

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

FILE COPY

Executive Committee
Academic Senate Agenda
Tuesday, April 3, 1990
UU 220, 3:00-5:00 p.m.

<u>Member</u>	<u>Dept</u>	<u>Member</u>	<u>Dept</u>
Andrews, Charles	Acctg	Murphy, James (C)	IndTech
Bailey, Philip	Int VPAA	Murphy, Paul	Math
Borland, James	ConstMgt	Smith, Terry	SoilSci
Boynton, William	Acctg	Vilkitis, James (Secty)	NRM
Dobb, Linda	Library	Weatherby, Joseph	PoliSci
Freberg, Laura	Psy/HD	Zeuschner, Raymond	SpCom
Gooden, Reg	PoliSci		
Kersten, Timothy	Economics		
Lutrin, Sam (VC)	StLf&Actvs		
Moustafa, Safwat	MechEngr		

Copies: Warren Baker
William Rife
Howard West

2.6.90
minutes
removed

- I. Minutes: Approval of the February 6, 1990 Executive Committee Minutes (pp. 2-4).
- II. Communication(s) and Announcement(s):
Charge to the Personnel Policies Committee re Article 17 of the M.O.U.
- III. Reports:
 - A. President's Office
 - B. Vice President for Academic Affairs' Office
 - C. Statewide Senators
 - D. James Vilkitis - report on the status of the Coastal Resources Institute (pp. 5-15).
- IV. Consent Agenda:
- V. Business Item(s):
 - A. Resolution on Audit Policy-Terry, Chair of the Instruction Committee (p. 16).
 - B. Resolution on Evaluation of MCA II-Boynton, Caucus Chair for SBUS (to be distributed).
 - C. Vacancies:
 1. Athletic Advisory Commission vacancy - replacement for Snetsinger, '89-91 term
 2. University Union Executive Committee (UEC) vacancy - RED HEESCH (Graphic Communication)
 3. Academic Senate committee vacancies:
SBUS Student Affairs
SLA Status of Women
SSM Status of Women
- VI. Discussion Item(s):
 - A. Academic Senate membership terms (p. 17).
 - B. Report on Minors, Academic Senate Curriculum Committee (pp. 18-22).
 - C. New Student Orientation (pp. 23-28).
- VII. Adjournment:

WORKING DRAFT

March 1990

J R Vilkitis

COASTAL RESOURCES INSTITUTE

INTRODUCTION

Background

Coastal resources (air, water, watersheds, beaches, lagoons, estuaries, wildlife, fisheries and the nearshore continental shelf) have been dangerously threatened and/or altered by California's population growth and development. Many of the fragile coastal zone areas have been overwhelmed by human activity resulting in land-use changes, altered runoff volumes and quality, environmental disturbances and degradation, numerous forms of pollution, offshore changes in fisheries, and sedimentary depletions caused by oil and mineral exploration in surrounding watersheds. Much of our coastal zone has been destroyed or altered, and no coastal resources have remained untouched.

The negative economic impact from damaging coastal activities is growing. Due to the state of crisis facing much of the fragile coastal zone, it has become increasingly apparent to federal and state governments that the coastal zone needs special study and management because the problems facing the zone are unique, multifaceted, and complex. Problems include various forms of toxic pollution, lost animal and plant habitat, public access and open spaces, plus the effects of massive land-use changes. The solutions to these problems are beyond the scope of a single academic discipline. Research and management decisions must be coordinated among many academic disciplines and must involve various political authorities. An interdisciplinary approach is vital to the problem solving and implementation strategies that will reverse the present trend of coastal resources usage.

Proposal

It is in response to this critical need for coastal resources management that the COASTAL RESOURCES INSTITUTE (CRI) is being proposed. Studies, programs, and strategies must be developed to

mitigate and/or reverse the harmful effects such activity has had on the natural environment of North America's coastal resources.

(The term "coast", as used in this proposal, defines broad regions of land and water adjacent to, and including the shore. The word is meant to refer to a region(s) of indefinite width that extends from the sea inland to the first major change in terrain features, or the watershed(s) that influences, controls, or determines the features or activities in the ocean-land interface; and to the ocean areas that are impacted by man's activities.)

MISSION AND GOALS

A balanced and realistic perspective of coastal resources management is vital in attempting to develop programs that successfully integrate physical, biological, and social aspects of the coastal environment. The CRI welcomes all professional disciplines that are involved with any aspect of the coastal environment.

The mission of the CRI is to conduct research and develop programs and strategies that will mitigate and/or reverse the negative impact of human activity in the coastal environment. Research will be directed towards multiple-use programs within coastal systems. Implementation of management decisions within coastal environments must be based on current cross-disciplinary analysis, assessment, and evaluation.

Important goals include:

- providing opportunities for faculty and student cooperation and integration by participating in a university-wide, interdisciplinary effort to develop programs to manage coastal resources
- providing opportunities for professional, intellectual, and personal growth through applied research and development activities
- planning, analyzing and implementing activities in California's coastal environments that are not harmful
- reviewing state-of-the-art literature and technologies in this area
- providing the opportunity for faculty to apply current research to their teaching and instructional programs

- inviting the local, regional and national community to participate and promote the transfer of information and technologies through applied research
- conduct cross-disciplinary applied research that will inform the public and decision makers about mitigation, management, and implementation strategies that impact coastal resources
- develop a computerized data base and techniques for resources information distribution
- develop educational programs that will inform the public at large as well as decision makers about the major issues, concerns, and opportunities available to management in the coastal zone
- allow interdisciplinary teams to work under a "unifying goal" concept
- create an institute which is self-sustaining and complementary to other programs, activities, and institutes at Cal Poly
- obtain nonprofit status for CRI

CRI: THE PROPOSED INSTITUTE

It is clear from the formation of local conservation and environmental groups statewide that there is intense interest in the study, management, and development of coastal resources. However, many of the study and research needs desired by such groups requires an institution with a multidisciplinary resource base which is generally not available in the public or private sector. Large public/private institutions may contain the expertise necessary for conducting such research and activities but are generally not formed for such purposes because there is not a continuous funding source. CRI would provide the institutional structure and diverse faculty while complementing the Cal Poly educational mission. Government agencies would be able to contract with CRI for specific research needs.

The faculty in the Biological Sciences, Natural Resources Management, Landscape Architecture, City and Regional Planning, Civil and Environmental Engineering, and other departments are enthusiastic at the prospect of developing an institute that would focus on research directed at solving the varied and diverse problems associated with marine and coastal resources.

Membership

Membership would consist of faculty, staff, and students of Cal Poly with an interest in studying and researching coastal resource issues. In addition, faculty-selected consultants and research associates working on projects associated with CRI may serve as adjunct faculty to the university.

Organization

There are two models for organizing CRI: (1) The preferred model is to lodge CRI as a multidisciplinary entity reporting to the Vice President for Academic Affairs or (2), alternately, to the Vice President for Graduate Studies, Research and Faculty Development. In either case the Director/Coordinator of CRI would act as administrator to the institute, providing support to the various projects undertaken by faculty and research personnel. Each project would have a project director who would be directly responsible for its implementation and accounting. Funds would be managed by the Foundation.

During the demonstration phase, the Natural Resources Management Department in the School of Agriculture has agreed to house the institute until a permanent location is established.

A board of directors/advisors composed of 12-30 community leaders will provide outside consultation and direction to CRI and will meet with CRI's Director/Coordinator and project managers at least once a year to review the work and future directions of CRI.

Rules of Operation

The Institute shall follow the rules of formation and operation for Institutes and Centers as laid down in Administrative Bulletin 87-3.

CRI Activities

CRI will serve as a multifaceted research institute for the organization of coastal studies. Such facets will include primary research, applied research, data collection, evaluation, organization, and the enhancement of education in the community, region and at Cal Poly.

CRI would serve as a recipient of funding for research proposals which would be developed as either part of a master research program developed for CRI, as an independent faculty-generated project, or at the request of outside agencies or organizations.

CRI would provide many opportunities for student learning through these research and class activities. Class projects could be directed toward research and data collection and toward practical resource management problems which contribute to faculty and student learning and development. It is expected that much of the work will benefit the quality of human life as well as the natural environment.

Facilities

CRI will initially utilize campus, department and faculty resources e.g. computer, library, and laboratory facilities. The faculty that are involved with developing this proposal have expressed a willingness and desire to work together and to share resources and facilities to accommodate the development of CRI. Initially resources will be incurred within the department in which the faculty is participating. It is foreseen that as research funding is acquired, a portion of the contract will be go to indirect cost to purchase and upgrade facilities. The faculty will schedule research activities on campus so that resource facilities will not impact any existing programs or activities. The resources that will be used for CRI are presently available to faculty and will not be utilized in any way that will detract from the primary purpose of education.

Funding from grants will provide assigned time for faculty and opportunities for students, with overhead funds compensating the university for facilities and administrative costs. CRI will seek funding for independent facilities such as buildings, boats, sampling equipment, etc. Funding through grants would be used to support full-time technical and clerical staff as well as a core research and administration program. CRI is proposed as a nonprofit institute, and will be under the jurisdiction of the Cal Poly Foundation.

Site Location

Although not a requirement for the successful initiation of CRI, an off-campus research/teaching facility, located on the coast, would be desirable. It is possible that through appropriate non university funds such a facility could be secured and jointly used by guest scientists and educators.

On California's Central Coast, one of the most attractive and diverse areas of the coastal zone is Morro Bay. It offers a typical example of this complex environmental interaction, involving farming, rapid urban growth, overlapping political jurisdictions, a strong environmental movement, a diverse natural environment, and more.

Development and changed land use in the watershed affects both the water quality and quantity, carrying both chemical and sediment pollution into the bay. The rich biotic communities are impacted by these pollutants, by dredging, and by the other uses in the bay such as boat mooring and mariculture. The natural communities are part of an ecological web which affects economic forces such as sport and bait fishing, commercial fishing, outdoor recreation, housing and land development, boating, and a variety of other human activities that depend on the natural resources for economic gain.

Morro Bay, situated eleven miles from Cal Poly provides an excellent environmental lab and testing ground for research and development activities associated with the coastal system. The university has faculty that are eager and qualified to guide and study existing conditions and propose future management strategies for the coastal system. Morro Bay would serve the CRI as a environmental laboratory, outdoor classroom, and training facility to study coastal problems.

PROGRAM DEVELOPMENT

Data Base and Clearinghouse

Development of a data base for coastal watersheds: CRI will initially start collecting data on the Central Coast watersheds and will extend its data collection to other coastal regions, watersheds and environments. The data base from the biological and physical disciplines will include species lists, habitat inventories, watershed geologic and sedimentation data, water and sediment physics and chemistry, etc. Facilities exist in the Natural Resources Management and Landscape Architecture Departments to store and manipulate this type of data with expert graphic information systems, such as ARC/INFO.

It is expected that state, federal and local governments/agencies would cooperate in using and funding this information data base, and that the presence of CRI would enhance relationships between the university and those agencies by providing a current and comprehensive data base for management, educational and research endeavors.

As a clearinghouse, the CRI would create a forum for defining, studying, and resolving public policy issues in the coastal zone. The forum could incorporate national, state, and local policies, especially

those involving conflict-resolution of matters such as marine terminal basing, offshore oil drilling, land use policies, and property rights. This function may involve economic and geoeconomic model making, such as complex cost-benefit analysis within a multifaceted economy.

Development of Descriptive/Predictive Models

Natural Resources Management, Landscape Architecture, Biological Sciences, Civil and Environmental Engineering, and other departments have a great interest in developing and expanding software and computer systems for preparing computer simulated models.

Initially the models would include basic physical, social and biological features in the landscape and develop into integrated holistic predictive simulation models capable of simulating a variety of political, social and engineering scenarios.

Development of Specific Research Programs

Some research areas identified by key faculty, which are significant and which have immediate potential for funding are:

- Dredging impacts on Morro Bay (physical, biological, social, and political)
- Land use changes
- Enhancement of rare plant habitats
- Identification of eel grass habitats/use in the estuary
- Land use conflicts
- Political and jurisdictional management conflicts
- The estuary as a marine nursery
- Interdisciplinary management implementation models
- Human population growth patterns
- Sediment infilling of tidelands
- Patterns of land development

It is important that research projects be conducted with a sense of continuity, cross-disciplinary cooperation, and that these projects contribute to research, education and management of the coastal ecosystems. Research endeavors should be directed, proposed and guided by the mission and goal statement of the CRI.

Public Education

The CRI expects to work with docents of museums, conservation and industry groups, local and county planners, and others in communicating the critical factors influencing the coastal zone. Cal Poly can play an important role in developing education and outreach programs. In a more broadly defined activity, CRI would develop technology transfer methodologies for local, state and federal governments and agencies.

Enhancing Student Programs

The presence of specific research and public information programs developed by CRI would facilitate and enhance teaching programs utilizing new research data and interdisciplinary team activity. Biology, Geology, Soils, Land Use, Resources Management, Engineering and Political Science courses would gain from the presence of CRI's facilities, student project opportunities, and from the sense of continuity developed by student contribution to a program of greater scope. In the future it is likely that CRI could provide opportunities to substantially enhance the university's curriculum research and information transfer mechanisms.

SOURCES OF FUNDING

The Institute shall be self-sustaining, with funds coming from grants developed by the Director/Coordinator and Board members. In-kind contributions from the university, in the form of office and laboratory space, may be required in the initial stages of formation.

One of the prime advantages of the CRI will be to act as the recipient of grants, awards and contracts. The CRI interdisciplinary approach to proposal development is considered very advantageous in obtaining funds, as opposed to a proposal developed by a single faculty member or discipline. It is especially important to develop proposals that are regional in scope or very complex. Funding sources include:

- California Department of Fish and Game
- U S Army Corps of Engineers
- Regional Water Quality Control Board
- California Coastal Conservancy
- Nature Conservancy
- San Luis Obispo County

- California Department of Transportation
- Land Conservancy
- Coastal Conservancy
- San Luis Obispo County
- California Department of Parks and Recreation
- California Department of Forestry and Fire Protection

CRI expects to work very closely with other institutes and centers within the university and with groups outside the university that will be independently seeking grant monies. For example, the Bay Foundation may seek grants but does not have the technical capability to complete the project. CRI will be able to provide the technical capabilities needed to supplement their proposal. Groups such as the Coastal Conservancy and Regional Water Quality Control Board may want to utilize CRI's pool of researchers rather than relying on institutions in other regions to provide solutions to the Central Coast's environmental problems.

It is expected that CRI would act closely with Federal and State agencies such as the U S Fish and Wildlife Service, California Department of Fish and Game, California Department of Parks and Recreation, Coastal Conservancy, U S Army Corps of Engineers, and the Environmental Protection Agency. This would be an advantageous relationship for students, faculty and the environment.

The CRI would coordinate faculty and students to participate in interdisciplinary efforts and provide a means to secure resources that would otherwise be unattainable by a single researcher or discipline. It is anticipated that outside resources, during times of limited funds, could improve facilities for applied research and instructional programs.

KEY FACULTY

(*indicates organizational faculty)

•School of Agriculture

- *James R Vilkitis PhD. Professor of Natural Resources Management. Regional resources planning and interdisciplinary team management.
- Stephen M Kaminaka PhD. Professor of Agriculture Engineering. Waste disposal systems and computer applications

- Joseph Montecalvo PhD. Professor of Food Science and Nutrition. Coastal food resources(fisheries).
- *Thomas J Rice Jr. PhD. Associate Professor of Soil Science. Sedimentation erosion.
- Douglas Piirto PhD. Professor of Natural Resources Management. Coastal Forest Resources Management.
- Brent G Hallock PhD. Professor of Soil Science. Nutrient Loading Capacities. Septic Systems and Land Use.

•**School of Science and Mathematics**

- *David H Chipping PhD. Professor of Physics. Geography, Hydrogeology and Sedimentation.
- Aryan I Roest PhD. Professor of Biological Sciences. Vertebrate Zoology.
- *Leslie S Bowker PhD. Professor of Biological Sciences. Computer applications to biological systems
- *Royden Nakamura PhD. Professor of Biological Sciences. Aquatic fresh and salt water biology.
- Thomas L Richards PhD. Professor of Biological Sciences. Aquatic invertebrates.

•**School of Liberal Arts**

- Dianne N Long PhD. Professor of Political Science. Political structure, implementation strategies, sampling methodologies, and environmental impact assessment
- Richard Kranzdorf. Professor of Political Science. Policies of Continental Shelf Development.

•**School of Engineering**

- Stephen Hockaday. Professor of Civil and Environmental Engineering. Fifteen Interested Faculty. Transportation, Port Systems, Geotechnical, Structural, and Water Resources.

•**School of Architecture and Environmental Design**

- Gerald L Smith. Professor of Landscape Architecture. Five Interested Faculty. Computer applications of geographic information systems, landscape analysis, assessment, planning, visual impact analysis.

- Linda Dalton. Professor of City and Regional Planning. Local and regional planning, assessment and implementation.
- David Dubbink PhD. Professor of City and Regional Planning. Coastal Management and Policies.

Adopted:

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

AS- -90/
RESOLUTION ON
AUDIT POLICY

- WHEREAS, The audit grading symbol may indicate that a contract exists between the student and instructor;
- WHEREAS, The audit grading symbol implies that the auditing student has attended class and that some transfer of learning from instructor to auditor has taken place; and
- WHEREAS, Students who enroll as auditors sometimes stop attending the lectures; and
- WHEREAS, Permission to audit must be granted by the instructor to audit a class, but no option exists on the final grade list for the instructor to change the AU symbol; therefore, be it
- RESOLVED: That an instructor be authorized to submit a change-of-grade form to change a preprinted AU to W, indicating that the student withdrew from the class, or to the grade of NG, indicating that the student stopped attending class without explanation.

Proposed By:
Academic Senate
Instruction Committee
Date: February 8, 1990
Approved: 7-0-0

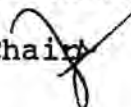
State of California

California Polytechnic State University
San Luis Obispo, California 93407

MEMORANDUM

Date: March 2, 1990

To: Academic Senate Executive Committee

From: James L. Murphy, Chair 
Academic Senate

Subject: Academic Senate Membership Terms

Copies:

The Constitution and Bylaws Committee has not come to grips with certain issues. Therefore, acting on behalf of the committee, I am initiating the following process until such time as the committee has had the opportunity to act and forward their recommendation to the Senate.

ACADEMIC SENATE MEMBERSHIP TERMS

Background: The term of office for elected senators is two years; however, if a senator is required to vacate her/his position before the end of the completed term, then the individual appointed to fill the temporary vacancy can only "serve until the next regular election."

Problem: Over a period of years, the need to fill two-year vacancies with one-year appointments has unbalanced the term-endings within each school/PCS caucus. For example, during this year's elections, the SAGR must elect 5 new senators (from a total of 7) for the 1990-1992 term. Only 2 senators remain to complete their 1989-1991 term. In SSM, 7 new senators must be elected for the 1990-1992 term with only 1 member continuing her term through 1991.

Recommendation: (1) that during this year's elections, permanent term-endings be assigned to each member's position. For example, if 7 new members need to be elected to SSM, the 4 individuals with the highest number of votes will be assigned two-year terms, and the next 3 individuals will be assigned one-year terms, and (2) that when a vacancy occurs in the Senate, the individual appointed to fill such vacancy shall serve for the remainder of the term instead of only serving "until the next regular election."

This item will appear as a discussion item at our next Executive Committee meeting on April 3. Please be prepared to discuss any suggestions/concerns you may have regarding this issue at that time. Thank you.

REPORT ON MINORS ACADEMIC SENATE CURRICULUM COMMITTEE

February 23, 1990

During the 1988-89 academic year the Curriculum Committee requested that consideration of proposals for new minors be held in abeyance until a study could be completed concerning the issues which had been raised about minors. The Academic Senate rejected the temporary moratorium and delegated to the Curriculum Committee the task of a study of minors with a report on that study due by the end of Winter Quarter 1990. The following is the report requested.

In the discussions of the Curriculum Committee and those of the Academic Senate as a whole, several issues were raised concerning minors. These were: the impact of minors on resources, the effect of minors in delaying the time to graduation, tracking students in a minor, criteria for a minor, and program review for minors.

1. Impact on Resources

Data was collected in April 1989 for students who had graduated or were intending to graduate between Fall 1988 and Summer 1989. We found that of the 3982 degrees granted or applied for during this time period, 235 had declared minors. See Table I at the end of this report. Considering the limited number of students, approximately 6%, who completed minors during this time, it is our opinion that it would be difficult to ascertain the impact of that 6% on resources especially when they are scattered among 16 programs. In addition there exists no baseline accumulated information concerning the numbers of students who have completed minors since the inception of minors. The information which we worked from was accumulated and tabulated by hand. It is an example of the baseline information to which future data can be compared. It would also be difficult at this time to separate the influence of a minor from other pertinent factors which impact on resources such as natural growth within a new minor program, natural growth within a department, G.E. & B. choices, etc.

However, this does not mean that data collection and consideration of the impact by those taking minors should be neglected. Baseline information should be generated as soon as possible and the progress of minors should be accounted for during mandatory periodic reviews. A base year, such as 1990-91, might be a start. Should the populations in established minors swell, a specific case study should then be directed by the Office of Academic Affairs as to the types of students populating a minor, the changes in course offerings required because of the minor, and the resulting strains on faculty and financial resources.

As evidence of the type of information which can be gathered from such data, our brief study gave us access to some interesting comparative items such as, for the time period studied, 47 of 140 Human Development graduates (33.6 %) completed a minor. Of those 47 minors, 45 (95.7 %) were in Psychology. The Human Development curriculum has 198 units required for graduation with 11/14 free elective units. The psychology minor requires 27 units with a possibility of 12 units of that 27 which fit G.E. & B.

In the 853 majors from the School of Engineering, 25 (2.9%) had a minor, while in the School of Architecture and Environmental Design, 8 of 372 (2.2 %) had minors.

2. Tracking Students Enrolled in Minors

The only official uniform record of a student's enrollment in a minor is its appearance on his/her transcript. Most programs have their own forms which a student may fill out when entering a minor or sometime before they graduate. We believe it would serve no purpose to initiate a uniform, prospective means of tracking students enrolled in minors. If a student completes the work and follows the specifications made by those administering the minor, certification on the graduation diploma serves the purpose of bookkeeping. The completion of a minor should be computer recorded with a specific code

and become part of the graduation statistics generated by Institutional Studies for the university's yearly report. As departments and schools prepare for their 5-year review cycles, they should consider this data. If the number of students in a particular minor shows a significant increase, then an educational impact statement should be required by the office of Academic Affairs in which course enrollments for the minor, as well as impacts on faculty and resource allocations to those courses, should be studied in order to correlate the information. We suggest a baseline academic year of 1990-91 for the beginning of acquiring such data.

In addition to accountability for enrollments at the time of program review, minors with low enrollments should be evaluated and justified just as are majors.

Recommendation: That Institutional Studies include information on the numbers of students receiving credit for minors, designated by individual minors, in the annual graduation report statistics. We would also recommend, within the capacity of our data collection software, to link specific minors with the major of the student enrolled in that minor.

Recommendation: That mandatory review of minor programs be included in the 5-year review cycle and that the base academic year 1990-91 be established for the generation of data pertinent to enrollments in minors.

3. Impact on Time Required for Graduation

It is almost impossible at this time to determine the impact of minors on the time (units) required for graduation. We have been pursuing data on the total numbers of units accumulated by past graduates. They are not readily available. And even if such data were available any attempts at interpreting such information are immediately confounded with factors such as the total number of units in a major, problems in scheduling courses (especially G.E.&B.), COOP experiences, poor articulation with community colleges, changes in major, supervised study, study abroad, and individual preferences for workload. According to the data which we have studied for 1988-89, most minors seem to be taken by students enrolled in majors with enough units to absorb a minor.

A more important issue has arisen which we believe should be addressed by the university community. According to most recent data the anticipated rate of student continuation at Cal Poly is estimated to be almost 83% for the coming academic year. Is priority to be given to the student who is already enrolled at Cal Poly? Or is our commitment to the potential student who will not be able to enroll at Cal Poly because of a continuing student filling that slot?

Currently there is no ceiling on the number of units a student can accumulate at Cal Poly. Should such a ceiling be established with an overhead which allows some of the most obvious contributions to unit inflation such as articulation problems and change of major?

Recommendation: That the Academic Senate and University Administration address the issue of commitment to a continuing student population versus new student enrollment.

4. Criteria for Minors

C.A.M. describes a minor as "a formal aggregate of classes". This posed a particular problem to the Curriculum Committee's deliberations during the 1990-92 catalog cycle. In reviewing the proposed minors we found that those which presented a clear central theme and justified the choice of courses in relation to that theme were the strongest. In addition interdisciplinary programs were stronger if they included a course or courses which integrated the diverse elements of the program.

Recommendation: That the language in C.A.M. be modified as follows:

411.A.3. Minor

~~No minor is required for the bachelor's degree.~~

~~A minor is a formal aggregate of classes in a specific subject area designed to give a student documented competency in a secondary course of study. In contrast to options and concentrations it stands alone and is distinct from and outside the student's degree major.~~ A minor is a group of courses outside the major with a defined purpose or theme which gives documented competency in a secondary course of study No minor is required for the bachelor's degree; it is intended that the minor will be completed along with the requirements for the bachelor's degree. The student's transcript will certify completion of the minor.

The minor consists of 24 to 30 quarter units, of which at least half must be upper division. Twelve or more the units in the minor must be specified courses with the remainder, if any, to be chosen from an approved list. Two-thirds of all units counted in the minor must be in courses graded A to F.

Minors require the same academic review process and justification in terms of purpose, resources, need, etc., as do options and concentrations.

Recommendation: That the directions for developing minors which are provided by the Office of Academic Affairs include the requirement that interdisciplinary minors have some coursework which integrates the courses contributed by the departments and relates them to the theme of the minor.

Recommendation: That the proposal for the minor be required to include a brief matrix of competencies provided by the minor correlated with the courses in the minor which will fulfill those competencies (see attached example).

Approved by Curriculum Committee (7-0-0) 2 nonrespondents; no current student representative

February 23, 1990

TABLE I

Minors Applied for and Granted Fall 1988-Summer 1989

Total number of degrees 3982

Number of minors 235 (6% of total)

Minor Program	Number of Students	% of Total Minors
Psychology	86	36.6
English	27	11.5
Agricultural Management	26	11.1
Music	19	8.1
Spanish	18	7.7
International Relations	11	4.7
Philosophy	9	
Speech	8	
French	5	
Packaging	4	
German	3	
Biotechnology	3	
Plant Protection	1	
Political Science	1	
Public Administration	1	
Theater	1	

The first six minors accounted for 80% of the minors awarded.

Music Major Skills Matrix

Core Courses

*** Applied Study - MU 150, 250, 350, 450.

RECEIVED²³

CAL POLY
SAN LUIS OBISPO
CA 93407

Memorandum

FEB 26 1990


To : James Murphy, Chair
Academic Senate

Academic Senate

Date : February 23, 1990

File No.:

Copies :

From : Philip S. Bailey, Jr. 
Interim Vice President for Academic Affairs

Subject: NEW STUDENT ORIENTATION

Jim, attached is a proposal for new student orientation that I presented to the Academic Deans' Council and the Week of Welcome Committee regarding a comprehensive academic orientation program. Several years ago, I became concerned that the faculty had little input into Week of Welcome and that there was little else of a coordinated universitywide approach in orientation of new students. Since then I have tried some new approaches in the School of Science and Mathematics and been active in creating university programs. This proposal is a further step in the direction of enhancing orientation opportunities for new students.

The deans have accepted the general thrust of the proposal. I would appreciate the support and suggestions of the Academic Senate also. We will need to begin implementing some of these general concepts early next quarter, and there may be other ideas from the faculty to consider.

Following is a brief summary of progress to date relative to a comprehensive orientation program. I have used the same headings as on the proposal.

I. Notification of Accepted Applicants

Acceptances (not space reservations) were sent out last week. This is the earliest we have done in recent years.

II. Pre-Enrollment Advising Program

We had a pilot program last year--two days, students/parents for educational equity students for each school. Pilot program will be expanded this year. Hopefully, it will be open to all in Summer 1991.

III. Academic Message from Deans

I believe two or three of us already to this.

James Murphy
page two
February 23, 1990

IV. Week of Welcome

The WOW Board has proposed a shortened Week of Welcome for 1990 with greater academic emphasis. We need to work with schools and departments to implement plans in line with those described in the proposal as most have been incorporated by WOW.

V. Freshmen Instructors

No action has been taken yet on this part of the proposal.

Thank you for your attention on this matter.

Attachments

ACADEMIC DEANS' COUNCIL
November 20, 1989
Phil Bailey

TOTAL UNIVERSITY APPROACH
to a
COMPREHENSIVE ACADEMIC ORIENTATION PROGRAM

I. Timely, Clear, and Exciting Notification of Accepted Applicants

Information provided on items of immediate concern such as residence halls, meal plans, orientation programs, fee payments, CAPTURE schedule, etc. Follow-up with important information, forms, deadlines, advice. Help lines and addresses.

II. Pre-Enrollment Advising Program

Early summer prior to CAPTURE

Develop programs on-campus, by mail, by telephone. Encourage completion of Entry Level Mathematics exam (ELM), English Placement Exam (EPT), and Math placement exam (MAPE). Academic advising. Development of class schedules. Possible early entry of class schedule on CAPTURE to guarantee first quarter choices.

III. Academic Message from Deans (sample attached)

Mid-August--return postcard enclosed

Written message on approach to college, academic expectations and responsibilities, approach to studying, learning, and exam preparation. Study techniques, time required. Involvement in university opportunities.

IV. Week-of-Welcome

Week before classes begin:

Academic orientation, social adjustment, orientation to campus and community.

A. Suggested outline for Academic Orientation:

1. School Meeting: 1 1/2-2 hours
 - a. Introductions and Welcome
 - b. Information on the school and available opportunities

- c. Motivational talk--goals and value of college education, learning and studying, understanding and realizing academic expectations, the satisfaction and rewards of academic success, developing character traits and a work ethic, rates of academic retention/graduation in California.
- d. Student-Faculty Panel
 - 1. 3-4 faculty members--for example from English, Math, a GEB course, and a major course. 3-4 minute talks on academic expectations, learning and studying, strategies for achieving success in their courses.
 - 2. 3-4 students--adjustment to college, understanding and adjusting to academic expectations of the faculty, tips on achieving academic success, goals, managing academic, social and community lives.
 - 3. Closing--upbeat/motivational, development of an enthusiastic academic atmosphere.
- 2. Department Meetings--2-2 1/2 Hours (day after school meeting)
 - a. Introduction of department secretaries and other staff members, introduction of the faculty.
 - b. Student Presentation on clubs, activities, opportunities.
 - c. Faculty Presentations: content, goals, academic expectations in beginning major courses, study techniques, strategies and time commitments for achieving academic success. Dynamic overview of entire curriculum by faculty members teaching in various years of curriculum. Goals, value of curriculum and career/graduate school opportunities.
 - d. Department Tour
 - e. Group Meeting with Academic Advisors: rather than ask students to see advisor during the day or week, have a 15-30 minute group meeting of all advisees with their advisor. Discuss procedures, schedules, expectations of academic advising. Discuss importance of developing study habits, time management, and high expectations. Discuss typical first quarter schedule.

Ask questions to identify students who may have a scheduling, course selection or other academic problems. Correct problems after group meeting.

3. Academic Skills--1 1/2 hours (day after department meeting)

Probably large group meetings presented by selected faculty and staff members

Notetaking. Exam preparation. Study techniques. Academic expectations. True learning versus superficial memorization. Time management. Strategies for the first week, the first three weeks, the second three weeks, the third three weeks, final exams. Daytime study, night time study, weekend study, Thanksgiving holidays and coming final exams. Judging study effectiveness. Determining time needed for studying. Organization of books, papers, assignments. Maintaining files of work completed including extra problems for future reference. Managing study, social, extra and co-curricular, and other activities. Generation of an academic atmosphere on campus.

4. Personal Responsibilities

Social, gender, culture, and racial awareness and issues. Volunteerism. Community relationships and responsibilities. AIDS, sex, drugs, alcohol. Cars, bicycles, skateboard, and walking safety. Personal Management.

B. Other Aspects of WOW

Tours of campus and community, social activities, development of friendships, residence hall activities, introduction to university clubs/activities, etc.

V. Freshmen Instructors

Encourage faculty members teaching classes likely to be populated by freshmen (such as English, math, chemistry, biology) and first-year major courses to have a clear, organized course syllabus with dates for exams and major assignments, to spend some extra time the first period and periodically during the quarter on academic expectations for the course and study methods and time needed to realize the expectations, to give an early exam, quiz, or assignment so students can judge the success of their efforts in meeting academic expectations, and to offer extra guidance and encouragement to new students toward adjusting to the academic rigors of college.

VI. Campus

Encourage clubs and organizations to be sensitive to the needs of new students to become academically oriented and to manage their time effectively. The university possibly should consider adopting policies that would foster success of new students such as quiet residence halls, recommending against freshman participation in time consuming activities such as fraternities or sororities and intercollegiate athletics during the first couple of quarters, offering orientation courses, and setting aside selected campus classrooms for evening study and for use by study groups.

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY

AS-117-81/EC
May 26, 1981

RESOLUTION ON MULTI-CRITERIA ADMISSIONS (Executive Committee)

- WHEREAS, It appears that California Polytechnic State University, San Luis Obispo will be implementing a multiple criteria system for admission of undergraduate students; and
- WHEREAS, The specific criteria used in such a system and the relative importance of each criterion will affect the academic qualifications of incoming students; and
- WHEREAS, The non-academic criteria used in such a system will affect the overall character of the student body and the character of student life at Cal Poly; and
- WHEREAS, The faculty via its Academic Senate has a responsibility for assuring the quality of the educational environment at California Polytechnic State University, San Luis Obispo; and
- WHEREAS, The faculty via its Academic Senate has a responsibility for maintaining and improving the quality of the various academic programs on the campus; therefore be it
- RESOLVED: That the governing structure of the multiple criteria admissions system include seven, four-member committees (one from each School), appointed by the Executive Committee of the Academic Senate upon recommendation of the caucus of each respective School. Each committee shall recommend appropriate criteria for admission to its School to the Vice President for Academic Affairs; and be it
- RESOLVED: That the governing structure of the multiple criteria admissions system include a four-member ad hoc committee of the Academic Senate, appointed by the Chair of the Academic Senate, to review all proposals for criteria and their relative importance to insure the integrity of the admissions criteria university-wide. The recommendations of this committee are to be forwarded to the Vice President for Academic Affairs and the Chair of the Academic Senate.

APPROVED

May, 1981

RESOLUTION ON MULTI-CRITERIA ADMISSIONS

WHEREAS, MCA II was implemented in the current admissions cycle without adequate consultation with the faculty and the Academic Senate of the California Polytechnic State University, San Luis Obispo; and

WHEREAS, the faculty heeded the administration's appeal for acceptance of implementation of the MCA II model as an emergency measure for the 1989-90 academic year only; and

WHEREAS, the Academic Senate's previous resolution on faculty and Senate participation in the governing structure of the multi-criteria admissions system (see AS-117-81/EC approved May 1981 attached) has never been fully implemented; and

WHEREAS, the recently appointed Ad Hoc Committee to Evaluate MCA II did not convene prior to the start of the Spring 1990 quarter and is unlikely to be able to complete its evaluation on a sufficiently timely basis to permit appropriate review by the academic units and the Academic Senate prior to implementation of any revised model for the admissions cycle during the 1990-91 academic year; and

WHEREAS, MCA II has serious known defects that run counter to the faculty's responsibility to assure the quality of the educational environment and academic programs at Cal Poly, including the faculty's responsibilities in pursuing educational equity and affirmative action goals; be it

RESOLVED: that the administration commence immediately those actions necessary to reinstate, effective with the next admissions cycle, the faculty approved MCA models for the various Schools and departments that were in effect prior to the implementation of MCA II, and that those pre- MCA II models remain in effect until such time as a replacement model or models have been approved by the appropriate faculty units and the Academic Senate.

State of California

California Polytechnic State University
San Luis Obispo, CA 93407

M e m o r a n d u m

To: Gerald PUNCHES, Registrar
VIA

Date: October 16, 1989

Kent Butler, Associate Dean
School of Engineering
VIA

Copies:

Roger Camp, Chair
Computer Science Department

From:

John B. Connely
John B. Connely, Chair
Curriculum Committee
Computer Science Department, X7179

Subject: Requested Change in University Audit Reporting

There have been a number of instances in which students have signed up to audit computer science classes and then either stopped attending the class or have done little or no work to indicate that any learning has taken place.

Under current circumstances, such students automatically receive the mark of audit on their transcripts.

The Computer Science Department, therefore, unanimously supports the following:

Resolved that faculty be allowed to submit NO GRADE on a change of grade form for students who audit their classes but do not meet agreed upon criteria.

It is our collective intent that faculty should have the authority to refuse audit credit to individual students.

State of California

~~RECEIVED~~
California Polytechnic State University
San Luis Obispo, CA 93407

NOV 17 1989


M E M O R A N D U M

PROGRAM

Date: November 15, 1989

To: William Rife
Associate Vice President
Academic Affairs

Copies: K. Butler
R. Camp
J. Connely
W. Mark
R. Swanson

From: Gerald N. Punches 
Registrar

Subj: Audit Grade Symbol Issues

The attached resolution from the Computer Science Department has been forwarded to you with the expectation that the resolution will be referred to other campus groups or individuals for consultation.

My comments. In addition to supporting the resolution to remove AU symbols for the reasons stated, I would also support a change in campus policy which would remove the audit option for students and remove the audit symbol from the Cal Poly grading system as well.

My reasons:

1. To preserve transcript integrity. One engineering student told me that his only purpose for wanting the audit was to convince a potential employer that he had been exposed to the course material. This deceitful misuse of the academic records system is unacceptable and must be prevented.
2. To preserve the rights of students to enroll for credit. Current policy allows students to enroll for credit and then change to audit status by the last day to drop a course (1988-90 Cal Poly Catalog, p. 106). This option effectively allows the student to register for class, prevent another student from adding, and then cause the instructor to lose teaching credit either by dropping the class or by having the audit petition approved. It is unrealistic to assume that another student will be waiting to add or that the instructor would approve an add after two weeks of instruction have passed.
3. To eliminate an unnecessary workload. Who benefits or what purpose is served by having a procedure whose single objective is to report whether 100 or so students are attending classes or not? No FTES is generated, neither the faculty nor the student receives credit, few students pay fees exclusively to audit a class, and lending agencies do not recognize audited classes for awarding funds. It is my opinion that the basic purposes of the audit system must be reexamined.

Please contact me at ext. 2541 if you have questions concerning these issues.

MEMORANDUM

FEB 6 1990

Date: February 6, 1990

To: Philip S. Bailey, Jr. Academic Senate
Interim Vice President for Academic Affairs

From: Gerald N. Punches
Registrar

Copies: School Deans
James Murphy
Roger M. Swanson

Subj: Audit Policy

Attached to this memo is a partial copy of Executive Order 268 concerning grading symbols and copies of two grade changes which were submitted in 1988 but not processed.

The executive order authorizes the campus to decide whether to offer the audit option or not. The grade changes illustrate the attempts of one faculty member to penalize a student who was enrolled as an auditor, first by changing the AU to U and then by attempting to add the course back on the student's record with a U. My reason for refusing these changes was based on the assumption that a student may not be penalized for failure to attend a voluntary activity. My decision was to remove the course entry instead.

Audit grading symbols are not assignable grades. They indicate that a contract exists between the student and the instructor: The student has paid fees to sit in a class and the instructor has no obligation to evaluate any work submitted by the student or to grade exams. Because instructional workload is not involved, neither the instructor nor the department receives teaching credit for audit enrollments. For reasons related to this situation, the Audit symbol must be assigned to the student before the census date, it appears as a preprinted symbol on the final grade list, and no option exists on the final grade list for the instructor to change this symbol.

You wanted to know how the instructor could assign an AU as the result of a positive and deliberate act. Given the complications of the system, this option may not exist. Although I stand by my earlier recommendation to eliminate audit options altogether, the following policy revisions are recommended to the faculty for their consideration:

Retain the present system for approving enrollment as an auditor. Let the instructor decide whether the AU should remain on the student's record or not. The instructor could be authorized to submit a change-of-grade form to change the preprinted AU to W, indicating that the student withdrew from the class. This is a positive act made by the instructor. It preserves the information that the student was enrolled in the class. It should not cause significant problems with fee reconciliations or with academic policies. The instructor would not be allowed to change an AU to a penalty grade and department head approval would not be required.

April 1, 1990

To: Chair, Academic Senate,
From: James Murphy
Chair, Academic Senate, Cal Poly, SLO

From our meetings over this past weekend, I plan on delivering to our Executive Committee the following resolution. I sincerely hope that my verbiage accurately reflects your feelings and desires as Chair of your individual campuses. I appreciated the opportunity to meet and see all of you. Thanks for your confidence in me in permitting me to put our collective thoughts on this matter on paper. I know we all obviously have strong feelings regarding this issue. I believe we have achieved a moderate position without creating an environment of hostility and antagonism. We will soon find out if we have been successful.

Background:

The Chairs of the Campus Academic Senates present at the 18th Retreat at San Diego in March 30-31, 1990 expressed grave concern regarding activities emanating from the Chancellor's office. Those concerns culminated in the below Resolution. Every Chair had the opportunity to provide input to this document, and virtually every Chair provided some degree of input. Every Chair present concurred in this draft resolution. It was agreed that every and each campus had a number of options regarding this proposed resolution: Accept as presented; modify; ignore; or draft an individual resolution. It was also agreed that individual campuses could include specific examples to support the general "whereas" clauses if so desired. However it was also agreed that this proposed resolution should read basically the same from every campus submitting this resolution. To do otherwise could conceivably give the reader the impression of diversity of opinion between the many campuses.

It was further agreed that if a campus is prepared to submit a resolution (as stated or modified), such resolution would be submitted to the Board of Trustees with copies to appropriate legislators, specifically Senator Alquist and Assemblyman Vasconcellous.

There are/were a number of issues that prompted this Resolution, and a detailed restatement of these issues would not be necessary or appropriate at this time. However based on these straws, the back is nearly broken. Therefore, we have mutually developed the following, and ask the twenty campuses to support and forward this statement as identified above:

Whereas the Donohoe Act of _____ established the California State University system to advance the common mission of California's public colleges and regional universities; and

Whereas the Academic Senate of California Polytechnic State University, San Luis Obispo, is dedicated to the mission of the California State University; and

Whereas recent actions of the California State University Administration has undermined the legislature's and the public's confidence in our (this campus's) ability to accomplish this mission; and

Whereas the present California State University Administration appears to be isolated from the students, faculty, staff, and academic culture of the University's twenty campuses; and

Whereas wise leadership creates a model and leads by example, especially in time of austerity; and

Whereas wise leadership is openly and honestly consultative; and

Whereas wise leadership is fiscally responsible; and

Whereas wise leadership recognizes the value of all members of the organization, and treats everyone with dignity, trust, and respect; and

Whereas wise leadership values, actively solicits, and acts upon advice from all segments of the organization; and

Whereas we, the Academic Senate of California Polytechnic State University, San Luis Obispo, have lost confidence in the California State University Administration as it is currently structured, operates, and relates to individual campuses; and

Therefore be it resolved that:

The Academic Senate of California Polytechnic State University, San Luis Obispo, request the Board of Trustees to foster in the Administration of the California State University sensitivity to the needs for leadership by example, consultation, and accountability to the public, students, staff and faculty; and

Be it further resolved that:

The Academic Senate of California Polytechnic State University, San Luis Obispo, request the Board of Trustees to establish a broadly representative task force* to examine the current structure (organization) of the California State University and to evaluate the relationship of the Central Administration to the individual campuses.

*Recommended representatives:

Faculty
Students
Board of Trustees

Staff
Individual campus administration