Committee, I would like to put the Petition for Retroactive Withdrawal into production and to appoint an advisory committee (to the Director of Enrollment Support Services) consisting of Kent Butler, Harry Fierstine, and Andy Proctor to act in the manner consistent with the functions of the proposed Committee on Retroactive Withdrawal. The Registrar, Gerry Punches, will be my designee. There is no mechanism currently in place to serve this role, so this action will not impact existing practice.

If upon review by the Academic Senate other modifications are recommended and forwarded to the Director of Enrollment Support Services, those recommendations will be incorporated into the ad hoc mechanism. Pending favorable action by the Academic Senate and President Baker, the ad hoc mechanism will be replaced by the formal one proposed herein.

RETROACTIVE WITHDRAWAL POLICY AND PROCEDURES

WHO MAY FILE:

A student may petition to have all grades retroactively changed to the administrative grade of "W" if he/she can demonstrate and document that there were serious and compelling reasons or circumstances which compelled the unofficial withdrawal during the quarter in question.

A student may not retroactively withdraw from selected courses during a particular quarter, but must petition to withdraw from the entire quarter.

Reasons for filing a retroactive withdrawal include:

1. Extended illness or accident involving the student or a member of his/her immediate family. Documentation from a physician must be supplied to verify the illness or accident. If the accident did not necessitate the attendance of a medical doctor, other appropriate documentation must be supplied (insurance or police report, etc.)
2. Personal problems of a serious nature such as divorce, death in the family, significant financial loss, or severe emotional stress. All such cases must be documented.
3. Reasons of a serious and unusual nature as determined to the Committee on Retroactive Withdrawal's satisfaction. In such cases, corroborating evidence is required.

NOTE: If the retroactive withdrawal is approved and the student received financial aid or benefits which were dependent on the completion of reasonable academic progress standards, the student may have such funds and benefits suspended and may be subject to repayment of allowances received for the term that the retroactive withdrawal occurred.

General Procedures: Students who wish to apply for retroactive withdrawal must do so within **one calendar year of the last day of the quarter for which retroactive withdrawal is being requested.** A student does not have to be enrolled at this University at the time the application for retroactive withdrawal is submitted.

Procedures for Filing Petition for Retroactive Withdrawal: Petitions are available from the Records Office.

The Student must:

1. Complete the Retroactive Withdrawal Petition (reverse side).
2. Write and attach separate, detailed statement (one typed page) explaining the reasons for not attending classes and for not withdrawing from the University during the quarter(s) in question..
3. Attach official documentation to substantiate reason for withdrawal.
4. Turn in the completed and signed Petition to the Records Office.

The Committee on Retroactive Withdrawal will:

1. Meet, discuss, and evaluate the Petition and supporting evidence. There may be instances when a faculty member or student services representative will be present to speak on behalf of a student.
2. Notify the student of the decision of the Committee.

If the petition is approved, it will be sent to the Records Office for the proper posting to the student's permanent record (transcript).

- a. The original grades will be deleted and replaced with "W" grades.
- b. A footnote will be placed on the student's transcript noting that Retroactive Withdrawal was granted and the effective date.

- 32 -
PETITION FOR RETROACTIVE WITHDRAWAL

Before filing this petition, please read the "Retroactive Withdrawal Policy and Procedures" on the reverse side of this form. Please prepare for the Committee's consideration a well documented, detailed explanation of the reasons for your request for "Retroactive Withdrawal." You must clearly establish the "serious and compelling reason" for your withdrawal. Documentation such as doctor's certification, hospital bill, or similar will be required. File the petition with the Records Office. You will be notified of the action taken as soon as possible.

NAME _____ I.D. _____

MAJOR DEPARTMENT _____

ADDRESS _____ PHONE _____

CITY _____ STATE _____ ZIP _____

QUARTER(S) IN QUESTION _____ Currently Enrolled: Yes ___ No ___

1. Were you receiving veteran's benefits? Yes ___ No ___
2. Were you receiving any financial aid through CPSU? Yes ___ No ___
3. Are you requesting a refund of fees? Yes ___ No ___

Preferred form of refund (if approved): Credit refund to account _____ Issue a check _____

Briefly state the reason for this petition below. Attach detailed explanation and documentation to substantiate reason for withdrawal.

Signature of Student

Date

ACADEMIC ACTION TAKEN

Date _____

YOUR PETITION:

1. _____ is granted.
2. _____ is returned for more specific information. Please resubmit with an additional explanatory statement or documentation as noted. _____
3. _____ is denied. Reason for denial is attached.

FINANCIAL ACTION TAKEN

YOUR PETITION FOR A FEE REFUND

1. _____ is granted.
2. _____ is denied.

Accounts Receivable Office Use Only:

1
Subcode _____
Date _____ User _____
1

Distribution: Original to Records
Copies: Accounts Receivable, Dean's Office and Student

Signature of Director of Enrollment Support Services
or Designee

The University of Kansas

Pharmaceutical Chemistry

RECEIVED

JAN 5 1992

Academic Senate

RECEIVED

JAN 2 1991

Academic Senate

December 18, 1991

Faculty Senate President

Dear Colleague:

I am writing on behalf of the University of Kansas Chancellor's Committee on Discrimination in ROTC.

We were pleased to learn that the NASULGC (National Association of State Universities and Land Grant Colleges) board has taken a strong position against the Department of Defense policy which discriminates against gays and lesbians by denying them equal access to ROTC programs. They have further declared their intention to seek support for studying the feasibility of supporting litigation to invalidate Department of Defense policy excluding students from ROTC based on sexual orientation.

Our committee has sent the attached letter of endorsement and support to NASULGC. Our committee's action will also be brought to the attention of our University governance organization for discussion and possible further action.

We bring this to your attention at this time for possible discussion and action at your university.

Please keep us informed of further action on this matter at your university, and if there are plans for joint initiatives to which we may lend our support and participation.

Sincerely,



S. Lindenbaum, Ph.D.
Professor, Chair of Chancellor's
Committee on Discrimination in ROTC

SL:th
Attachment

The University of Kansas

Pharmaceutical Chemistry

December 18, 1991

National Association of State
Universities and Land Grant Colleges
Office of the President
Dr. Robert L. Clodius
1 Dupont N.W.
Suite 710
Washington, D.C. 20036

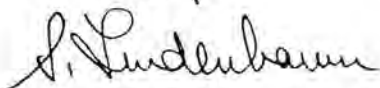
Dear Dr. Clodius:

The University of Kansas Chancellor's Committee on Discrimination in the ROTC was pleased to receive your News Release of November 12, and the Report of the Legal Affairs Committee concerning the exclusion of students from ROTC programs.

We endorse your statement reaffirming the rights and opportunities of all college students to enroll in ROTC classes for which they have academic preparation and the rights of all students in ROTC to be eligible to receive full ROTC benefits. We are also delighted to hear of the Association's intention "...to serve as fiscal agent for grant funds that may be obtained to study and, if feasible, to support litigation by appropriate parties to invalidate the Department of Defense policy excluding students from ROTC classes based on sexual orientation."

Please keep us informed of further action taken by the Association in this matter, and let us know if there are ways that we may support and aid your efforts.

Sincerely,



S. Lindenbaum, Ph.D.
Professor, Chair of Chancellor's
Committee on Discrimination in ROTC

SL:th

State of California

California Polytechnic State University
San Luis Obispo, CA, 93407

MEMORANDUM

To: Charlie Andrews
Chair, Academic Senate

Date: Dec. 9, 1991
cc Exec. Committee

From: Sam Luttrell
Academic Senate Representative
IRA Committee

Re: Intercollegiate Athletics Program: Faculty Review

I recommend that the Academic Senate Executive Committee set into motion a process through which faculty recommendations about the Intercollegiate Athletics Program be generated. While students have passed a fee increase in support of a move to Division I, the program needs faculty review because state and Foundation funds will be needed.

As we've discussed previously, I feel certain that the recently approved \$43 student fee increase is only the tip of the iceberg as far as use of university resources is concerned.

At a meeting of the IRA Committee with President Baker, the student chair asked Baker to make a commitment to provide some degree of "guaranteed" state funds for Athletics. In other words, he was asked to guarantee a certain level of state funds so that students would definitely get a strong Division I program for their money. He declined to do so. Yet, I fear that pressure for this type of commitment will increase as athletics' costs escalate. Last year's ad hoc program review committee reported on the floor of the Senate that their initial stance had been to cut Intercollegiate Athletics before any academic program cuts were made.

I'm also concerned that, even if no additional state funds are committed to Athletics, Foundation funds which could be used to help alleviate budget problems in the academic program area will be committed to Athletics.

I deeply regret that I was unable to persuade the IRA Committee to hold off the fee referendum until February. I believe that had it been postponed, the outcome would have been different. It was obvious to me that the votes just weren't there and that the Committee strongly favored the referendum. I doubt that anyone could have held this off.

I know that some faculty are interested and very concerned about this program. All of them should be--especially in this time of dwindling resources.

I've been happy to keep you informed of my efforts in the IRA Committee throughout the last few months. I would be pleased to attend the Executive Committee meeting when you take this up.



ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

RECEIVED

400 Golden Shore, Suite 134, Long Beach, California 90802-4275 • (213) 590-5578 or 5550, ATSS: 835-5578 or 5550

Office of the Chair

Academic Senate

M E M O R A N D U M

TO: Campus Senate Chairs DATE: December 20, 1991

FROM: Sandra Wilcox, Chair *Sandra Wilcox*
Academic Senate CSU

SUBJECT: Draft Statement of Commission Policy on Diversity
Accrediting Commission for Senior Colleges and Universities
of the Western Association of Schools and Colleges

I received this draft from Stephen Weiner, Executive Director of WASC, with a request for an opportunity to discuss it with the campus chairs. I thought I would schedule him for our February 6 meeting in Long Beach. As you may remember, Steve has visited our meetings each year to discuss accreditation issues such as assessment and faculty participation in accrediting teams.

This draft was developed by a WASC policy committee. It has been sent to campus presidents throughout the western region (which stretches as far west as Guam) for campus response by early April. It will be redrafted in response to those comments and the new draft will be reviewed again by the campuses before adoption by the WASC Commission.

You will want to address the draft as part of your own campus process. I am sending it to you now for two reasons: first, to alert you that it has been sent to campuses, and second, to give you a chance to read it in advance of our meeting with Stephen Weiner. I am also referring it to our standing committees for review at this time; a systemwide faculty response may be forthcoming later this year.

Please feel free to contact me if you have any questions.

cc: Stephen Weiner
Lee Kerschner
Executive Committee

State of California

Memorandum

RECEIVED

CAL POLY
SAN LUIS OBISPO
CA 93407

JAN 6 1992

To : Anna MacDonald, Charlie Andrews,
Jan Pieper

Date : 23 Dec 91

Academic Senate

File No.:

Copies : W. Baker
R. Koob

From : Glenn Irvin *G. Irvin*
Associate VPAA

Subject: WASC Draft Policy Statement on Diversity

Attached is a draft policy statement on diversity from the Western Association of Schools and Colleges. Please consult with your constituencies and forward any response they might have to my office by Friday, 20 March, so I can draft them into a single statement and forward it to WASC by their deadline.

Thanks for your help with this. If you have any questions, please do not hesitate to call.

ACCREDITING
COMMISSION FOR
SENIOR COLLEGES
& UNIVERSITIES

December 17, 1991

DEC 23 1991

ACADEMIC
PROGRAMS

Chair
RAYMOND F. BACCHETTI
Stanford University

Vice Chair
DONALD R. GERTH
California State University,
Sacramento

SISTER MAGDALEN COUGHLIN
Mount St. Mary's College

PATRICIA P. DOUGLAS
University of Montana

BETTE HARRISON
Chaffey Joint Union
High School District

AUTHOR E. HUGHES
University of San Diego

FRANCISCO JIMÉNEZ
Santa Clara University

EDWARD J. KORMONDY
University of Hawaii, Hilo;
University of Hawaii, West Oahu

AGNES C. ROBINSON
Public Member

THOMAS A. RODRIGUEZ
Public Member

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Administrative Secretary

TO: Presidents and Accreditation Liaison Officers

FROM: Sister Magdalen Coughlin, Chancellor,
Mount St. Mary's College

SUBJECT: Draft Commission Policy Statement on Diversity and
Meetings for Institutional Representatives

Over the past two years the Accrediting Commission for Senior Colleges and Universities has undertaken additional work on several policy matters addressed in the 1988 revision of the Standards. These efforts have resulted in a revised Standard 4.B. on general education and the non-binding campus manual on assessment.

At its November 1991 meeting the Commission discussed those provisions of the 1988 Standards dealing with diversity and reflected upon the self studies, visiting team reports and Commission actions of the past three years dealing with diversity. As part of that discussion, the Commission also reviewed a draft policy statement on diversity that is intended to clarify the multiple meanings of diversity as that term is now used in higher education, the connection between diversity and educational quality, and the Commission's expectations regarding campus self study on diversity. The Commission hopes this draft policy statement will be the basis of further discussion within and among accredited institutions over the next year.

To help guide that discussion, the Commission created a Committee on Diversity. I serve as chair of the Committee and joining me as members are Don Gerth, President of California State University, Sacramento; Professor Francisco Jiménez, Associate Vice President for Academic Affairs, Santa Clara University; Agnes Robinson, former Chair of the California Postsecondary Education Commission and a public member of our Commission; Michael Rodriguez, Pacific Telesis Corporation, and a

Presidents and Accreditation Liaison Officers
December 17, 1991
Page 3

We look forward to receiving your comments both in writing and in person. If you have any questions, please call me at 213-476-2237 or Steve Weiner at 510-632-5000. Thank you for your assistance.

Enclosures

cc: Members of the Accrediting Commission
Members of the WCA Executive Committee

PLEASE RETURN TO:
Ellen Sandler
ESP Meeting Minders
103 Harbor Seal Court
San Mateo, CA 94404
Telephone: 800-499-MEET
FAX: 415-349-4513

**MEETINGS FOR INSTITUTIONAL REPRESENTATIVES
TO DISCUSS THE COMMISSION'S POLICY STATEMENT ON DIVERSITY**

PLEASE DESIGNATE ONLY ONE PERSON TO REPRESENT YOUR INSTITUTION

_____ Friday, February 28, 1992, in the San Francisco Bay Area

_____ Thursday, March 19, 1992, in the Los Angeles Area

NAME (please print):

TITLE:

INSTITUTION &
ADDRESS:

DRAFT STATEMENT OF COMMISSION POLICY ON DIVERSITY

(Accrediting Commission for Senior Colleges and Universities
of the Western Association of Schools and Colleges)

REVISED: December 16, 1991

INTRODUCTION

During virtually all of their 100-year history, accrediting associations in the United States have concentrated on the adoption and application of minimum standards for educational institutions. These standards are based upon a consensus among accredited institutions about the requisites of institutional quality. For example, educators agree that Commission Standards should require a governing board that is not dominated by administration or faculty and that is ultimately responsible for the quality and integrity of each accredited institution. More recently, institutional representatives agreed that a core of full-time faculty must take responsibility for the academic quality of each program at an accredited institution, including overseeing the work of part-time faculty.

Beyond the satisfaction of minimum standards, accrediting agencies typically claim that institutional improvement is a second goal. Until recent years, however, accreditors have rarely raised issues for institutional self-study or visiting team consideration beyond those where a consensus among accredited institutions already existed. But, in the past decade, accrediting agencies, have raised questions regarding institutional quality where only the importance of the questions, as distinguished from agreed upon answers, has been clear. Our Commission's work on general education, assessment of institutional effectiveness and diversity are three clear examples.

The evolution of standards in these three areas illustrates the way in which the higher education community in our region now uses the accreditation process to raise important questions about quality and to work toward broad consensus to the benefit of individual institutions, the higher education community at large, and society in general.

With respect to general education, the Commission has revised the relevant standard three

times since it was first adopted in 1982. In shaping this standard over the past decade, the Commission learned from the judgment of its visiting teams and accredited institutions. In the case of assessment, discussions with institutions informed the development of a resource manual, which the Commission has now endorsed.

In a project comparable to its work on assessment, the Commission, with the assistance of The James Irvine Foundation, is sponsoring the development of a sourcebook on diversity that will serve as an invitation to broadly based campus discussions. This sourcebook will not prescribe particular courses of action but it should lead to the expression of various points of view for discussion and encourage deeper and more constructive campus engagement with diversity issues.

This draft policy statement is intended to clarify the multiple meanings of diversity as that term is now used in higher education, the connection between diversity and educational quality, and the Commission's expectations regarding campus self study on diversity. The Commission hopes this draft policy statement will be the basis of further discussion within and among accredited institutions during 1992. Your comments are invited.

THE MANY MEANINGS OF DIVERSITY

The meaning of the word "diversity" in higher education has changed over time. It has been used to refer to the great variety of American institutions of higher education--their varying missions, pedagogies and constituencies. Student diversity first referred to the origins of members of a student body from various regions of the United States and nations of the world. In this geographic sense, diversity was widely seen as an aspect of quality, since it gave promise of an exciting educational environment in which different backgrounds, traditions, mores and perspectives could be compared and contrasted. In effect, diversity was equivalent to "cosmopolitan." As religious barriers to admission came down at selective colleges and universities, diversity began to embrace the representation of different religious groups in a student body. Then, beginning in the decade of the 1960s, diversity was used to

describe students from historically underrepresented ethnic and racial groups most of whom were the first in their families to attend college. It was only a very short time until diversity was applied not only to the student body, but also to the faculty, administration and boards of trustees. The meaning of diversity, however, was still limited to questions of physical representation within an institution.

Within the past 20 years, and especially during the decade of the 1980s, the meaning of diversity has expanded to include the educational aspirations, plans and programs that enable institutions to attract and retain student bodies, faculties, staffs, and governing boards that include significant numbers of African Americans, Hispanics, Asians and Native Americans. The dimension of gender was added in those institutions where women were underrepresented in one or more constituencies of a college or university. Thus, diversity now includes a set of overlapping institutional efforts that go beyond matters of representation:

- Efforts to reconsider the constituencies that each institution intends to serve the nature of the educational goals appropriate to a changing society.
- Efforts to change attitudes, practices and expectations so that a greater range of people will feel genuinely included and respected within each institution.
- Efforts to adapt curricula so that the histories and contributions of various groups are more fully explored.
- Efforts to improve teaching techniques and academic support services to meet a larger spectrum of student learning styles, aspirations and levels of preparation.
- Efforts to give voice within institutional decision-making to newly arrived members.

- Efforts to expand scholarly work to embrace emerging fields such as women's studies and ethnic studies as well as new research directions in established disciplines dealing with race and gender.
- Efforts to conduct more systematic assessments of achievements and challenges as institutions began to be more diverse in the ways enumerated above.

In the years since the conclusion of the most recent comprehensive revision of the Standards, institutions have made significant progress with respect to diversity. As is always the case, progress also introduces new issues and doubts as to whether further change is desirable. Two new dimensions in the discussion about the meaning of diversity warrant special comment.

First, in the minds of some, diversity has come to invoke "political correctness," an intimidating environment on campus that discourages individuals from freely expressing themselves within the very broad boundaries set by judicial interpretation of the First Amendment of the Bill of Rights. The Commission firmly rejects this response to diversity. The bedrock of education in a democratic society is free and open discussion. Indeed, one sign of a healthy academic institution is the thoughtfulness of its internal disagreements and the extent to which all segments of the institution feel free to participate in its debates. The Commission carefully chose the following words for the opening paragraph of the Commission's first Standard on Institutional Integrity:

An institution of higher education is, by definition, dedicated to the search for truth and its dissemination. As a consequence, faculty, students, administrators, trustees, and staff are committed to and supported in the free pursuit of knowledge and expression of ideas . . . Those within an educational institution have as a first concern, knowledge, evidence and truth. This concern should not be undermined by particular judgments of institutional benefactors, of public or social pressure groups, or of religious or political groups.

The Commission is **opposed** to restraints on the free expression of ideas and the imposition of **unquestioned orthodoxy**.

Another, and quite different, dimension of diversity that has also emerged with greater prominence in the discussions of the last few years is the distinction between diversity and affirmative action. The Commission finds helpful, and recommends for consideration by others, the distinctions between diversity and affirmative action drawn by the Diversity Planning Council at the University of California, Davis. The Council states,

. . . although (diversity and affirmative action) are clearly linked, they should not be used interchangeably. At the current time affirmative action remains the best legal tool for providing access into the work place for those who had been previously excluded . . . To achieve diversity in some areas we may have to go beyond the goals mandated by affirmative action guidelines.

The key differences drawn by the Davis Council follow:

- Affirmative action is retrospective in that it is designed to rectify the effects of past discrimination. Diversity, on the other hand, is prospective. It looks forward to the creation of an environment that supports the aspirations of all persons, especially of those resulting from the dramatic population shifts taking place in the work force.
- Affirmative action excludes certain groups from consideration under its provisions. For example, it excludes white males except those who are disabled or who are Vietnam era veterans. Diversity includes all groups that are part of the working or living environment. This will include white males, other ethnic and cultural groups, persons with disabilities as well as persons of all ages and sexual orientations.
- Affirmative action is quantitative in that it emphasizes the numerical

representation of women and persons of color in the work force. Diversity views affirmative action efforts to increase the number of persons of color and women as necessary but not sufficient to create the changes in the environment that will enhance the chances of success for those who gained access through affirmative action efforts. Diversity, therefore, also emphasizes qualitative changes in the working and/or learning environment to produce a climate that is more conducive to the success of all persons, including women, persons with disabilities, and persons of color (*Building a Diverse Campus*, UC Davis, P. 9, 1991).

The distinctions between the more inclusive concept of diversity and the narrower but constituent concept of affirmative action highlight the distinctive emphasis within the former on the building of a campus community that supports the maximum productivity and contribution of each member. These dimensions of diversity have become more and more important in our thinking over the past four years.

EDUCATIONAL QUALITY AND DIVERSITY

The linkages between educational quality and the contemporary concept of diversity are profound:

A quality education introduces students to the richness of the intellectual world. It broadens the range of scientific and cultural topics on which students can exercise discernment, logic and balanced judgment.

A quality education enhances students' respect for inquiry and helps them acquire the habit of critical analysis of data, presumptions and argument. Through interaction with individuals of diverse backgrounds and perspectives, both within and outside of class, students come to evaluate differing points of view. Immersion in an environment of diverse and competing ideas is essential to the development of independent thought. But for independent thought to be well informed, students must develop the capacity to assess ideas and perceptions with a

minimum of prejudice and to appreciate the uniqueness of the cultural contexts in which they originate.

A quality education prepares students to live thoughtful and productive lives in the kind of world they will enter upon graduation. It is a world of many cultures and ethnicities in which mutual understanding is essential to effective participation through a common citizenship founded upon integrity and moral purpose.

American society is diverse and will become even more diverse. That change, reflected in demographic studies, is occurring at a rapid rate. Higher education can play a central role in the transition to a multicultural society. We can be at the forefront of efforts to extend access to knowledge, incorporate the wisdom of diverse cultures, and build communities predicated upon respect for differences and upon shared commitments to democratic and intellectual values. A college has made such a contribution if, for example, its graduates find it natural and satisfying to work with people from different ethnic backgrounds in business or civic associations, to enjoy their culture, and to follow with real concern events affecting them around the world.

Preparing students for the worlds of work and civic participation have long been accepted as responsibilities of American colleges and universities. Most college and university mission statements give some explicit emphasis to the importance of higher education in equipping students for the responsibilities of life after graduation. Making a successful connection between the learning students do and the world they will live in is, therefore, an important part of educational quality.

Today's students will live in a world which has changed in ways that make educational concern for diversity crucial. They will live in a society, and quite likely in a locality, of many ethnic and cultural traditions, and they will live in a world of highly interdependent national economies, supported by a world labor market characterized by unprecedented mobility. This will call for the ability to understand people of other backgrounds and their

values. It is hard to imagine the 21st century as a workable enterprise without broad sharing of these abilities. A quality education must develop and nurture them.

For colleges and universities, diversity means a new and deliberate inclusiveness, of people, cultural resources and curricular perspectives. Students learn as they carry on their daily lives, and they carry on their daily lives as they learn. Wherever possible they need to learn to live among and learn from the people they learn about. Accordingly, it is difficult to conceive of a college or university imparting the means to live in an ethnically and culturally diverse world without reflection of that diversity in its student body, faculty, curriculum, and in the institutional arrangements for living and learning together.

Colleges and universities need to come to terms with diversity through thoughtful deliberation and astute action that considers opportunities as well as obstacles. The obvious strengths of institutions of higher education in addressing the issues of diversity are in their traditions of universalism (that all knowledge is valuable) and, more specifically, of cosmopolitanism (that educated people are citizens of the world and not only of nations, classes and castes). Diversity calls for a revitalization of these traditional values by each institution of higher education.

With these values and connections in mind, the following provisions were included in the Commission's Standards beginning in 1988:

The institution demonstrates its commitment to the increasingly significant educational role played by diversity of ethnic, social, and economic backgrounds among its members by making positive efforts to foster such diversity (Standard 1.B.3).

* * * * *

The institution selects students, faculty, administration, and staff according to institutionally developed and published nondiscrimination, equal opportunity, and

affirmative action policies (Standard 1.B.6).

* * * * *

The board includes adequate representation of the public interest and/or the diverse elements of the constituency . . . (Standard 3.A.1).

* * * * *

Undergraduate studies ensure, among other outcomes: (a) competence in written and oral communication; (b) quantitative skills; and (c) the habit of critical analysis of data and argument. In addition to these basic abilities and habits of mind, goals also include an appreciation of cultural diversity (Standard 4.B.2).

* * * * *

Recognizing both the importance of faculty as role models, and the present and projected demographics of the WASC region, institutions are encouraged, within the boundaries defined by institutional purposes, to seek diversity in the hiring of faculty. Nondiscrimination, equal opportunity, and affirmative action policies are published, and made known to faculty, to search committees, and to faculty candidates. These procedures and their results are monitored and periodically reviewed. Institutions at which religion has been determined to be a *bona fide* qualification for hiring, so indicate in its announcements of positions (Standard 5.B.4).

* * * * *

The institution systematically identifies the characteristics and learning needs of the student population, including such constituencies as traditional-aged undergraduates, women students, re-entry and older students, student parents, international students,

the physically limited and learning disabled, racial and religious minorities, the academically disadvantaged, veterans, and off-campus students such as military students. The institution then makes provision for meeting those identified needs, building an academic community that significantly involves its various populations (Standard 7.A.1).

Understandably, the Commission, its staff, accredited institutions and others began to refer to the excerpts cited above as the "diversity standards." In one sense the phrase was apt because it was through these particular provisions that the Commission sought to direct attention to the need for the various efforts that diversity implied. In another sense, however, the terminology was misleading because what the Commission sought to do was to insist that all of the Standards of accreditation, all of the requisite elements of educational quality, should be directed to the benefit of *all* members of each institution. As our sister Commission for Community and Junior Colleges concluded, diversity is fundamentally a question of institutional effectiveness in that all institutions are obligated to exert their best efforts so that all students benefit from their educational experiences.

THE COMMISSION'S EXPECTATIONS AND ROLE

Based on the experience of more than 100 campus visits since the adoption of the 1988 *Handbook*, the Commission has found that an overwhelming majority of accredited institutions in this region understand that diversity and quality are related and are receptive to self study on such issues.

Two particular questions arise most frequently and deserve discussion here. First, does the fact that the Commission considers diversity issues to be important mean that we will take a punitive stance toward institutions in this respect? As noted earlier, we view our emphasis upon diversity as a means to direct attention to these questions and to enhance our collective capacity to think and act constructively. We wish to encourage dialogue about diversity, within and among institutions. The imposition of sanctions, with respect to Standards that

address a complex set of issues where aspirations and means to achieve them are subject to vigorous debate among reasonable people, would largely serve to shut off debate and discussion. The Commission seeks open discussion and careful thought, especially with respect to diversity and, therefore, we have been very reluctant to impose sanctions against an institution with respect to diversity issues. Indeed, except where institutional integrity has failed, the Commission's practice is not to place an institution under sanction for any single shortcoming under the Standards.

After reviewing visiting team reports the Commission has, in many of its action letters to individual institutions, drawn attention to diversity issues, asked for additional campus discussion and action, and requested reports of future progress. In only one case in the past three years has diversity been an element in a decision to impose a sanction and, in that particular case, the institution's policy on diversity was only one of many serious deficiencies at the institution.

The second question concerns what diversity issues the Commission is asking institutions to engage on an ongoing basis and the forms of evidence that the campus should assemble for its own decision-making purposes as well as in a campus self study.

The Commission asks that all institutions address diversity in their self-study process and urges that the following elements be included in a campus self study and these topics be examined by visiting teams:

1. In addressing Standard 2 on institutional purposes and planning, we suggest that institutional mission and purpose be re-examined. As institutions become more diverse, there is an even greater need to focus on common purposes. Each institution needs to identify its core values. For example, Occidental College has identified this set of "culturally transcendent values" to which it is committed: honesty, integrity, promise keeping, pursuit of excellence, pursuit of truth, caring, compassion, and respect for others. The re-examination of institutional purpose, which should be at

the heart of every self study, also implies a sober assessment of conflicting goals. As an example, how might an institution balance its desire to diversify its student body by providing more financial aid for low-income students with the objective of increasing faculty salaries or providing more academic support services to all students on campus?

2. Commission Standards 1, 3, 5, and 7 urge institutions to seek and achieve greater diversity within their student bodies, faculty, staff and governing boards. The highest priority concerns among institutions and for the Commission in this regard have been minority representation at all levels and increasing the participation of women as faculty, staff and governing board members. In many cases colleges and universities choose, on their own, to compare their composition to regional or state populations or to the United States as a whole. In other instances, the reference group is the particular constituency, often religious in nature, that the institution has pledged to serve. In applying its Standards on diversity, the Commission respects the institution's own view of its constituency, based upon its unique mission.* For example, a college that requires adherence to a particular religious faith as a requirement for admission need not give up that requirement in order to increase its racial and ethnic diversity.

The Commission does expect that each institution will analyze the diversity already present in the constituency it chooses to serve and will actively seek to reflect that diversity in its membership. The Commission does not impose quotas upon accredited institutions. The Commission does not require particular proportions of representation of any particular group at any particular level. Where underrepresentation is severe, however, the Commission encourages institutions to

* Based upon institutional mission, institutions accredited by this Commission follow varying practices with respect to admission and employment of persons of different sexual orientations. All institutions are obligated to adhere to the Commission Standard on respect for persons, including policies against harassment, and to provide due process procedures to resolve individual grievances.

establish plans of their own design, with timetables, for improving diversity within the college or university community along with periodic review of progress under such plans.

3. In addressing Standard 4 on educational programs, and its expectation that each institution will work toward "appreciation of cultural diversity" as an outcome of undergraduate instruction, we recommend consideration of all forms of diversity as they affect the educational process. Colleges are diverse in many ways (e.g., the various academic disciplines and fields of professional study as well as the diversity of the college community in terms of age, political belief, socio-economic class, religious faith, interest in the arts and athletics, regional and national background, etc.). As noted earlier, student bodies have long been selected with an eye to maximizing many aspects of these forms of diversity. Diversity of experience and perspective in a college provide the controversy and conflicting views in all fields essential to the development of critical thinking skills. How do the various forms of diversity, including race, ethnicity and gender, contribute to the educative power of the campus? How can the various forms of diversity be reflected, combined, and contrasted in the curriculum?

A desirable objective is that all students learn from and about each other. As the Association of American Colleges declared in its 1985 report, "Integrity in the College Curriculum":

All study is intended to break down the narrow certainties and provincial vision with which we are born. In a sense, we are all from the provinces, including New Yorkers and Bostonians, whose view of the world can be as circumscribed as that of native Alaskans who have never left their village At this point in history colleges are not being asked to produce village squires but citizens of a shrinking world and a changing America.

Faculty of each institution have primary responsibility to rise to this challenge as they plan curricula, design courses and teach and advise students. The institution is free to pursue these goals as each sees fit. For example, some institutions have chosen to establish Ethnic Studies Departments and/or ethnic studies courses. Others have integrated the study of cultural diversity into existing courses under the sponsorship of existing disciplinary departments. Still others are developing new courses that stress the comparative study of different cultures.

4. In addressing Standard 7 on the co-curricular environment, and the need for a co-curricular environment that fosters the intellectual and personal development of students, we suggest consideration of the ethnic and socio-economic diversity within the student body that institutions already have. In particular, we recommend steps to achieve a better understanding of the characteristics, aspirations and learning needs of all segments of the student population, not just women and minority students.

Institutions often find that as they address problems faced by minority students in terms of classroom learning, support from faculty, the availability of academic support services or the quality of residential life, that the appropriate responses benefit all students. We have in mind here programs of collaborative learning that have served to increase student success in introductory calculus classes and residential programs that have successfully enhanced cross-cultural understandings and student retention by involving a critical mass of students from at least two different ethnic groups.

5. Again with respect to Standard 2, we urge institutions to assess the strength and weaknesses of diversity efforts and to plan for the future. What are the next steps to be taken? Whose cooperation and effort is needed to make those steps effective? How will the institution assess its diversity efforts over time? What is the experience of members of racial and ethnic groups within the college community? Part of the answer comes from retention statistics and other quantitative data. It may well be helpful to look at comparable data over time and to examine trends in individual

schools and departments as well as for the campus as a whole. Of equal importance is probing beneath the numbers to illuminate individual perceptions and patterns of interaction among members of various groups. These assessment tasks are complex and difficult. For example, expressions of disappointment that an institution does not yet meet proper expectations regarding diversity may be more the product of forward progress that raises expectations than lack of commitment. Questionnaires and small group meetings of students, staff and faculty from different backgrounds can bring such experiences and perceptions to the surface and can serve as the source of creative suggestions. One important result of such discussions is likely to be the healthy questioning of stereotypes about how people think and a high degree of interest in improving human communication and understanding within the institution. In this regard, institutions may want to review the reports of the Diversity Commission at Westmont College, the Diversity Committee at Masters College and Seminary, the University Committee on Minority Issues at Stanford, the findings of the Diversity Project and the Commission on the Changing Student Body at the University of California, Berkeley, and the studies of campus climate designed by the California Postsecondary Education Commission.

The very act of raising the foregoing five points and addressing them open-mindedly is an important start on constructive action with respect to issues of diversity at each institution. The basic challenge is how to create a culture on campus where the wisdom and will to build trust among people and groups is widely distributed and where opportunities for enhancing diversity and community are encouraged and supported. There is no expectation that within the richness of our institutional variety there will be a uniform response. Nevertheless, we all have the same challenge--to perform well the role only higher education can by providing programs that effectively realize the human potential of all sectors of our citizenry so critical to individual students and to the common good of our society.

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OF
THE CALIFORNIA STATE UNIVERSITY

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Academic Senate

Office of the Chair

MEMORANDUM

TO: Joan Johnson, Los Angeles
Jack Stewart, San Diego
Vishu Visweswaran, Fresno
Gail Whitaker, San Francisco
Randy Wonzong, Chico

DATE: December 16, 1991

FROM: Sandra Wilcox, Chair *[Signature]*
Academic Senate CSU

SUBJECT: Regional Faculty Discussions on Academic Program Priority

Thank you for agreeing to organize the regional meetings of academic senate executive committees for the purpose of beginning to discuss faculty priorities in a period of severe budget cuts. To summarize the agreements we reached on our conference call this morning:

1. Each of you will contact the chairs in your region to find a meeting date. I hope to attend as many of these as my schedule permits; a member of the ASCSU Executive Committee should attend each meeting, as well as representatives of your delegation to the statewide senate. The regions we defined are:

Wonzong

Chico
Humboldt
Sacramento
Sonoma

Johnson

Dominguez Hills
Long Beach
Los Angeles
Northridge

Visweswaran (Fresno)

Bakersfield
Fresno
San Luis Obispo
Stanislaus

Whitaker

Hayward
San Francisco
San Jose

Stewart

Fullerton
Pomona
San Bernardino
San Diego
San Marcos

2. The purpose of the meetings is to begin discussion of faculty priorities in a stringent budget situation. As we discussed at San Jose, the campus senate chairs felt it important that we discuss at the system level what it means to be an academic educational institution, given the necessity of massive budget cutbacks. They asked for a clear articulation of systemwide priorities, and a

-over-

clear sense of the flexibility campuses have within those priorities. In order to accomplish this, we needed an efficient way of testing areas where we have consensus and areas where we do not. "Regional" faculty meetings in January seemed a way to do this.

For example, what balance should we maintain between academic and non-academic programs at a time of fiscal retrenchment? During such a period should we re-evaluate the levels of non-academic services we currently offer? What are the minimal levels a campus should maintain? Are there more things we should stop doing before we further reduce course sections? Are there alternative modes of delivery of essential services which might be more cost-effective?

3. The timeline for holding the meetings is shaped by the need of the Academic Senate committees to begin their drafting efforts at the February 7 interim meetings. Since the winter meeting with the campus senate chairs is February 6, we will have an opportunity for discussion with all the chairs prior to that. The ASCSU would act on the draft at its March 5-6 session, prior to the March 17-18 Board of Trustees meeting.
4. The tentative agenda seemed weighty; we decided that a second meeting might be necessary to complete it. Attached is a draft of the items we discussed. Please feel free to suggest modifications which I will share with the group. You should also be ready to add items suggested by other chairs. We want to have a core agenda in common but there should be room for discussion of additional items, as well.
5. I am including a set of documents which discuss the CSU's mission which may be helpful resources for the discussions: Trustee statement of CSU mission (1985), statutory language from the Nielsen and Hayden Master Plan bills (1990, 1991), and transfer priorities from Hart legislation (1991). You received at the San Jose a summary of CSU Enrollment Management Policies and Practices prepared for the Admissions Advisory Council. I will try to research additional Trustee policy that may be useful.

Thank you for your willingness to take on this additional work during holidays and campus breaks. It is an effort which will increase even more the effectiveness of the faculty's stewardship of the CSU's academic programs.

cc: Senate Executive Committee
Chairs, Senate Standing Committees
Vice Chancellor Lee Kerschner
Trustee Bernard Goldstein
Campus Senate Chairs David Cohen, John LaCorte, Stewart Long, Judith Stanley,
Jack Stoob, Frank Alfieri, Albert Baca, Gilbert McKee, Charlotte Cook,
Joe Bas, Bobbye Gorenberg, Charles Andrews, Steven Welch, William Barnier,
Ronald VanderMolen

Core Questions for Discussion

What are the central elements of the CSU mission under the Master Plan? How can campuses best implement them in a time of declining resources?

For each area below, it would be useful to discuss what guidelines statute and system policy provide and where campus autonomy and flexibility to meet campus mission should be paramount. It should be emphasized that these questions are already being raised; it is important that the faculty discuss them and formulate our own response based on our special responsibility for the academic program. A topic's appearance on the list is not meant as a pre-judgement.

Enrollment

Enrollment management: Do we ration admissions to the CSU? Admit everyone and ration course enrollment? Or both? What could be done to manage more efficiently enrollment we now have (e.g., add/drop policies).

Graduate Education: What priority does graduate education have with the CSU mission? Should the balance of graduate/undergraduate programs change in order to get more from our limited funds? Should priorities be established within graduate admissions?

Equity

Educational Equity: What resources do we need to continue to meet our commitment to equity? How do we balance our commitment to equity with the need to manage enrollments more efficiently?

Quality

Recruitment and Retention of a High Quality Faculty: What priority should be given to policies central to attracting and keeping the large numbers of new faculty needed in the coming years, such as sabbaticals, workload, and salary structure?

Teaching Innovations: What efficiencies can faculty undertake to educate more students more effectively to maximize access to the high quality of CSU education?

Non-Academic Programs

Student Support Services: What is the minimal level of service appropriate? What restrictions are there on use of funds or requirements for spending student fees? Are there alternate ways of providing needed services, such as medical care, that would be more cost-efficient than current modes?

Planning for Future Growth

New Campuses: What is a realistic commitment to make now to future growth?


Year-Round-Operation: What additional funding would be necessary to implement YRO? Would this be a cost effective way to provide for enrollment growth if full funding were provided for the additional term? How can we insure that sufficient resources are provided to maintain quality?

Facilities Management: How can we be more efficient in the way we use existing facilities and schedule courses?

Memorandum

To: Charlie Andrews
Chair, Academic Senate

Date: January 14, 1992

From: Barbara R. Andre 
Academic Senator

Copies:

Subject: Appointment to the Academic Council on International
Programs (ACIP)

I would like to be considered for appointment to the Academic Council on International Programs (ACIP). My position as Coordinator of International Student Programs has provided the breadth and depth necessary to prepare me to serve as Cal Poly's representative to ACIP. Beyond administering International Student Programs, I have served on the Internationalization of the Cal Poly Curriculum Committee; chaired a subcommittee of the International Food and Agricultural Committee; served on the International Center Task Force; chaired the NASFA, Association of International Educators regional conference; and was the Coordinator of the Experience America component of the Partners of the Americas grant. My membership in Phi Beta Delta, International scholars honorary fraternity and CSU Association of International Educators, provides a comprehensive understanding of the international mission of American, as well as California State Universities.

Attached is my resume. I appreciate being considered for this appointment. I welcome the opportunity to discuss my qualifications in detail and learn more about the specific duties and responsibilities of the ACIP appointment.

Attachment

BARBARA R. ANDRE

648 Mitchell Drive
San Luis Obispo, CA 93401

(805) 544-5857 Home
(805) 756-2476 Work

EDUCATION:

- 1986 Doctorate of Education--Organization and Leadership
 University of San Francisco
 San Francisco, CA 94117
- 1971 Master of Arts in Education--Counseling and Guidance
 California Polytechnic State University
 San Luis Obispo, CA 93407
- 1969 Bachelor of Arts--Psychology
 Humboldt State University
 Arcata, CA 95521

EXPERIENCE:

TEACHING

Psychology 251 - Staff development course for Resident Advisors. Focused on six roles: crisis intervention, referral, counseling, administration, setting limits, and group facilitation.

Psychology 251 - Cross-Cultural Leadership. Focused on multi-cultural and current theories of leadership.

Education 470 - Peer Helper Training course. Focused on human development theory and application, communication, role and responsibility of peer helper, helping skills, and human differences.

Education 356X - Peer Helper Field Experience. A supervised internship in Student Affairs.

Education 517 - Organizational Development in Education. Administrator's role in group process including fundamentals of human relations and working with formal and informal groups.

ADMINISTRATION

Served as administrative core member:

- Planned, implemented, and evaluated policies and programs,
- Developed manuals,
- Analyzed budgetary concerns and developed appropriate action.

Planned, developed, coordinated and conducted international student programs:

- Prepared a comprehensive program to meet the educational needs of international students.
- Represented the educational, social and personal needs of international students to faculty, staff, students, departments, schools, administration, the community, and state.
- Maintained liaison with appropriate university offices, foreign consulates, and United States Immigration & Naturalization Service on behalf of the international students.
- Served in advisory capacity to academic and other committees addressing internationalizing educational curriculum, cross-cultural programs, international food and agricultural issues, and implementation of an international center.
- Managed and approved budget transactions and accountability.

Developed, wrote grant and administered the Experience America component of the El Salvadoran Agriculture Program.

SUPERVISION

Supervised twenty line managers in a shelter workshop.

Had complete responsibility for main office staff, ten full-time professionals, and fifty paraprofessionals:
Coordinated and conducted special investigation of staff effectiveness, residential behavioral standards, environmental concerns.
Prepared and submitted personnel forms (appointments, promotions, terminations).
Mediated and resolved staff conflicts.
Chaired task forces in areas such as staff selection, orientation, crisis prevention, and program evaluation
Supervised programming for 3000 residents and ensured comprehensive and holistic programming.

Supervised twenty graduate and undergraduate interns:
Prepared a comprehensive student development program for each intern,
Evaluated performance and recommended a corresponding grade.

Supervised Multi-Cultural Center staff and directed a comprehensive cross-cultural program.

COUNSELING

Disabled Individuals

Developed comprehensive training program which enhanced social skills and provided satisfying work experience.
Evaluated and reported information concerning on-the-job training to the Department of Rehabilitation.

Ethnic American and International Students

Advised students of national, state, campus, personal, and community resources available to meet their educational and personal needs.
Counseled students concerning academic, financial, and personal concerns.
Prepared and implemented orientation, reentry and professional integration programs.
Served as advisor to Cultural Advisory Committee.

General Student Population

Assisted students in overcoming obstacles to achieve academic and personal success.
Served as Sexual Harassment Advisor.

EMPLOYMENT HISTORY:

1988-present	Coordinator, International Student Programs California Polytechnic State University San Luis Obispo, CA 93407	1983-1988	Assistant Dean, Student Affairs California Polytechnic State University San Luis Obispo, CA 93407
1973-1983	Associate Director, Housing California Polytechnic State University San Luis Obispo, CA 93407	1971-1973	Rehabilitation Counselor New Horizons Northridge, CA 91328

REFERENCES:

W. Carl Wallace
Director, Campus Student Relations/Judicial Affairs
California Polytechnic State University
San Luis Obispo, CA 93407
(805) 756-1521

Lois Dirkes
Counselor, Counseling Center
California Polytechnic State University
San Luis Obispo, CA 93407
(805) 756-2511

Kenneth B. Barclay
Director, Student Life & Activities
California Polytechnic State University
San Luis Obispo, CA 93407
(805) 756-2476

A.C. Walter Bethel
Professor, Philosophy Department
California Polytechnic State University
San Luis Obispo, CA 93407
(805) 756-2015 or Dept. Secretary 756-2041

- 11-2 WHEREAS, The Academic Senate CSU has supported (AS-1979-91/AA) the development of an executive order to incorporate the definitions of Full and Subject-Area certification and supersede Executive Order 342; and
- WHEREAS, The campuses of the CSU reviewed the policy on Full and Subject-Area certification and reciprocity for lower-division general education programs among CSU campuses; and
- 7-10-92
WHEREAS, The campuses of the CSU reviewed the recommendations for Title 5 revisions to permit alternatives to existing lower-division CSU General Education-Breadth requirements including the Intersegmental General Education Transfer Curriculum and reciprocity for lower-division general education programs between the California State University and the University of California; and
- WHEREAS, The Academic Senate CSU has endorsed (AS-2000-91/AA) revision of Title 5 to permit alternatives to existing lower-division CSU General Education-Breadth requirements including the Intersegmental General Education Transfer Curriculum (IGETC) and reciprocity for lower-division general education programs between the CSU and the UC; and
- 7-10-92
WHEREAS, The Board of Trustees of the CSU, in July 1991, approved policies to amend Title 5 to permit the institution of the Intersegmental General Education Transfer Curriculum and to allow reciprocity for lower-division general education programs between the California State University and the University of California; and
- WHEREAS, In the course of developing a new executive order, the Chancellor's General Education-Breadth Advisory Committee has attempted to address and accommodate concerns of the campuses regarding cohesiveness in general education programs; and

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-2064-92/AA
January 9-10, 1992

SUPPORT FOR EXECUTIVE ORDER ON CSU GENERAL EDUCATION-BREADTH REQUIREMENTS
(SUPERSEDES EXECUTIVE ORDERS 338 AND 342)

- 1 WHEREAS, General Education programs on all campuses of the California State University (CSU) are governed by graduation requirements established in Title 5 and have been implemented through Executive Order 338; and
- 2 WHEREAS, Provisions for transfer to CSU campuses of credit earned toward fulfillment of general education-breadth requirements have been set out in Executive Order 342; and
- 3 WHEREAS, The Academic Senate CSU is committed to facilitating the transfer process among the segments of higher education in conjunction with its commitment to ensuring integrity and quality in the education provided to the students of California; and
- 4 WHEREAS, The Academic Senate CSU has endorsed the principle of reciprocity for CSU general education-breadth requirements "with full or subject-area certification of lower-division general education programs within the California State University" (AS-1879-89/AA), and "for lower-division general education programs between the California State University and the University of California" (AS-1880-89/AA); and
- WHEREAS, The Academic Senate CSU has endorsed (AS-1979-91/AA) the definitions of Full and Subject-Area certification for CSU general education-breadth requirements and recognized the need for revision of several provisions of Executive Order 342 affecting transfer of general education credit; and

(over)

Replacement page 3 for Item #17

ACADEMIC SENATE CSU
REPLACEMENT Page Three

AS-2064-92/AA
January 9-10, 1992

#12
WHEREAS, The Chancellor's General Education-Breadth Advisory Committee has completed work on an executive order that acknowledges alternative ways to fulfill lower-division general education requirements, retains the framework of Executive Order 338, revises the procedures for reviewing courses for CSU general education-breadth certification, and incorporates explicit definitions of full and subject-area certification of general education for transfer students; and

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WHEREAS, It is appropriate to combine the philosophy, expectations and objectives of general education-breadth programs with the policies governing certification and procedures for recognizing courses for CSU general education-breadth credit in a single document; therefore be it

RESOLVED: That the Academic Senate of the California State University endorse the new executive order, General Education-Breadth Requirements (attached), that implements the changes in Title 5, section 40405, acknowledges alternative ways to fulfill lower-division general education requirements, and extends the provisions and revises the procedures of Executive Orders 338 and 342 (1) to define explicitly full and subject-area certification of general education for transfer students and (2) to revise the procedure for reviewing courses for general education-breadth certification in the California State University; and be it further

RESOLVED: That the Academic Senate CSU urge the Chancellor to issue the new new executive order, General Education-Breadth Requirements.

DRAFT 1/7/92

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802

Executive Order: xxx

Title: General Education-Breadth Requirements

Effective Date: April 1, 1992

Supersedes: 338, 342

This Executive Order is issued pursuant to Title 5, *California Code of Regulations*, Sections 40402.1, 40405, 40405.1, and 40405.4, and Sections 1 and 2 of Chapter III of the Standing Orders of the Board of Trustees of the California State University.

The requirements, policies, and procedures adopted pursuant to this Executive Order shall apply to students enrolling in fall 1981 and subsequent terms who have not previously been enrolled continuously at a campus of the CSU or the California Community Colleges and who have not satisfied lower-division general education requirements according to the provisions of Sections 40405.2 or 40405.3 of Title 5.

I. Scope and Purpose

Policies adopted by the Board of Trustees in July 1991 provide for three ways for undergraduate students to fulfill general education requirements of the CSU:

- A. Fulfillment of CSU General Education-Breadth Requirements (Title 5, Section 40405.1), including a minimum of nine semester units or twelve quarter units at the CSU campus granting the baccalaureate degree.
- B. Completion of the Intersegmental General Education Transfer Curriculum (Title 5, Section 40405.2), as certified by a California community college, plus a minimum of nine upper-division semester units or twelve upper-division quarter units at the CSU campus granting the baccalaureate degree.
- C. Completion of lower-division general education requirements of a University of California campus (Title 5, Section 40405.3), as certified by that campus, plus a minimum of nine upper-division semester units or twelve upper-division quarter units at the CSU campus granting the baccalaureate degree. Implementation of this alternative is contingent on development of a formal agreement between the California State University and the University of California.

This Executive Order is intended to establish a common understanding about CSU General Education-Breadth Requirements (alternative A) and to provide for certification by regionally accredited institutions of the extent to which transfer students have met these requirements.

II. Campus Responsibility

- A. The faculty of a CSU campus has primary responsibility for developing and revising the institution's particular General Education-Breadth program. Trustee policy describes broad areas of inquiry, which may be viewed from various disciplinary and interdisciplinary perspectives. Within the framework provided, each CSU campus is to establish its own requirements and exercise its creativity in identifying courses and disciplines to be included within its General Education-Breadth program. In undertaking this task, participants should give careful attention to the following:
1. Assuring that General Education-Breadth Requirements are planned and organized so that their objectives are perceived as interrelated elements, not as isolated fragments.
 2. Considering the organization of approved courses into a variety of "cores" or "themes," each with an underlying unifying rationale, among which students may choose.
 3. Evaluating all courses approved as meeting current General Education-Breadth Requirements to determine which continue to meet the objectives and particular requirements contained herein.
 4. Considering development of new courses as they may be necessary to meet the objectives and particular requirements contained herein.
 5. Considering the possibility of incorporating integrative courses, especially at the upper-division level, which feature the interrelationships among disciplines within and across traditional general education categories.
 6. Providing for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and integrative experiences, relatively later.
 7. Developing programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.
 8. Considering possibilities for activity as well as observation in all program subdivisions.
- B. The effectiveness of a General Education-Breadth program is dependent upon the adequacy of curricular supervision, its internal integrity and its overall fiscal and academic support. Toward this end, each campus shall have a broadly representative standing committee, a majority of which shall be instructional faculty, and which shall also include student membership, to provide for appropriate oversight and to make appropriate recommendations concerning the implementation, conduct and evaluation of these requirements.

- C. Each campus shall provide for systematic, readily available academic advising specifically oriented to general education as one means of achieving greater cohesiveness in student choices of course offerings to fulfill these requirements.
- D. Each campus shall provide for regular periodic reviews of general education policies and practices in a manner comparable to those of major programs. The review should include an off-campus component.

III. Objectives of CSU General Education-Breadth Requirements

General Education-Breadth Requirements are to be designed so that, taken with the major depth program and electives presented by each baccalaureate candidate, they will assure that graduates have made noteworthy progress toward becoming truly educated persons. Particularly, the purpose of these requirements is to provide means whereby graduates:

- A. will have achieved the ability to think clearly and logically, to find information and examine it critically, to communicate orally and in writing, and to reason quantitatively;
- B. will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilizations;
- C. will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

The intent is that General Education-Breadth Requirements be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.

IV. Entry-Level Learning Skills

Title 5 of the *California Code of Regulations*, Section 40402.1, provides that each student admitted to the California State University is expected to possess basic competence in the English language and mathematical computation to a degree that may reasonably be expected of entering college students. Students admitted who cannot demonstrate such basic competence should be identified as quickly as possible and be required to take steps to overcome their deficiencies. Any coursework completed primarily for this purpose shall not be applicable to the baccalaureate degree.

To implement this policy, each campus shall do the following:

- A. Determine appropriate entry-level skills in the English language and mathematics.

- B. Institute means for determining whether new students possess such skills.
- C. Identify those courses and other means for achieving requisite skill levels where they do not exist.
- D. Institute policies and procedures to ensure that baccalaureate credit is not granted for such courses.

V. Distribution of General Education-Breadth Units

Every baccalaureate graduate who has not completed the program specified in Subsection B or C of Section I above shall have completed the program described in Subsections A through E below, totaling a minimum of 48 semester units or 72 quarter units. At least nine of these semester units or twelve of these quarter units must be upper-division level and shall be taken no sooner than the term in which upper-division status (completion of 60 semester units or 90 quarter units) is attained. At least nine of the 48 semester units or 12 of the 72 quarter units shall be earned at the campus granting the degree.

Each campus is authorized to make reasonable adjustments in the number of units assigned to the five categories in order that the conjunction of campus course credit unit configuration and these requirements will not unduly exceed any of the prescribed credit minima. However, in no case shall the total number of units required be less than 48 semester units or 72 quarter units. (No campus need adjust normal course credit configurations for the sole purpose of meeting the requirements specified herein.)

Instruction approved to fulfill the following requirements should recognize the contributions to knowledge and civilization that have been made by members of diverse cultural groups and by women.

- A. A minimum of nine semester units or twelve quarter units in communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning.

Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the demonstration of skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion.

- B. A minimum of twelve semester units or eighteen quarter units to include inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.

Instruction approved for the fulfillment of this requirement is intended to impart knowledge of the facts and principles which form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the methodologies of science as investigative tools, the limitations of scientific endeavors: namely, what is the evidence and how was it derived? In addition, particular attention should be given to the influence which the acquisition of scientific knowledge has had on the development of the world's civilizations, not only as expressed in the past but also in present times. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures. In specifying inquiry into mathematical concepts and quantitative reasoning and their application, the intention is not to imply merely basic computational skills, but to encourage as well the understanding of basic mathematical concepts.

- C. A minimum of twelve semester units or eighteen quarter units among the arts, literature, philosophy and foreign languages.

Instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the human imagination, which could include active participation in individual esthetic, creative experience. Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music. The requirement should result in the student's better understanding of the interrelationship between the creative arts, the humanities and self. Studies in these areas should include exposure to both Western cultures and non-Western cultures.

Foreign language courses may be included in this requirement because of their implications for cultures both in their linguistic structures and in their use in literature; but foreign language courses which are approved to meet a portion of this requirement are to contain a cultural component and not be solely skills acquisition courses. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to the completion of the entire number of units required in one category.

- D. A minimum of twelve semester units or eighteen quarter units dealing with human social, political, and economic institutions and behavior and their historical background.

Instruction approved for fulfillment of this requirement should reflect the fact that human social, political and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas should be examined in their contemporary as well as historical setting, including both Western and non-Western contexts. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to completion of the entire number of units required in one category.

- E. A minimum of three semester units or four quarter units in study designed to equip human beings for lifelong understanding and development of themselves as integrated physiological and psychological entities.

Instruction approved for fulfillment of this requirement should facilitate understanding of the human being as an integrated physiological, social, and psychological organism. Courses developed to meet this requirement are intended to include selective consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying. Physical activity could be included, provided that it is an integral part of the study described herein.

Campuses may permit "double counting" of courses for General Education-Breadth and major requirements and prerequisites only after giving careful consideration to the impact of such actions on General Education-Breadth programs. Decisions to permit double counting in General Education-Breadth and a degree major may be made only after an approval is provided through campuswide curricular processes.

Up to six semester units taken to meet the United States History, Constitution, and American Ideals Requirement (Title 5 of the *California Code of Regulations*, Section 40404) may be credited toward satisfying General Education-Breadth Requirements at the option of the campus.

VI. Exceptions

Exceptions to the foregoing requirements may be authorized only under the following circumstances:

- A. In the case of an individual student, the campus may grant a partial waiver of one or more of the particular requirements of Title 5 of the *California Code of Regulations*, Section 40405.1, to avoid demonstrable hardship, such as the need to extend the time required for completion of the degree in the case of a senior-level transfer student.
- B. In the case of high-unit professional major degree programs, the Chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exception must be considered at the all-campus level prior to initiating the request. A full academic justification shall be submitted to the Vice Chancellor, Academic Affairs, who shall submit his or her recommendation and that submitted by the campus president, along with all relevant documents, to the Chancellor.

VII. General Education Advisory Committee

A systemwide Advisory Committee on General Education is hereby established. While it is important that the membership of this committee be broadly based, the membership will in largest part be drawn from the instructional faculty of the California State University. Liaison membership from the instructional faculty of the California Community Colleges may be included as well.

The responsibilities of this committee will be as follows:

- A. To review and propose any necessary revisions in the objectives, requirements, and implementation of CSU General Education-Breadth policy.
- B. To continue to study general education policies and practices inside and outside the system.
- C. To review the implications of CSU General Education-Breadth policy for students transferring to the CSU and for the institutions from which they transfer, and to propose any necessary adjustments to pertinent policies and practices.
- D. To report as appropriate to the Chancellor and the Board of Trustees.

The Chancellor or the Vice Chancellor, Academic Affairs, may from time to time request the committee to address and provide advice on other issues related to development and well-being of General Education-Breadth policy and programs in the California State University.

VIII. Certification by Regionally Accredited Institutions of Transfer Students' Fulfillment of CSU General Education-Breadth Requirements

A. Premises

1. It is the joint responsibility of the public segments of higher education to ensure that students are able to transfer without unreasonable loss of credit or time.
2. The faculty of an institution granting the baccalaureate degree have primary responsibility for maintaining the integrity of the degree program and determining when requirements have been met.
3. There shall ordinarily be a high degree of reciprocity among regionally accredited institutions in the absence of specific indications that such reciprocity is not appropriate.

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VIII B, 3, c. →

B. Conditions for Participation

Any institution that is accredited by the Western Association of Schools and Colleges and that offers the BA or BS degree or the first two years of such degree programs may participate in General Education-Breadth certification if it agrees to the following provisions:

1. The participating institution shall designate a liaison representative who shall participate in various orientation activities and provide other institutional staff with pertinent information.
2. The participating institution shall identify for certification purposes those courses or examinations that fulfill the objectives set forth in Section III of this Executive Order and such additional objectives as may be promulgated by the Chancellor of the California State University.
- a. The courses and examinations identified should be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.
- b. Interdisciplinary courses or integrated sets of courses that meet multiple objectives of the CSU General Education-Breadth Requirements may be appropriate components of general education (cf. Subsections A-5 and A-7 of Section II).
- c. Credit units of an interdisciplinary course or integrated set of courses may be distributed among different areas of general education.

Narrow Scope
change: WASC

3. The CSU Office of the Chancellor, Division of Academic Affairs, shall maintain a list of participating institutions' courses and examinations that have been identified and accepted for certification purposes.

*No change
From current
procedure.*

- a. Each entry in the list shall include specification of the area or areas and objectives to which the course or examination relates and the number of units associated with each area or objective. (See Attachment A.)

Attachment A

- b. The list shall be updated annually. Each participating institution shall transmit to the CSU Office of the Chancellor, Division of Academic Affairs, by April 1 of each year, any proposed changes to its portion of the list. If a course is to be added or if the specification of areas and objectives for a course is to be modified, the participating institution shall include in its submission the approved course outline. If a course is part of an integrated set of courses, the submission shall identify the set and describe how the course complements the others in the set.

- c. As of April 1, 1992, the list will include all entries that were submitted by participating institutions and not identified for challenge under the provisions of Executive Order 342. Recognizing the integrity of faculty curricular review processes in participating institutions, the CSU expects that proposed updates will generally be acceptable. However, after April 1, 1992, additions or modifications of entries shall be reviewed by a subcommittee of the Advisory Committee on General Education for congruence with the areas and objectives specified. The subcommittee is to be drawn from the instructional faculty of the California State University. The subcommittee may ask the participating institution for additional materials and is encouraged to consult faculty from the California State University or California Community Colleges who have relevant expertise. The subcommittee may refer decision on acceptance of the course to the Advisory Committee on General Education. A course that is reviewed and determined to be inconsistent with the objectives with which it has been associated will not be added to the list.

*No longer have
a challenge process
Will be replaced.*



- d. A copy of the list shall be made available in printed or electronic form to any CSU campus or participating institution.
- e. The participating institution shall be responsible for reviewing periodically its portion of the list to assure that entries continue to be appropriate and for reapproving entries that are found to have remained appropriate. Courses reapproved after significant modification should be resubmitted.

4. The participating institution shall report certification for individual students in a format to be specified.

C. Acceptance of Certification

CSU campuses shall accept full certification or subject-area certification, as defined below, by participating institutions. Students admitted to a CSU campus with full certification may not be held to any additional lower-division general education requirements; students admitted to a CSU campus with subject-area certification may not be held to any additional lower-division general education coursework in the subject areas certified. Neither full certification nor subject-area certification exempts students from unmet lower-division graduation requirements that may exist outside of the general education program of the campus awarding the degree.

Attachment A → 1. To qualify for full certification, a student must satisfactorily complete no fewer than 39 lower-division semester units or 58 lower-division quarter units of instruction appropriate to meet the objectives of Sections III and V. The units must be distributed as follows, except as specified in Subsection 3 below:

- a. In Area A, no fewer than nine semester units (12-15 quarter units), including instruction in oral communication, written communication, and critical thinking.
- b. In Area B, no fewer than nine semester units (12-15 quarter units), including instruction in physical science and life science—at least one part of which must include a laboratory component—and mathematics/quantitative reasoning.
- change → c. In Area C, no fewer than nine semester units (12-15 quarter units), with at least one course in the arts and one in the humanities.
- change → d. In Area D, no fewer than nine semester units (12-15 quarter units), with courses taken in at least two disciplines.
- e. In Area E, no fewer than three semester units (4-5 quarter units).

Attachment A → 2. To qualify for subject-area certification, a student must satisfactorily complete instruction appropriate to meet the objectives of one or more subsections of Section V. The units must be distributed as follows, except as specified in Subsection 3 below:

- a. For Area A, no fewer than nine semester units (12-15 quarter units), including instruction in oral communication, written communication, and critical thinking. A single course may not be certified as meeting more than one subarea for any given student.

- b. For Area B, no fewer than nine semester units (12-15 quarter units), including instruction in physical science and life science—at least one part of which must include a laboratory component—and mathematics/quantitative reasoning. A single course may not be certified as meeting more than one subarea for any given student, except for laboratory components incorporated into a physical or life science course.
 - c. For Area C, no fewer than nine semester units (12-15 quarter units), with at least one course in the arts and one in the humanities.
 - d. For Area D, no fewer than nine semester units (12-15 quarter units), with courses taken in at least two disciplines.
 - e. For Area E, no fewer than three semester units (4-5 quarter units).
3. Exceptions to subarea restrictions in the subsections above may be made for programs in which instruction to meet multiple objectives is integrated into a set of courses or into interdisciplinary courses. Interdisciplinary courses in this case would be expected to be offered at an appropriately greater number of units.

D. Limitations on Certification of Students

1. A participating institution may not certify a student for more than 39 semester units or equivalent. If more than one participating institution certifies a student, the CSU campus granting the degree need not accept certification for more than 39 semester units or equivalent.
2. A CSU campus need accept as certified for a given subject area no more than the minimum numbers of units specified in Subsections A through E in Section V above.
3. A participating institution may certify a student for no more than 30 semester units (45 quarter units) total in subject areas B through D combined. If more than one participating institution certifies a student, the CSU campus granting the degree need not accept certification for more than 30 semester units (45 quarter units) total in subject areas B through D combined.
4. Baccalaureate-granting institutions certifying a student for units earned in upper-division courses or examinations may provide certification only for those units that were completed during or after the term in which the student achieved upper-division status (i.e., earned a total of at least 60 semester units or 90 quarter units).

5. A participating institution may certify completion of courses or examinations taken at other eligible institutions, provided that all such courses and examinations would be identified for certification purposes by the institution offering them. If so identified, those courses and examinations shall contribute to qualification of a student for full certification or subject-area certification, as appropriate.
6. Upon transfer, no student shall be required to complete more units in general education-breadth than the difference between the number certified in accordance with this executive order and the total units in general education-breadth required by the campus granting the degree.

IX. Lower-Division General Education Reciprocity Among CSU Campuses

- A. Lower-division general education requirements designated by CSU campuses as having been satisfactorily completed in their entirety, shall be recognized as fulfilling all lower-division general education requirements of the CSU campus granting the baccalaureate degree without regard to differences that may exist between the two programs. (A course or examination is to be regarded as satisfactorily completed if the student's performance meets the minimum standards for full acceptance toward satisfying a requirement as set by the campus at which the course or examination was taken.) For the purposes of this section, completion of lower-division general education requirements is equivalent to qualification for full certification, as defined in Subsection C of Section VIII above. Transfer students admitted with documentation of full lower-division general education program completion at another CSU campus may not be held to any additional lower-division general education requirements by the campus awarding the degree.
- B. Lower-division general education *subject-area* requirements designated by CSU campuses as having been satisfactorily completed, shall be recognized as fulfilling the corresponding subject-area general education requirements of the CSU campus granting the baccalaureate degree without regard to differences that may exist in the configuration of the two programs or in the content of the subject area. For the purposes of this section, completion of lower-division general education subject-area requirements is equivalent to qualification for subject-area certification, as defined in Subsection C of Section VIII above. Transfer students admitted with documentation of completion of one or more general education subject areas at another CSU campus may not be held to any additional lower-division general education requirements in that subject area by the campus awarding the degree.
- C. The provisions of Subsections A and B of this section do not exempt students from unmet lower-division graduation requirements of the CSU campus awarding the degree, or from lower-division courses required by individual baccalaureate majors at the CSU campus awarding the degree.

- D. Students seeking to transfer under the provisions of this section shall be responsible for requesting verification that lower-division general education program or subject-area requirements have been met. Upon the request of a currently or formerly enrolled student, the CSU campus from which the student seeks to transfer shall determine the extent to which that student has satisfactorily completed the lower-division general education requirements in each subject area, and shall provide official documentation of such completion.

April 1, 1992

Barry Munitz, Chancellor

Applicati-
- VIII C 142
- Transfer

DRAFT 1/7/92

Executive Order No. xxx

Attachment A

Designations for Subject Areas and Objectives

Area A: Communication in the English Language and Critical Thinking

References: Sections V-A, VIII-C-1-a, VIII-C-2-a

Oral Communication	A1
Written Communication	A2
Critical Thinking	A3

Area B: Physical Universe and Its Life Forms

References: Sections V-B, VIII-C-1-b, VIII-C-2-b

Physical Science	B1
Life Science	B2
Laboratory Activity	B3
Mathematics/Quantitative Reasoning	B4

Area C: Arts, Literature, Philosophy and Foreign Languages

References: Sections V-C, VIII-C-1-c, VIII-C-2-c

Arts (Art, Dance, Music, Theatre)	C1
Humanities (Literature, Philosophy, Foreign Languages)	C2

Area D: Social, Political, and Economic Institutions and Behavior;
Historical Background

References: Sections V-D, VIII-C-1-d, VIII-C-2-d

Anthropology and Archeology	D1
Economics	D2
Ethnic Studies	D3
Geography	D4
History	D5
Interdisciplinary Social or Behavioral Science	D6
Political Science and Government	D7
Psychology	D8
Sociology and Criminology	D9

Area E: Lifelong Understanding and Self-Development

E

References: Sections V-E, VIII-C-1-e, VIII-C-2-e

< Include Low? >

Summer Session Funding
- YRO handling enrollment growth
ACADEMIC SENATE
of *some*

THE CALIFORNIA STATE UNIVERSITY

AS-2061-92/FA
January 9-10, 1992

1-14-92
Q 5 YRO
Quarter System

YEAR ROUND OPERATION (YRO) WITHIN THE CSU SYSTEM

WHEREAS, The economic future of California is directly tied to meeting the educational needs of the next generation; and

WHEREAS, There is a shortage of facilities within the California State University system to accommodate the projected increase in CSU enrollment of between 29 and 49 percent by the year 2005; and

WHEREAS, At some CSU campuses, new or expanded Year Round Operation (YRO) may be a viable means for accommodating some of the projected enrollment growth; and

WHEREAS, There are four campuses in the CSU system (Pomona, Hayward, Los Angeles, and San Luis Obispo) which operate state-funded summer quarters (YRO); and

WHEREAS, Some campuses now offering YRO are deterred from offering full programs and other campuses may be deterred from initiating YRO because of the fiscal penalties imposed by the absence of full and equitable funding; therefore be it

RESOLVED: That the Academic Senate of the California State University support the concept of Year Round Operation (YRO) with full and equitable funding on campuses that are willing and in a position to implement such programs and that receive authorization to do so; and be it further

RESOLVED: That the Academic Senate CSU advise the Chancellor's Office of the need to provide adequate support for YRO at CSU campuses with YRO; and be it further

(over)

RESOLVED: That the Academic Senate CSU encourage the Chancellor's Office to inform the CSU Board of Trustees of the need to identify YRO as a fully funded program in their budget request; and be it further

RESOLVED: That the Academic Senate CSU encourage the Chancellor's Office to advise appropriate legislators of the need to provide full financing for YRO at CSU campuses with YRO.

Since 1.14.92

1/92

**CURRENT CHARGES SENT TO THE
ACADEMIC SENATE COMMITTEES
1991 - 1992**

Budget Committee

1. Ongoing charges:
 - a. review of Program Change Proposals when appropriate
 - b. review of lottery funds
 - c. review of the academic year's campus budget
 - d. review of the long-range planning required by budget cuts
 - e. review of resource allocation
 - f. review of budget impact of curriculum proposals when appropriate
2. Year Round Operation - Due January 14, 1992

Constitution and Bylaws Committee

1. Miscellaneous Bylaw changes for clarity
2. Review of Academic Senate restructuring report of Jan '89

Curriculum Committee

1. Recommendations re Resolution on Minimum Grade Requirement Imposed by Departments on Minorng Students
2. Review of Experiential Education guidelines
3. Revise process of curriculum development
4. Review curriculum proposals

Distinguished Teaching Awards Committee

1. Selection of 3 DTA recipients - Due Spring Quarter
2. Selection of Trustees' Outstanding Professor Award nominee - Due February 3, 1992
3. Should tenure requirement be eliminated for DTA eligibility?

Elections Committee

1. Streamlining the elections process
2. Hold regular elections during Winter Quarter

Fairness Board

Hear grade grievances

General Education and Breadth Committee

1. Comprehensive review of the GE&B program
2. Review upper division requirements in light of the IGETC, and full and partial certification
3. Review implications to Area F from new transfer procedures
4. Introduction of a cultural pluralism requirement within the GE&B program
5. Review GE&B proposals as received

Instruction Committee

Assist the Student Progress Committee with their review of course policy, grading, "Repeats," "Retroactive GPA Changes," "Limitation of Total Units," "Limitation of Time to Degree," and "Change of Grade."

Library Committee

1. Continue to work with the Library on funding efforts, at state level and private donations
2. Help to resolve the reduced staffing problems
3. Keep up with changing technologies available in the area of library resources
4. Proposal for library to receive direct income from grants
5. Ongoing review of library policies and procedures

Long-Range Planning Committee

1. Why do majority of Cal Poly student take longer than four years to graduate?
2. Are the concentration, options, and specializations offered at Cal Poly a hinderance?
3. What is impact of the 20 minors on campus?
4. Is the GE&B program excessive (if transfer student is GE certified should s/he be required to take more classes for major)?
5. Is declaring a major upon entering Cal Poly a factor?
6. Does adhering to the CSU factor of approximately 60% transfer students impact this problem?
7. What is the effect of the quarter system of scheduling on this issue?
8. Year Round Operation - Due February 4, 1992
9. Review Graduate Studies document

Personnel Policies Committee

1. Handling of raw data in department head and dean evaluations/faculty evaluation of deans
2. Recognition of excellent student advising in the RTP process
3. Vote of confidence for administrators
4. Presidential responses to Academic Senate resolutions
5. Dean's selection committees

Research Committee

1. Review of CARE Grants and its guidelines
2. Review of State Faculty Support Grants and its guidelines
3. Review of Student Research Competition submittals
4. Review of ARDFA facility; its administration and allocation of overhead
5. Patent and copyright exploitation
6. The use of human subjects
7. Whether centers/institutes should be "sunsetting"

Status of Women Committee

1. Ongoing review of Sexual Harassment Documents
2. Ongoing review of Sexual Assault Documents
3. Draft report on status of women at Cal Poly

Student Affairs Committee

1. Are "excessive daily coursework assignments" being required of Cal Poly students?
2. Address issues of AS-369-91/EX on Ethnic Diversity
3. Review material on American Freshman Survey

University Professional Leave Committee

Review leave applications

CAL POLY

Academic Senate Budget Committee

MINUTES

November 20, 1991

RECEIVED

DEC 5 1991

Academic Senate

All members present, except for Richard Brumley, Keith Stowe, and student representative, Jennifer Pfanner (has class during meeting time).

1. The minutes of the November 6, meeting were approved.
2. John Rogers lead a discussion regarding future anticipated budget cuts for 1992-93. The major concerns that were derived from the group discussion were:
 - a. 1992-93 budget cuts would probably be forthcoming, perhaps in the 5-10 percent range.
 - b. Apparently, many schools on campus are recruiting to fill tenure-track positions. The exact amount is unknown, but could approach as many as fifty. The question then becomes how our budget cuts related to faculty positions.
 - c. What planning is taking place on campus related to the above concerns? It was decided to invite Bob Koob in to discuss these concerns with the Budget Committee at the November 27, meeting.
3. Charlie Crabb updated the Committee regarding the YRO subcommittee report. He felt that a reasonable draft model would be ready for the next meeting.

Adjourned at 11:45 a.m.

WE ARE CONTINUING WITH YRO -- HAVING DIFFICULTY
WE ARE STARTING TO LOOK AT OTHER POSSIBLE
MODELS FOR RESOURCE ALLOCATION

RECEIVED

State of California

DEC 3 1991

California Polytechnic State University
San Luis Obispo, California 93407

MEMORANDUM Academic Senate

Date: November 26, 1991

Copies:

To: *Jerry* All Academic Senate Committee Chairs

From: Margaret Gamuso
Academic Senate

Subject: Committee Charges - Fall Quarter Status Report

Please let me know what the status is of your committee's charges. An informal, handwritten response is fine. Thank you.

We still have a few more changes to make in the Bylaws. We will be meeting after Christmas break. Have a Merry Christmas!

Jerry

From: DI520 --CALPOLY

Date and time 11/27/91 16:06:33

Date: 27 Nov 91 16:06:32 PDT

From: <DI520 AT CALPOLY>

To: <DU067 AT CALPOLY>

Subject: profs

*Curriculum Committee
Status Report - Fall Gtr*

From: tbailey

Hi, Margaret! I am now on profs. My userid is di520 or you can use tbailey if you forget.

I got your memo on charges. We are currently discussing revision of C.A.M. provisions on major, support, GEB and free electives courses. We have virtually finished with '92 catalog materials, although some people would like us to give them more time. Hope to have an AS resolution for January's executive committee. Then we will be getting on to the business of revising the method in which the Curriculum Committee reviews proposals.

Have you gotten the copies of our minutes?

PF1 Alternate PFs PF2 File NOTE PF3 Keep PF4 Erase PF5 Forward Note
PF6 Reply PF7 Resend PF8 Print PF9 Help PF10 Next PF11 Previous PF12 Re

*Also, committee reviewing experiential education
during Wtr Gtr.*

RECEIVED

DEC 2 1991

Academic Senate

RECEIVED

Memorandum

JAN 3 1992

To : Academic Senate

Date : December 20, 1991

Academic Senate

From : Harvey Greenwald, Chair
Distinguished Teaching Award Committee

Subject : ***Fall Status Report***

During the Fall of 1991, the Distinguished Teaching Award Committee dealt with four issues.

1. Nomination forms for the Distinguished Teaching Award 1991-92, were approved and distributed on campus.
2. Discussions were held with the Research Committee of the Academic Senate concerning a joint effort to select future nominees for the Trustees' Outstanding Professor Awards. If this approach is successful, a resolution will be presented to the Academic Senate concerning the process by which nominees are selected for the Trustees' Outstanding Professor Awards.
3. The Distinguished Teaching Award Committee is continuing discussions concerning the tenure requirement for the Distinguished Teaching Awards.
4. A nominee was selected for the Trustees' Outstanding Professor Awards for 1991-92.

State of California

Memorandum

RECEIVED

CAL POLY
SAN LUIS OBISPO
CA 93407

DEC 3 1991

Academic Senate

To : Margaret Camuso
Academic Senate

Date : December 2, 1991

File No.:

Copies :

From : *Jhu* John Culver, CoChair
GE&B Commiteee

Subject: Progress on Committee Charge

The main charge to the GE&B Committee this year was to suggest revisions to the gen. ed. program on this campus. We have identified members to serve on a GEB Subcommittee that will propose several alternatives to the GE plan currently in use. Our Committee will make a report to the Academic Senate on suggested changes in early Spring Quarter, 1992.

RECEIVED

State of California

DEC 3 1991

CAL POLY
San Luis Obispo
CA 93407

MEMORANDUM

Academic Senate

To: Margaret Camuso

Date: 12-2-91

From: James Murphy, Chair
Instruction Committee

Copies:

Subj: Fall Quarter Status Report

The "Charges" to this Committee have been minimal.

To date, the committee

Submitted our report on Year Round Operation

Submitted the Cheating and Plagiarism Resolution

Continuing our discussion on "Add-Drop"

Continuing our discussion Change of Grade

Continuing the FIDO meetings

Note: FIDO has been extremely successful with over 50 persons in attendance at different sessions. Academic probation and disqualification is a component of "Change of Grade" and is not being dealt with separately. To my knowledge, we have no further charges from your office, although the matter of faculty ethics might be one the Committee wishes to deal with.

James Murphy
12/2/91

State of California

RECEIVED

California Polytechnic State University
JAN 30 1992 San Joaquin Obispo, California 93407

MEMORANDUM

Academic Senate

Date: *Eldon* November 26, 1991

Copies:

To: All Academic Senate Committee Chairs

From: Margaret Gamuso
Academic Senate

Subject: Committee Charges - Fall Quarter Status Report

Please let me know what the status is of your committee's charges. An informal, handwritten response is fine. Thank you.

Dear Margaret,

Our (Library) Committee have met three times in the Fall 1991.

For details, please refer to the minutes we sent you.

Thanks much!

Eldon

12/28/91

RECEIVED

ACADEMIC SENATE FACULTY LIBRARY COMMITTEE
MINUTES OF NOVEMBER 4, 1991 MEETING

JAN 13 1992

Academic Senate


Present: J. Brown, G. Field, E. Li, P. Miklowitz, W. Mueller, D. Walch, I. Rockman, L. Alamo, S. Fujitani
Copies: J. Delany, E. Blattner, Academic Senate Office

1. *Grants: Indirect Costs.* Donald Prout, Director of Sponsored Programs, spoke on "indirect costs" in regards to grants. He distributed a handout that was prepared by the Grants Development Office (attached). Currently, the library does not receive any direct money back from grants.

After some discussion the Faculty Library Committee decided to form a subcommittee to draft alternate proposals for the library to receive direct income from grants and then meet with the Academic Senate Research Committee.

Gary Field will chair the subcommittee; members include Ilene Rockman and Wes Mueller.

Next meeting will be winter quarter...


Lynda Alamo
January 9, 1992

State of California

RECEIVED

DEC 2 1991

CAL POLY

San Luis Obispo
CA 93407

Academic Senate

MEMORANDUM

To: Charlie Andrews
Chair
Academic Senate

Date: November 26, 1991

From: Mark Shelton *M. Shelton*
Chair
Long Range Planning Committee

Subject: **Quarterly Report of LRPC Activities**

The LRPC met six times to work on two major items: 1) review of the Strategic Planning Document; and 2) Year-round Operation (YRO). The result of this work is a forthcoming summary report on the Strategic Planning Document.

Next quarter work resumes on YRO as soon as the Budget and Instruction committees send us their reports. By February 4, 1992, the LRPC will compile a summary report on YRO. Following this, we will take up the Graduate Studies proposal.

*Happy Thanksgiving
Margaret! Charlie!*

RECEIVED

DEC 5 1991

Memorandum

Academic Senate

To: Margaret Camuso
Academic Senate

Date: Dec 4, 1991

From: *Mark*
Mark Berrio, Chair
Personnel Policies Committee

Re: Fall Quarter Status Report.

Proposal passed by the Senate during the Fall 91 Quarter:

- ✓- **Faculty Suspension with Pay**

The committee is working now on two items:

- ✓- **Faculty evaluation of school deans**
- ✓- **Vote of confidence for administrators**

Other items to be considered during Winter and Spring quarters:

- ✓- **Dean's selection committee**
- ✓- **Handling of raw data in department head and dean evaluations**
- ✓- **Recognition of excellence student advising in the RPT process**

The committee feels that the following item is not within of its charge, and therefore will not be considered:

- ✓- **Presidential responses to Academic Senate resolutions**

RECEIVED

DEC 12 1991

TO: Charles Andrews, Chair
Academic Senate

Academic Senate

DATE: December 11, 1991

FROM: Dan Krieger, Research Committee

SUBJECT: Status Report, Fall, 1991

The Research Committee satisfactorily concluded its review of the Fall cycle for State Faculty Report Grants. It reviewed 39 proposals for assigned time and mini-grants. There were no requests for quarter leave.

The Research Committee chairperson and Calvin Wilvert (Social Sciences), an appointee from the Outstanding Teaching Award Committee have outlined a proposal for nominating a campus faculty person for the *Trustees' Outstanding Professor Awards*. This process was initiated at the request of the Outstanding Teaching Award Committee. Both committees will discuss the proposal during the Winter Quarter.

The Research Committee is also considering a recommendation for a University policy dealing with the allocation of funds for journal publications.

State of California

California Polytechnic State University
San Luis Obispo, California 93407

RECEIVED

MEMORANDUM

DEC 5 1991

Date: November 26, 1991

Copies: Academic Senate

To: *Nan* All Academic Senate Committee Chairs

From: Margaret Gamuso
Academic Senate

Subject: Committee Charges - Fall Quarter Status Report

Please let me know what the status is of your committee's charges. An informal, handwritten response is fine. Thank you.

Margaret-

Here's a summary of our activities this quarter:

- 1. We are gathering information to include in a report on the status of women on campus. Included will be employment statistics, availability of maternity & paternity leave, & childcare, etc.*
- 2. We have sent out a request for people to serve as advocates for sexual harassment survivors*
- 3. We continue to monitor the progress of the implementation of the new sexual harassment policy.*

Nan

Student Affairs Committee: Fall 1991
Chairperson: Michael Fahs (Speech Communication)

Three full meetings, designed to get all members oriented to the charges of this committee, review any/all outstanding paperwork, and proceed with "new business"

Issues addressed:

Adding Classes through CAPTURE: the committee inherited the paperwork on this issue; no new crises have arisen re the original problems and so this issue is considered resolved

Change in Major Process: the committee inherited the paperwork on this issue, but it has already been addressed and resolved

Policy Statement on Racism: the committee reviewed and supported the campus policy statement; no (other) action was required of the committee on this issue at this time

Plus/Minus Grading System: additional information was collected on this issue; the original problems have apparently been resolved, with the remaining frictions appearing to be unique to only a couple of specific departments; this issue is considered resolved

Excessive Daily Coursework Assignments: the committee discussed this issue briefly at our last meeting; it was suggested that we ask the initial writer to meet with the committee to explain and to clarify some key points; this issue is pending

Ethnic Diversity: this general issue will be reviewed and the specific challenges re implementation will be considered at our next meeting; this issue is pending

RECEIVED

Memorandum

DEC 5 1991

To : Margaret Camuso, Academic Senate Date : December 4, 1991
From : Jeanie McDill, Mathematics JMD
Subject : *Fall Quarter Status Report of the University Professional Leave Committee*

The UPLC met once this quarter. Mike Suess from Personnel met with the committee to outline possible affects of the new contract on the procedures for the awarding of professional leaves. The UPLC will meet the first week of next quarter to start reviewing leave applications.

Sm - 1.14 92

12/05/91

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

ACADEMIC SENATE
COMMITTEES
1991-1992

BUDGET COMMITTEE

<u>Name</u>	<u>Department</u>	<u>School</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Brumley, Richard	Lib/Acq	PCS	2250/2250	1993
Carnegie, Edgar	AgEngr	SAGR	2378/2378	1992
Crabb, Charles	AcadRes	AcadAffs	2186/2186	ExOff
Head, Dwayne	PE/RA	SPS	2545/2545	1992
Lebens, Frank	AcadAffs	BusAffs	2186/2186	ExOff
Motteler, Zane	CompSci	SENG	2081/2824	1993
Pfanner, Jennifer	Student	ASI	1291/1291	ExOff
Pohl, Jens	Arch	SAED	2841/1316	1993
Ramirez, Richard	BudgOfc	BudgOfc	2091/2091	ExOff
Rogers, John (CH)	BusAdmin	SBUS	1168/2822	1993
Snetsinger, John	History	SLA	2993/2543	1993
Stowe, Keith	Physics	SSM	2455/2448	1993

CONSTITUTION & BYLAWS COMMITTEE

<u>Name</u>	<u>Department</u>	<u>School</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Cross, Raymond	BusAdm	SBUS	2657/2822	1993
DeMers, Gerald (CH)	PE/RA	SPS	2591/2545	1992
Doherty, Amy	Student	ASI	1291/1291	ExOff
Farrell, Gerald	Math	SSM	2421/2206	1993
Niku, Saeed	MechEngr	SENG	1376/1334	1993
Olds, Alexis	SpchCom	SLA	2289/2553	1992
Page, Lane	Lib/Ref	PCS	2649/2649	1992
Seim, Edwin	CropSci	SAGR	2272/1237	1992
VACANCY		SAED		1993

CURRICULUM COMMITTEE

<u>Name</u>	<u>Department</u>	<u>School</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Bailey, Christina (CH)	Chem	SSM	2443/2693	1993
Casey, Glen	AgEduc	SAGR	2401/2401	1992
Freberg, Laura	Psyc	SPS	2033/2033	1992
Irvin, Glenn	AcadProgs	AcadAffs	2246/2246	ExOff
Mouton, John (WTR QTR)	ConstMgt	SAED	1110/1323	WTR QTR
Pierce, David (WTR LV)	ConstMgt	SAED	1363/1323	1993
Rockman, Ilene	AssocDir	Library	5787/5787	ExOff
Sena, James	Mgt	SBUS	2680/1301	1992
Shah, Ramesh	MechEngr	SENG	2741/1334	1992
Somppi, Susan	SAS	PCS	2301/2301	1993
Troxel, Patricia	English	SLA	2133/2596	1993
Vierra, Michelle	Student	ASI	1291/1291	ExOff

(copy of materials to Mary Whiteford, Academic Programs)

DISTINGUISHED TEACHING AWARDS COMMITTEE

<u>Name</u>	<u>Department</u>	<u>School</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Grant, Donald	Arch	SAED	5081/1316	1992
Greenwald, Harvey (CH)	Math	SSM	1657/2206	1993
Larsen, Stuart	C/EEngr	SENG	1317/2947	1992
Mitchell, Colleen	Student	ASI	1291/1291	ExOff
Rivas, Kristy	Student	ASI	1291/1291	ExOff
Ruehr, Thomas	SoilSci	SAGR	2552/2261	1993
Wilvert, Calvin	SocSci	SLA	2579/2260	1993

ELECTIONS COMMITTEE

<u>Name</u>	<u>Department</u>	<u>School</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Beyer, Edgar	CropSci	SAGR	2904/1237	1992
Buccola, Victor	PE/RA	SPS	1412/2545	1992
Dobson, John	BusAdm	SBUS	2010/2822	1993
Hanson, Michael (CH)	BioSci	SSM	2444/2788	1993
Omar, Zia	EngrTech	SENG	2920/1138	1992
Pritchard, Eileen	Lib/Ref	PCS	2649/2649	1993
Sheik, Habib	English	SLA	2136/2596	1992
VACANCY		SAED		1993

FAIRNESS BOARD

<u>Name</u>	<u>Department</u>	<u>School</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Acord, Pat (OUT FALL)	PE/RA	SPS	2203/2545	1992
Aviles, Brian (OUT FALL)	LandArch	SAED	2864/1319	1992
Beardsley, George	Economics	SBUS	2012/2783	1993
Burrell, Shel	CareerServs	StudAffs	2501/5974	ExOff
Dills, Keith	Art&Des	SLA	1164/1148	1992
Harris, John	NRM	SAGR	2426/2702	1992
Pointer, Stacy	Student	ASI	1291/1291	ExOff
Sanvictores, Michele	Student	ASI	1291/1291	ExOff
Takken, Meredith	FinAid	PCS	2927/2927	1992
Tryon, Bette	Psyc/HD	SPS	2686/2033	FALL QTR
Wolf, Robert (CH)	Math	SSM	2264/2206	1993
Yang, Tao	IndEngr	SENG	2945/2341	1993

GENERAL EDUCATION AND BREADTH COMMITTEE

<u>Name</u>	<u>Department</u>	<u>School</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Aloni, Andrea	Student	ASI	1291/1291	ExOff
Culver, John (Co-CH)	PoliSci	SLA	2957/2984	1993
Irvin, Glenn	AcadProgs	AcadAffs	2246/2246	ExOff
Levenson, Harvey	GraphCom	SPS	1108/1108	1992
Perlick, Walter	BusAdmin	SBUS	2657/2822	1993
Pharoah, Clay	ArchEngr	SAED	2151/1314	1993
Rogers, John	Stat	SSM	2861/2709	1992
Vilkitis, James (Co-CH)	NRM	SAGR	1262/2702	1992
White, Donald	IndEngr	SENG	2418/2341	1993
VACANCY (replemt for Harrigan)		PCS		1992
(Glenn Irvin, Curriculum Committee representative)				

INSTRUCTION COMMITTEE

<u>Name</u>	<u>Department</u>	<u>School</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Brown, Ron	Physics	SSM	2439/2448	1993
Davidson, Otto	MechEngr	SENG	1346/1334	1992
Haynes, Ray	Mgtmt	SBUS	1418/1301	1993
Hunt, Roger	AnSci/Ind	SAGR	2698/2419	1992
Irvin, Glenn	AcadProgs	AcadAffs	2246/2246	ExOff
Johnston, Hal	ConstMgt	SAED	2797/1323	1993
Marx, Steven	English	SLA	2411/2596	1992
Murphy, James (CH)	IndTech	SPS	2252/2676	1993
Pope, Kuen	Student	ASI	1291/1291	ExOff
Rogers, Norm	AV Servs	AV Servs	2211/2211	ExOff
Stanton, George	Cslg/Tstg	PCS	1551/2511	1992
Waddell, Jay	Lib(Ref)	Library	2649/2649	ExOff

LIBRARY COMMITTEE

<u>Name</u>	<u>Department</u>	<u>School</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Brown, Johanna	Lib/LnServs	PCS	2029/2029	1993
Delany, James	Math	SSM	2395/2206	1993
Field, Gary	GraphCom	SPS	2495/1108	1993
Fujitani, Sharon	Lib/Ref	AcadAffs	2649/2649	ExOff
Li, Eldon (CH)	Mgtmt	SBUS	2964/1301	1993
Johnson, Mark	MechEngr	SENG	1386/1334	1992
Miklowitz, Paul	Philos	SLA	5065/2041	1993
Mueller, Wesley	CropSci	SAGR	2224/1237	1993
Walch, David	Dn/Library	Library	2345/2345	ExOff
Wurscher, Lynn	Student	ASI	1291/1291	ExOff
VACANCY (replcmt for Pangotra)		SAED		1992

LONG-RANGE PLANNING COMMITTEE

<u>Name</u>	<u>Department</u>	<u>School</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Agnew, Rebecca	Student	ASI	1291/1291	ExOff
Dubbink, David	C/RPlg	SAED	1474/1315	1993
Hood, Myron	Math	SSM	2352/2206	1992
Jamieson, Lynn	PE/RA	SPS	1246/2545	1993
Junco, Maria	Th/Dnc	SLA	1248/1466	1992
Mark, Walter	Instl Sts	IS/AA	2204/2204	ExOff
Nowatzki, Ed	C/EEngr	SENG	2947/2947	1993
Shelton, Mark (CH)	CropSci	SAGR	2286/1237	1992
Soenen, Luc	BusAdm	SBUS	2821/2822	1992
Stover, Vicki	BudgOfc	BusAffs	2091/2091	ExOff
VACANCY (replcmt for Williams)		PCS		1993

PERSONNEL POLICIES COMMITTEE

<u>Name</u>	<u>Department</u>	<u>School</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Agbo, Samuel	EL/EE	SENG	1528/2781	1993
Berrio, Mark (CH)	ArchEngr	SAED	1155/1314	1993
Bertozzi, Dan	BusAdm	SBUS	2874/2822	1992
Cabrera, Dominique	Student	ASI	1291/1291	ExOff
Cook, Barbara	SocSci	SLA	1322/2260	1992
Hellyer, George	Agribus	SAGR	5008/5000	1993
McDill, Jean Marie	Math	UPLCrep	2105/2206	ExOff
Meyers, Robert	PE/RA	SPS	2059/2545	1992
Pieper, Jan	Dir/Prsnl	Prsnl	2844/2844	ExOff
Terry, Raymond	Math	SSM	1659/2206	1993
Waller, Julia	FinAid	PCS	2927/2927	1992

RESEARCH COMMITTEE (elected committee) (ex officio members are nonvoting)

<u>Name</u>	<u>Department</u>	<u>School</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Armstrong, Mary Beth	AsDn, SBUS	Deans'Rep	2704/2704	ExOff('92)
Claverie, Michelle	Student	ASI	1291/1291	ExOff
Engle, Patricia	Psyc	SPS	2914/2033	1993
Frankel, Richard	Physics	SSM	2467/2448	1992
Harris, Patricia	Purchsg	BusAffs	2231/2231	ExOff
Krieger, Daniel (CH)	History	SLA	2641/2543	1992
Lindvall, John	BusAdmin	SBUS	2381/2822	1992
Loh, Larry	Arch	SAED	2074/1316	1993
Lucas, Robert	VPGradStuds	GradStuds	1508/1508	ExOff
Nahvi, Mahmood	EL/EE	SENG	2308/2781	1993
Prout, Donald	SponPrgs	FDN	1123/1123	ExOff
Tong, Phillip	DairyProdsCtr	SAGR	6102/6102	1993
VACANCY (replacement for A Dominguez)		PCS		1992

STATUS OF WOMEN COMMITTEE

<u>Name</u>	<u>Department</u>	<u>School</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Berrio, Margaret	Psyc	SPS	2886/2033	1992
Bross, Valerie	Library	PCS	2389/2389	1992
Byars, Nan (Co-CH)	EngrTech	SENG	1565/1138	1993
Camuso, Margaret	AcadSen	WCSUrep	1258/1258	ExOff
Cochran, Kerry	Agribus	SAGR	5015/5000	1993
Duerk, Donna	Arch	SAED	5990/1316	1992
Ellis, Rebecca	Mgt	SBUS	2629/1301	1993
Reynoso, Wendy	FinAid	StudAffs	5876/2927	ExOff
Ruggles, Joanne	Art&Des	SLA	1562/1148	1992
Sungar, Nilgun (Co-CH)	Physics	SSM	2364/2448	1993
Wood, Heidi	Student	ASI	1291/1291	ExOff
VACANCY		Pt-tm Rep		ExOff

(Marylud Baldwin as UCTE representative, a staff representative, Willi Coleman as Coordinator of the Women's Ctr, Anna McDonald as the Director of Affirmative Action, Carolyn Stefanco as Women's Studies Program representative, and Donald Ryujin as Chair of the EOAC, are informal members of this committee)

STUDENT AFFAIRS COMMITTEE

<u>Name</u>	<u>Department</u>	<u>School</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Albiani, Dennis	Student	ASI	1291/1291	ExOff
Biggs, Joseph	Mgt	SBUS	2955/1301	1993
Breazeale, Connie (OUT FALL)	HmEc	SPS	1263/2225	1992
Davis, Steve	PE/RA	SPS	2754/2545	FALL QTR
Fahs, Michael (CH)	SpchCom	SLA	2265/2553	1992
Lang, Martin	Math	SSM	2197/2206	1993
Mallareddy, H.	C/EEng	SENG	2515/2947	1992
Proctor, Carolyn	CareerServs	PCS	5977/2501	1992
Scott, Hazel	VP/StudAffs	StudAffs	1521/1521	ExOff
Thompson, Richard	NRM	SAGR	2898/2702	1993
Warren, Shawn	Student	ASI	1291/1291	ExOff
Young, Richard	Arch	SAED	2833/1316	1993

UNIVERSITY PROFESSIONAL LEAVE COMMITTEE (elected committee - must be tenured)

<u>Name</u>	<u>Department</u>	<u>School</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Forgeng, William	MatsEngr	SENG	2575/2568	1993
Hargrave, Terry	Arch	SAED	1501/1316	1992
Kellogg, William	AgEd	SAGR	2973/2803	1993
McDill, Jean Marie (CH)	Math	SSM	2105/2206	1993
Morgan, Ann	Psyc/HD	SPS	2865/2033	1993
O'Neill, Gertrudis	Lib/Ref	PCS	2649/2649	1992
Saltzman, Judy	Philos	SLA	2064/2041	1992
Shiers, Alden	Econ	SBUS	2564/2783	1992