

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

FILE COPY

Academic Senate
Executive Committee Agenda
May 12, 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		
Koob, Robert	VPAA	<u>Copies:</u> Warren Baker	
		Glenn Irvin	
		Howard West	
		Patricia Mulligan	
		Geoff Austin	
		Kristin Burnett	

- I. Minutes:
- II. Communication(s) and Announcement(s):
- III. Reports:
 - A. Academic Senate Chair
 - B. President's Office
 - C. Vice President for Academic Affairs' Office
 - D. Statewide Senators
- IV. Consent Agenda:
- V. Business Item(s):
 - A. Election of members to the Interim Program Review and Improvement Committee.
 - B. Graduate Studies proposal-Bailey, Chair of the Curriculum Committee: Determination to return the Graduate Studies proposal to the Senate as a first or second reading item.
 - C. Resolution on Evaluation of School Deans-Berrio, Chair of the Personnel Policies Committee (pp. 2-3).
 - D. Resolution on Funding to Athletics Program-P Murphy, for the Mathematics Department (p. 4).
 - E. Executive Committee action re Academic Senate budget discussion held May 5, 1992 (pp. 5-7).
- VI. Discussion:

Approach to Master Planning at Cal Poly-Frank Lebens and Mike Martin.
- VII. Adjournment:

Mind-Exec 5-12-92

CURRICULUM COMMITTEE OF THE ACADEMIC SENATE OF CAL POLY

Report on Discussions of "Graduate Studies at Cal Poly" proposal

Wednesday, 5/8/92 and Monday, 5/11/92

Our committee's discussion entailed the entire document and I have some general considerations to share as well as specific comments on the wording of the document.

First, the Curriculum Committee has no difficulty with the concept of a Graduate Studies Committee. However, we believe it should be a standing committee of the Academic Senate constituted in the same way as any other standing committee, that is, a poll of the entire faculty as to those interested in serving and choice made by the school caucuses. The work of this committee in our collective opinion should be one of networking, review of program proposals, considering the direction of graduate study at Cal Poly, and general oversight on matters pertaining to graduate studies. The Academic Senate should set the policy after recommendation by the Graduate Studies Committee.

The Curriculum Committee would welcome a member of the Graduate Studies Committee or its designee as a permanent member of our group. Certainly graduate programs per se deserve an advocate in this regard. Please keep in mind that with a representative from each school, proposed graduate programs would have at least two and perhaps three or more advocates depending upon the interdisciplinary nature of any proposal. Curriculum development is one of the primary responsibilities of the faculty and we feel that it is fitting that the Graduate Studies Committee could be a level of curriculum review, in addition to the department and school levels, which could confer as to the construction, maintenance, and context of graduate programs. However, it is the Academic Senate Curriculum Committee which has the broadest view of program at Cal Poly as well as the responsibility of correlating the mission of the university to its programs both graduate and undergraduate. Any recommendations concerning graduate curriculum should be made through the already existing curriculum process.

At the current time we strongly oppose the institution of an in-line administrative position for graduate programs, that is, a dean or vice-president of graduate studies (p.6). With a possible evolution of schools into colleges, several of our members feel that the administration of specific graduate programs will fall into the purview of the sponsoring college faculty and staff. In addition, with the current budget constraints such a position would be widely viewed as unnecessary to say the least.

Our committee was concerned about two oversights in this proposal. First, we felt that some consideration of the role of the Cal Poly Foundation in the administration of grant monies for graduate programs should be addressed. Perhaps this could be one aspect of the work of a Graduate Studies Committee. Second, a specific time for periodic review should be incorporated and the reference to support of low enrollment courses should be dropped (p. 5). It is our opinion, made after reviewing programs in context, that the viability of a graduate program as specified in the strategic plan and substantiated by criteria found in the program review document, should be able to be demonstrated within 5 years of inception. If found deficient, the program should be discontinued ~~not supported~~.

Cojoining the last concept with that found in paragraph three, we would like to see an appraisal of the responsibilities and performance of the existing Office of Graduate Studies and Research with the objective of increasing the efficiency of that body and possibly expanding its responsibilities to providing the "central point of identity" mentioned in the proposal (p. 6). Please also note that some statements in the proposal are contradictory in this regard. If the admissions and evaluations offices are still going to do the work of admitting and evaluating the graduate students, why have a separate office as a type of "storefront" for that function?

These are but a few of our major concerns with this document. What follows is a page by page listing of suggestions for deletions, additions and changes.

p. 1 - 3rd paragraph - line 3

Delete normally in "The degree is normally awarded..."

p. 2 - 1st paragraph - sentence 2

Delete as follows:

"Several of the master's programs have grown notably in size and quality during the past decade...~~"One programmatic area—the MS degree in Counseling—offers only master's level programs, but this is the exception—since graduate programs at Cal Poly operate in a campus culture that remains primarily undergraduate in orientation."~~The report goes on to note that as faculty qualifications continue to increase," it is reasonable to expect that graduate programs will continue to be strengthened."

p. 2 - last two lines

Modify to read ~~mode and level funding~~ calculations using 15 credit units as the fulltime load...

p. 5 - paragraph 2 - (item 7.)

Add to "...may be given special consideration for support during their initial period of development. At the end of five years they will be reviewed for continuance in accordance with the Strategic Plan and Program Review Criteria.

p. 5 - under A - RECOMMENDATION:

That there be a campus-wide ~~academic policy-formulating council~~ standing committee of the Academic Senate which has primary responsibility for the development of general direction concerning policy for graduate studies ~~policy~~ and review of curriculum proposals prior to submission to the Academic Senate Curriculum Committee.

p. 5 - last paragraph - line 2

Insert "and will have responsibility for general policy,..."

p. 6 - Delete first RECOMMENDATION and ensuing first paragraph of the the corresponding discussion. Modify second paragraph as suggested in our last paragraph of page 1, that is, use existing offices of graduate studies for identity and acknowledge roles of existing admission and evaluations departments.

p. 6 - B. RESOURCES - RECOMMENDATION

Add - "That adequate physical resources be made available for graduate studies from the general fund, grants, and other private sources, provided that such allocations do not detract from our undergraduate teaching mission.

It should be noted that we are concerned about the possible overutilization of hardware and physical resources which could lead to a serious impairment in the delivery of both the undergraduate as well as the graduate program.

p. 7 - paragraph 3 - line 7

"by changing the definition of a full-time equivalent graduate student to 12 Student Credit Units instead of the current 15, wherever appropriate depending upon the particular program and mode of instruction,..."

p. 7 - paragraph 4

Modify to read "The campus should ~~not wait for what might not come, however.~~ Rather, it should proactively ..."

p. 7 - last paragraph continuing on to p. 8

First, we object to the term "posture". It connotes an artificiality which we hope was not intended. Second, we challenge the statement which follows and ask that it be stricken, that is: ~~"But the posture has also inadvertently created problems for the graduate studies program by creating, endorsing, and supporting many traditions that are focussed (sic) almost solely on the needs and ends of the undergraduate enterprise. As a result, graduate programs, despite their excellence, have not enjoyed the status accorded undergraduate instruction."~~

A handful of our graduate programs have gained such status due to their inherent quality and no amount of undergraduate "tradition" would ever detract from that status. If anything, they have enhanced each other. Shifting an emphasis to graduate programs will not automatically earn them the "status" which is sought in this section. Our primary mission is undergraduate education for which we have earned national if not international recognition. Let us not lose sight of that.

Respectfully submitted to the Academic Senate Executive Committee

C.A. (Tina) Bailey, Chair
Curriculum Committee of the Cal Poly Academic Senate
May 12, 1992

Components of a Campus Master Plan

Campus master planning is a long-term affair. It is long-term from two perspectives: (1) it establishes goals and project conditions for the future, and (2) it establishes long-term policy for day-to-day decision making based upon those specified objectives. The master plan will be composed of the following components: (1) goals, (2) objectives, (3) principles, (4) standards, (5) policies, and (6) plan proposals.

A goal is a direction-setter. It is an ideal future outcome, condition, or state related to defining a high quality environment which plans of action and implementation measures are directed. A campus planning goal is generally an expression of constituent values, and therefore, is abstract in nature. Consequently, a goal is generally not quantifiable, time-dependent, or suggestive of specific actions for its achievement.

Examples of Goals

- Separation of vehicular and pedestrian traffic
- Clustering of related academic disciplines
- An aesthetically appropriate physical context

An objective is a specific outcome, condition, or state that is an intermediate step towards attaining a goal. It should be achievable, measurable, and time-specific. An objective may only pertain to one particular aspect of a goal or it may be one of several successive steps toward achieving a goal. It is not uncommon to have several objectives for one goal.

Examples of Objectives

- By the year 2000 each academic school will have a physical precinct within the academic core.
- By 1996 an incubator research & development center will be established through a university/industry partnership.
- By 1995 the university will have a specific plan for renovating existing academic facilities to accommodate ever changing educational technology and pedagogic approaches reflected by the academic strategic plan

A principle is a fundamental assumption, rule, or doctrine which guides planning policies, proposals, standards, and implementation measures. Principles reflect community values, generally accepted doctrines, current technological applications, or confirmed goals and objectives.

Examples of Principles

- The land use element should be compatible with the soils classification of Cal Poly properties.
- All academic facilities should be within a 10 minute walking radius.

~~THE CAMPUS MASTER PLAN~~
California Polytechnic State University
Department of Facilities Planning
Office of Business Affairs
4/28/92

Introduction

Over the past 24 months the University community has been involved in a rigorous process to articulate a Strategic Plan. This strategic planning document has undergone several levels of review by the faculty, staff, and students, the President's management staff, the Academic Senate, and ASI. The process will continue until such time that it is officially approved by the President. It is, however, very clear that the Strategic Plan for the academic mission of Cal Poly will set the course for the next several years. It will also be this same Strategic Plan which will be the foundation, reference point, and guarantor for the Campus Master Planning process. At a fundamental level the primary function of the physical environment of the campus is the support and enhance the instructional and scholarly agendas of the University. It is within this spirit that we embark on the dynamic process of revisiting the Campus Master Plan.

In its broadest context, planning is an approach to problem resolution, and a process for making informed decisions about future events. Everyone plans to some extent by trying to anticipate the consequences of possible courses of action and selecting what appears to be the most appropriate outcome. In the narrower context, campus master planning is usually characterized by a number of activities:

- Identifying issues, opportunities, and assumptions;
- Formulating goals;
- Collecting and analyzing data;
- Revising goals and determining objectives;
- Developing and evaluating alternative outcomes including alternative policies and implementation measures;
- Selecting and adopting the preferred plan of action;
- Implementing the plan of action;
- Monitoring implementation of the plan of action, and amending the plan as appropriate.

In practice these activities rarely appear as distinct, sequential steps. They often overlap in a cyclical -- rather than a linear-- process in which experience provides the impetus for continuous plan of action corrections. Like budgeting, master planning is a political process for allocating resources among competing demands. Because of its cyclical nature, the purpose of planning is not merely to prepare plans, but to also enable the users of the plans ready access to information for use in making informed decisions.

A standard is a rule or measure establishing a level of quality that must be complied with or satisfied. Standards define the abstract terms of goals, objectives, and policies with concrete specification.

Examples of Standards

- At intersections of pedestrian and vehicular traffic there must be pathways separated by changes in level or physical barriers.
- Every new academic building created or renovated on campus must provide at least a 150 to 200 seat multi-media lecture facility.

A policy is a specific statement that guides decision making. They are based on the goals and objectives of the plan as well as from the analysis of relevant data. A policy effectuates implementation measures. For a policy to be useful as a guide for action it should be clear and unambiguous.

Examples of Policies

- The university shall give favorable consideration to any academic or other unit which establishes a partnership with private industry to establish a capital outlay project.
- All new and relocated parking areas and structures on campus should be located in areas where they are not visible to pedestrian movement and on the perimeter of the campus core.

A plan proposal is a description of how a specific capital outlay project will affect the campus master plan. These plan proposals generally take the form of graphic diagrams.

Examples of Plan Proposals

- The North and South Perimeter Road will be designated as a pedestrian/bikeway.
- Highland and California Avenues will be extended to provide a loop vehicular route for auto/truck traffic.
- All new parking structures will be located in the vicinity of Highland and California Avenues.

It should be noted that these components in practice tend to blur in terms of definition. This should not be of major concern. The important concept is to have an informed understanding of the intentions behind the plans, proposed actions, and outcomes resulting from the establishment of the definition of each of these components.

Elements of the Campus Master Plan

The campus master plan will be organized as a collection of "elements" or subject categories such as land use, circulation, parking, housing, and open space. It is crucial, however, to realize that it is not the number of distinct elements that the plan contains that is important, but instead the integral nature of the subject matter and content of the elements and how they interact and integrate into a whole.

As a starting point it is important to understand the constraints of the context for this planning process that are outside of our control, i.e. regulatory agencies and codes, enrollment and fiscal resources limits, natural characteristics of the physical site of the campus, and the human and technological resource availability to participate in the process. In order to have a clear understanding of what these limitations are a rigorous constraint analysis will be undertaken so that the balance of the process will take place in a clearly understood context. This constraint analysis along with the Academic Strategic Plan will provide the framework for addressing each of the elements of the campus master plan.

The following is a brief description of the elements of the campus master plan as currently identified:

- The land use element designates the general distribution, location, and intensity of uses of the land for academic support, agriculture, waste disposal, open space, housing, etc. This element will also provide a framework for understanding the visual language and guidelines for the campus.
- The circulation element is correlated with the land use element and identifies the general location and extent of existing and proposed vehicular and pedestrian routes, as well as major nodes of interactions. This includes pedestrian, handicapped access, bike, bus, vehicular circulation, and parking.
- The housing element is a comprehensive assessment of the current and projected housing needs for students, faculty, and staff on the campus. In addition, it embodies policy for providing adequate housing for each user group and action programs for this purpose.
- The open-space element details the plans and measures for providing and preserving open space for the purpose of outdoor recreation, public health and safety, and the identification of agricultural land. The campus landscaping plan will be a component of this element.
- The conservation element addresses the conservation, restoration, and adaptive re-use of existing natural resources including water, vegetation, soils, as well as historically significant architectural elements on campus.
- The utility infrastructure element identifies existing and proposed utility systems including water distribution, storm and sewer collection, electrical service, communication and signal service, heating and cooling distribution. This element is concerned with location and capacity, as well as energy management of new and existing structures.

- The safety element establishes policies and programs to protect the campus from risks associated with seismic, geologic, flood, and wildfire hazards. In addition, campus lighting will be included.

The Process of Creating the Campus Master Plan

The creation of the definition of these components and elements will be a process which will involve major user participation in (1) the identification of major issues and opportunities, (2) specifying campus master plan goals to serve as a foundation for planning proposals, (3) evaluating alternative plans and determining preferred alternatives, and (4) creating an atmosphere in which conflicting demands for completing and limited resources can be resolved.

The working drafts of the proposed Campus Master Plan will provide a platform for free and open discussion of the issues. To make this approach meaningful individuals must feel they can influence the outcome in terms of issues which have a direct bearing on their well-being. This means that for the process to be effective it must begin with the clients of the University, the students, faculty, staff, and the local community, as participants in establishing appropriate goals and identifying issues and opportunities. Initially the Campus Planning Committee will be asked to serve as the coordinating and integrating mechanism of the process. Their first charge will be to delineate a draft set of goals, objective, and standards for review by the four official components of the formal governance structure of the University: the President and his management staff, the Academic Dean's Council, the Academic Senate, and the ASI. As the process moves forward the Campus Planning Committee will be reviewing and evaluating the elements of the proposed plans and policies as components of a recommended Campus Master Plan. This will include interfacing with the planning efforts of the City of San Luis Obispo and the County of San Luis Obispo. It is the intent of the total process to allow access, not only to participating in the beginnings, but to also take responsibility for implementation of the outcomes and holding those responsible for achieving the concepts of the Campus Master Plan accountable.

It is widely understood that there is significant expertise here on the Cal Poly campus to address this important and critical process of determining our future campus environment. If we are to succeed with this undertaking the process must engage individuals, departments, and schools in activities of producing the produces of the process. It is the intent to connect the necessary tasks to support the instructional, integrative, application, and discovery agendas of the staff, faculty, and students.

THE CALIFORNIA STATE UNIVERSITY

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MEMORANDUM

MAY 12 1992

May 8, 1992

Academic Senate

TRUSTEES

Ex Officio

Pete Wilson
Governor

Leo T. McCarthy
Lt. Governor

Willie L. Brown, Jr.
Speaker of
the Assembly

Bill Honig
State Supt. of
Public Instruction

Barry Munitz
Chancellor

To: Members, Board of Trustees

From: *William D. Campbell*
William D. Campbell, Chairman

Subject: Amendment to Agenda, May 19-20, 1992 Board Meeting

Appointed

William D. Campbell
Chairman

Anthony M. Vitti
Vice Chairman

Roland E. Arnall

Marian Bagdasarian

Ronald L. Cedillos

R. J. Considine, Jr.

Martha C. Fallgatter

Terrance W. Flanigan

Bernard Goldstein

James H. Gray

Claudia H. Hampton

Gloria S. Hom

John E. Kashiwabara

Marianthi Lansdale

Dean S. Leshner

Ralph R. Pesqueira

Ted J. Saenger

J. Gary Shansby

Arneze Washington

An additional item has been added to the meeting of the Committee on Finance to be held Tuesday, May 19, 1992. Appearing as Agenda Item 5, the Board will be asked to act on an early retirement incentive program. The Chancellor would be authorized to implement a program to assist the California State University in reducing personnel costs necessary to meet reductions in resources available to the California State University in the coming fiscal year. The Board will also be asked to exercise its election to participate in the present early retirement incentive program authorized in Education Code Section 22731 and Government Code Section 20816 if it is the best available program for the California State University.

Also, Agenda Item 2 in the meeting of the Committee on Gifts and Public Affairs, scheduled for Tuesday, May 19, will include the naming of a clock tower at San Diego State University. The clock tower in the Student Services building is proposed to be named the Lipinsky Tower in honor of Bernard and Doris Lipinsky.

BMR:11:1104R

cc: Agenda Mailing List

Final Exec 5/12/92

05/12/92

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

B A L L O T

**PROGRAM REVIEW AND IMPROVEMENT COMMITTEE
(Interim Committee)**

Specific Instructions:

For each school, place a mark in the space opposite the name of the nominee of your choice.

NOMINEE

DEPARTMENT

School of Agriculture

<input type="checkbox"/> Beyer, Edgar	Crop Science
<input type="checkbox"/> Jamieson, Lynn	Recreational Administration
<input type="checkbox"/> McNeil, Robert	Crop Science
<input type="checkbox"/> Montecalvo, Joseph	Food Science & Nutrition

School of Architecture and Environmental Design

<input type="checkbox"/> Pierce, David	Construction Management
<input type="checkbox"/> Quinlan, Charles	Architecture
<input type="checkbox"/> Tryon, Walter	Landscape Architecture

School of Business

<input type="checkbox"/> Andrews, Charles	Accounting
<input type="checkbox"/> Cunico, Gerald	Industrial Technology

School of Engineering

<input type="checkbox"/> Heidersbach, Robert	Materials Engineering
<input type="checkbox"/> Nelson, Lawrence	Mechanical Engineering

School of Liberal Arts

<input type="checkbox"/> Fields, Gary	Graphic Communication
<input type="checkbox"/> Long, Dianne	Political Science
<input type="checkbox"/> McKim, Patrick	Social Sciences
<input type="checkbox"/> O'Toole, Frederick	Philosophy
<input type="checkbox"/> Simmons, James	English

School of Science and Mathematics

<input type="checkbox"/> Acord, Patricia	Physical Education
<input type="checkbox"/> Hood, Myron	Mathematics
<input type="checkbox"/> Rife, Bill	Chemistry

Handwritten: *Min - Exec 5/12/92*

State of California

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MAY 12 1992

CAL POLY
SAN LUIS OBISPO
CA 93407

Memorandum

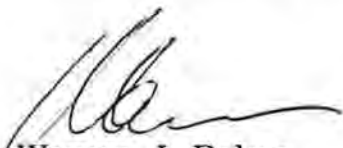
Academic Senate

To : Charles Andrews
Chair, Academic Senate

Date : May 11, 1992

File No.:

Copies : R. Koob
H. Busselen
P. Lee
B. Weber
K. Davis

From : 
Warren J. Baker
President

Subject: REVIEW

Because of severe budgetary constraints, I have made the decision to phase out the Departments of Engineering Technology and Home Economics. A brief description of the process and rationale that led to this decision is attached in the form of a memo to me from the Academic Vice President.

I am requesting that Vice President Koob, along with the Academic Senate, begin the process for discontinuation of programs to review this decision (Administrative Bulletin 81-5) and report the findings to me not later than the end of Fall Quarter, 1992.

I am requesting that you review the process that led to this decision and make suggestions on how it might be improved if similar actions need to be taken in the future. Please take into account the timeline set by the State of California budget process, and what role you envision the Senate might play within these time constraints. I would also welcome suggestions the Senate might make about the appropriate balance of funding comparing personnel and non-personnel needs.

As you know I have invited you and the Chair of the Academic Senate Budget Committee to join continuing budget deliberations which the administration must conduct to respond to the Chancellor's Office with a Phase II budget plan which is eight percent below the Phase I target given to us in March.

Attachment


MEMORANDUM

To: Warren J. Baker
President

Date: May 11, 1992

File No.:

Copies:

From: Robert D. Koob 
Vice President for Academic Affairs

Subject: DEPARTMENTAL BUDGET REDUCTIONS

Acting on the advice of the Academic Deans' Council and the President's Advisory Committee on Budget and Resource Allocations (PACBRA), I am recommending that Cal Poly begin to phase out support for two of its departments, Engineering Technology and Home Economics. This action is in response to two severe budgetary actions anticipated and/or taken by the State of California.

The first is the approximately 10% budget reduction for FY92 and Cal Poly's response to it. Because the full extent of the current year budget reduction was not realized until well after the beginning of the year, much of what was cut came from operating and equipment lines rather than personnel lines. According to the Phase I budget submitted to the CSU Chancellor's Office on March 31, 1992, Cal Poly would have to restore \$2.8 million to return its ratio of O&E to personnel to the value of the previous five years' average. While it may not be possible to return to that value immediately, it is important to the quality of the education we offer that the University take steps to assure that, long term, that ratio is restored.

The second is an anticipated further reduction of the budget for higher education for FY93. We have recently been informed to plan for an additional 8% budget reduction from the Phase I budget mentioned above. It is virtually impossible to achieve such a significant reduction on top of an even larger reduction in the previous fiscal year without seriously impacting personnel at the University. We are forced to make choices about what personnel will be affected.

Anticipating the need for such reductions, during the month of April I queried both the Academic Deans' Council and PACBRA. Their advice was sought about whether it was wise to try to restore some of lost O&E and whether there should be some vertical, i.e. departmental, reduction. The response to that query was positive on both questions by both bodies.

After extensive discussion with the Academic Deans' Council, I delivered memos to each School Dean requesting that a total of approximately \$3 million be taken from their Phase I budgets in the form of personnel lines. In those memos, I made a number of suggestions of how each might proceed based on the Council's discussion, and asked each Dean to consult with their School faculty before returning their final recommendation to me.

The recommendations were based on the single, but very important, criterion that departments might be phased out, or that other actions might be taken, which would cause least long term damage to the future of the University. Phasing out a department is taken to mean cessation of the admission of new majors

to that department, agreeing to contracts with currently enrolled students to allow them to reach their educational goals in a reasonable period of time, and the periodic reduction in the number of faculty in the department consistent with the needs of students to complete their contracts.

The two departments which evolved through this consultative process and are now recommended for phase out both meet the primary criterion, but for somewhat different reasons. I'll review each department separately.

California continues to import nearly 50% of the engineers it employs. Cal Poly is one of the major sources of engineering graduates in the State. Of the over 4000 majors in the School of Engineering, less than 300 are in Engineering Technology, and that number has declined with time (45% decline in applications in the last five years while applications to engineering overall have increased). The number of qualified students applying for engineering slots greatly exceeds the number applying for Engineering Technology slots and, based on traditional academic criteria, are better qualified for a college education. It has been the announced intention of the School of Engineering to absorb Engineering Technology into the majority engineering program over time. This recommendation accelerates that change. Only three of the ET faculty hold a degree at the doctoral level and thus have greater difficulty qualifying as engineering faculty. The severe budget constraints we now face take from us the option of the slower, less disruptive, phase out. The Dean of the School of Engineering and the Chair of each other Engineering Department has submitted a memo supporting this recommendation.

The Home Economics Department had its accreditation withdrawn in 1989. Among the reasons cited were the absence of necessary elements of the Home Economics Common Body of Knowledge, Human Development, and the small fraction of the faculty holding terminal degrees appropriate to their discipline. Only two of the current faculty members have doctoral level degrees. The decision of the faculty of the Department of Psychology and Human Development this academic year to reorganize into the School of Liberal Arts and to not place any faculty into the Department of Home Economics provided a major obstacle to accreditation by HE. Another important element of Home Economics, dietetics and nutrition, is now housed in the School of Agriculture in a separate department with Food Science. The growth and success of the units derived from Home Economics along with the announced intention of the School of Architecture to begin a program in Interior Architecture has demonstrated that Cal Poly can provide access to important elements of what was once Home Economics. The judgment was made with the concurrence of the Dean of the School of Professional Studies, that the loss of the more general Home Economics Department would be less damaging to the future of the University than the loss of the professional specialties it had spawned or other professional specialties offered by Cal Poly.

It is helpful to note that both PACBRA and committees of the Academic Senate continued to support the concept of vertical cuts well after it was known what the department impact of such cuts might be.