

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

FILE COPY

Executive Committee
Academic Senate Agenda
Tuesday, April 24, 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	SpcCom
Gooden, Reg	PoliSci		
Kersten, Timothy	Economics		
Lutrin, Sam (VC)	StLf&Actvs		
Moustafa, Safwat	MechEngr		

Copies: Warren Baker
William Rife
Howard West

4.3.90
minutes
removed

- I. Minutes: Approval of the April 3, 1990 Executive Committee Minutes (pp. 2-4).
- II. Communication(s) and Announcement(s):
 - A. CSU Forgivable Loan/Doctoral Incentive Program for Minorities and Women.
 - B. Chair's summary of the Academic Senate CSU Retreat of 3/30-4/1/90 in San Diego (pp. 5-8).
- III. Reports:
 - A. President's Office
 - B. Vice President for Academic Affairs' Office
 - C. Statewide Senators
- IV. Consent Agenda:
- V. Business Item(s):
 - A. Resolution on Change of Department Name for the Metallurgical and Materials Engineering Department-Moustafa, caucus chair for SENG (pp. 9-13).
 - B. Resolution on Coordinator Position for Women's Resources and Resource Center-Berrio, chair of the Status of Women Committee (pp. 14-15).
 - C. Recommendations re Education Department Reorganization-Hagen, chair of the Long-Range Planning Committee (to be distributed).
 - D. Resolution on the Sale of Complementary Copies of Textbooks-P Murphy, Chair of the Personnel Policies Committee (p. 16).
 - E. Vacancies:
 1. Athletic Advisory Commission vacancy - replacement for Snetsinger, '89-90 term
 2. Academic Senate committee vacancies:
SBUS Student Affairs
SLA Status of Women, Senate replacement for Foroohar for Spring Quarter '90 - NANCY CLARK
SSM Status of Women
- VI. Discussion Item(s):
 - A. New Student Orientation (pp. 17-22).
 - B. Process for Consideration of Indirector Cost Sharing (materials previously provided).
 - C. Resolution re CSU Administration (materials previously provided).
- VII. Adjournment:

MEMORANDUM

To: Executive Committee
Academic Senate

April 16, 1990

From: James Murphy
Chair

Subj: Retreat at San Diego, 3-30, 4-1-90

The CSU Academic Senate hosted an Academic Retreat during the above dates. The meeting had been scheduled to take place in Northern California last fall, but was postponed to this time frame. The Retreat was held at the Princess Hotel on Vacation Island, in Mission Bay.

There were two basic components to the Retreat: On Friday, March 30, the CSU Academic Senate Executive Committee and the campus Senate Chairs met. On Saturday, there were six workshops. Sunday morning was a wrap-up of the Saturday workshops and summary discussion of the Retreat.

The agenda for Friday was made up of items proposed by the Campus Chairs and by the CSU Executive Committee.

Proposed by Campus Chairs:

- Crisis of Racism on the Campus
- Western States Association of Faculty Governance
- Campus Responses to Statewide Senate Requests
- Inadequate Funding for Student Services
- Inadequate Funding for Repairs
- Faculty Ethics
- Organization of Faculty Governance
- Faculty Authority, Influence and Power

Proposed by the Executive Committee:

- Report on the Outstanding Professor Awards process
- Faculty Participation in SCA-1 Campaign
- Status Report - Independent Doctorate in Education
- Status Report - General Education Transfer Curriculum
- Status Report - Faculty Workload Committee

- Status Report - Academic Senate Ad Hoc Committee on the Constitution
- Status Report - Intersegmental Committee of the Academic Senates
- Status Report - The Institute for Teaching and Learning
- Process of Systemwide Committee Reports
- Academic Senate-CFA Relations

After CSU Senate Chair Ray Geigle's opening remarks and comments, including his report on the CSU budget, we settled into discussing the matters raised by the Campus Chairs. These matters had been primarily raised for informational purposes; that is, what other campuses were doing regarding these items. In a couple of instances, they were brought before the body as expressions of concern (inadequate funding, for example).

After lunch, we started on the Executive Committee items. We were able to get through the Status Report on GE Transfer when an earlier-raised issue of the Chancellor's Office's activities came back to the table (this had been raised in earlier discussions on the budget). The rest of Friday was spent "Chancellor Bashing". We did not conclude the agenda items. The discussion continued until nearly 4:30, at which time we had to break. I was asked by Ruth Yaffe (San Jose) to meet with two other Chairs to draft a resolution stating the feelings of the body. Interestingly enough, the other two persons Ruth asked were unable to participate, so I invited any other interested attendees to meet with me. There were a total of eight willing to do so. An initial draft was finally prepared; I found a word processor and the hotel staff made me enough copies for distribution.

The next morning at breakfast, I gave the draft resolution to the Chairs. We gathered again after the Saturday morning speaker and further edited that draft. Later, I found a typewriter and "cut and pasted" the final draft resolution I provided you as part of my memo of April 5.

Friday evening found us at dinner with a significant number of those invited in attendance. (See the initial mailing roster (attached) for those invited.) Chancellor Reynolds introduced Dr John Corbally as the keynote speaker "What's Higher About Higher Education".

After Saturday morning breakfast, we met to hear Lee Kerschner introduce , a Russian college student attending school for this semester at Fresno. She was an exciting and interesting young lady, and ~~very~~ presented a very enjoyable talk. She primarily compared her country's educational system to USA's. She responded well to questions, and was also very witty.

There were a total of six formal workshops, with the overall theme of "Opening of the American Mind". Because of physical and time constraints, we could only attend one session in the morning and another in the afternoon. My first session was "Faculty of the 1990's and Beyond", followed after lunch with "New Regional and Global Perspectives". The first session was fine, and generally stayed with the subject. The matter of recruiting was talked about a great deal. There was some consensus, and I felt (like all similar situations) if any positive good could come from the suggestions and positions presented, then it was worthwhile..

On the other hand, the afternoon was a waste of time. Instead of speaking to Regional and Global Perspectives, the group kept returning to the issue of ethnic diversity and the problems of a multicultural student population. I felt these were matters more appropriate to other workshops.

The afternoon panel and audience discussion (3:00-4:30) on Saturday afternoon was made up of a number of CSU students, two older, returning, and two others with ethnic or handicap considerations. Together with key staff and faculty, they all discussed the glorious merits and wonderment of attending CSU.

Sunday morning was primarily a summation by the workshop reporters. Following that, Marianthi Lansdale, Ann Reynolds and Ray Geigle made appropriate closing remarks. (I had a long way to drive, and left after distributing the earlier mentioned draft resolution.)

Personal views: Knowing what I know now, I doubt if I would have spent what amounted to five days of the Spring Break for this Retreat. I believe it is always productive to meet with others with similar interests, and to share ideas and opinions. Thanks for this opportunity to pass this on to you.

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CHAIRS, CAMPUS SENATES

Abrash
Alfieri
Baker
Barrena
Bedell
Catt
Craig
Fallandy
Genovese
Goldwhite
Hilpert
Jones
Klein
Lane
Mann
Marcus
Murphy —
Thobaben
Visweswaran
Williams
Vaffa —

CHANCELLOR'S OFFICE

Carter
Casanova
Chapman
Hanner
Hunt
Kerschner
Lemos
Lindahl
Maners
McGraw
Messner
Mills
Moye
Naples
Plotkin
MacCarthy
Reynolds
Roberts
Samit
Smart
Sundstrom
Vines
Warner
West

ADMINISTRATIVE FELLOWS

Aceto
Bryant
Fimbel
Hernandez-Araico
Kasdan
Caveness
Robinson
Sanchez
Strong

GUEST SPEAKERS

Corbally
Hughes

NOTE:

- (1) Bedell on Campus Chairs List
(2) Goldwhite and Visweswaran
on Campus Chairs List
(3) Moses on AVP List

FORMER SENATE CHAIRS

Adams
Allen
Bedell (1)
Elliot
Goldstein
Graves
Kully
Marley
Mathy
Provost
Richfield
Stafford
(1)

WOMEN'S COUNCIL

Burr
Moses (3)
Martinez
Schaffer

OTHERS

Nichelson - CFA
Keele - CFA

ALUMNI COUNCIL

Lowell (6)

SENATE STAFF

Cullins
Einhorn
Hennessy

MEMBERS, ACADEMIC SENATE

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Barnes
Bas
Biggs
Boyum
Carmichael
Charnofsky
Christofferson
Cohen
Connolly
Dinielli
DuFault
Ediger
Gardner
Geigle
George
Gooden —
Green
Happ
Heisch
Hellenbrand
Highsmith
Holladay
Holmes
Hoshmand
Houser
Jenson
Johnson
Jones
Kelly
Kersten —
Loewy
Lonam
Marshall
McNeil
Orpet
Owens
Peters
Phillips
Pincu
Randolph
Rathmann
Resendez
Silvers
Simon
Spear
Sunderland
Wade
Watson
Weatherby —
Wilcox
Wollter
Yarnall
Goldwhite (2)
Visweswaran (2)

Adopted:

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

AS- -90/
RESOLUTION ON
CHANGE OF DEPARTMENT NAME FOR THE
METALLURGICAL AND MATERIALS ENGINEERING DEPARTMENT

- WHEREAS, The Metallurgical and Materials Engineering Department requests that its department name be changed to the MATERIALS ENGINEERING DEPARTMENT; and
- WHEREAS, The request for a department name change has been approved by the Dean for the School of Engineering, the School of Engineering Council, and the Academic Senate School of Engineering Caucus; therefore, be it
- RESOLVED: That the name of the Metallurgical and Materials Engineering Department be changed to the MATERIALS ENGINEERING DEPARTMENT.

Proposed By: The
Metallurgical and
Materials Engineering
Department
April 24, 1990

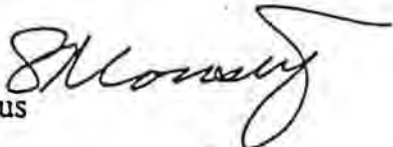
MEMORANDUM

RECEIVED

To: Peter Y. Lee, Dean
School of Engineering

FEB 7 1990

From: Safwat Moustafa, Chair
SENG Academic Senate Caucus



METALLURGICAL
AND MATERIALS
ENGINEERING
DEPT.

Date: February 6, 1990

RECEIVED
MAR 28 1990

Copies: SENG Senators
B. Heidersback ✓

VICE PRESIDENT
ACADEMIC AFFAIRS

Subject: Metallurgical and Materials Engineering Department Name Change

This is with reference to your memo dated January 30, 1990, regarding the request submitted by the Metallurgical and Materials Engineering Department that its name be changed to the Materials Engineering Department.

The Academic Senate Caucus for the School of Engineering met on February 5, 1990 and approved the requested name change.

RECEIVED

State of California

FEB 7 1990

California Polytechnic State University
San Luis Obispo, CA 93407

M e m o r a n d u m


METALLURGICAL
AND MATERIALS
ENGINEERING
DEPT.

To: Phil Bailey, Interim Vice President
for Academic Affairs

Jim Murphy, Chair, Academic Senate

Date: January 30, 1990

File: namechg.met.sg

From: Peter Y. Lee, Dean 
School of Engineering

Copies: ~~R.~~ Heidersbach
S. Moustafa

Subject: CHANGE OF DEPARTMENT NAME

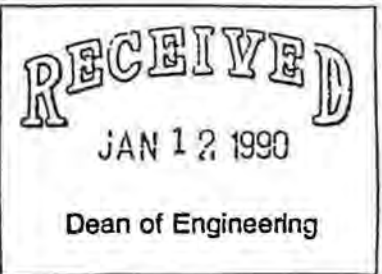
The Engineering School Council endorsed this department and degree name change.
The School Curriculum Committee and School Caucus have also given their approval to
this change.

I concur with this recommendation.

State of California

California Polytechnic
State University-SLO

MEMORANDUM



TO: P. Bailey, Acting Vice President for
Academic Affairs

THRU: P. Lee, Dean, SENG *P.L.*

COPIES:

FROM: *R. Heidersbach*
R. Heidersbach, Head, M&ME

M&ME Faculty
S. Moustafa

DATE: January 9, 1990

SUBJECT: Change of Department Name

A. The Metallurgical and Materials Engineering Department requests that our name be changed to the Materials Engineering Department. In support of this request we offer the following information:

1. The term "materials engineering" is a broader term and covers the entire spectrum of materials--metals are merely one of the four major classifications of materials used by society.
2. The present name creates confusion. Other departments that have "and" in their names offer two degrees, e.g. Civil and Environmental Engineering, Electronic and Electrical Engineering, etc. Our program offers one broad degree, and the proposed name will cover this broad field better than the current name.
3. The universities in the United States that offer degrees in materials engineering are:

<u>University</u>	<u>Name of Department or Program*</u>
Alabama-Birmingham	Materials Engineering
Dayton	Materials Engineering
Drexel	Materials Engineering
Georgia Tech	Materials Engineering
Maryland	Engineering Materials
Rensselaer Polytechnic	Materials Engineering
San Jose State	Materials Engineering**

Universities with materials science or materials science and engineering programs include:

<u>University</u>	<u>Name of Department*</u>
Arizona	Materials Science and Engineering
California-Los Angeles	Materials Science and Engineering
Caltech	Materials Science
Case Western Reserve	Materials Science and Engineering
Cincinnati	Materials Science and Engineering
Cornell	Materials Science and Engineering
Delaware	Materials Science
Florida	Materials Science and Engineering
Illinois	Materials Science and Engineering
Iowa State	Materials Science and Engineering
Johns Hopkins	Materials Science and Engineering
Lehigh	Materials Science and Engineering
MIT	Materials Science and Engineering
Michigan	Materials Science and Engineering
SUNY-Stony Brook	Materials Science and Engineering
North Carolina State	Materials Science and Engineering
Northwestern	Materials Science and Engineering
Notre Dame	Materials Science and Engineering
Oregon Graduate Center	Materials Science and Engineering
Pennsylvania	Materials Science and Engineering
Southern California	Materials Science and Engineering
Stanford	Materials Science and Engineering
Tennessee	Materials Science and Engineering
Texas	Materials Science and Engineering
Utah	Materials Science and Engineering
Virginia	Materials Science and Engineering
Washington	Materials Science and Engineering
Wisconsin-Milwaukee	Materials
Wright State	Materials Science and Engineering

* Source: Metallurgy/Materials Education Yearbook, June 1988, ASM International, Metals Park, Ohio

** This is the only other program in the CSU system.

- B. You are reminded that we were informed at the SENG Council meeting this morning that the policy attached had been adopted as university policy effective last quarter.

Adopted:

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

Background Statement: Cal Poly currently has a number of activities designed to encourage personal and academic growth of women and underrepresented groups. Survival of these activities is dependent on permanently established programs with institutional support.

Women's Programming ("Women's Week") is a case in point. This annual event began in 1982 and has been funded since 1986/87 through lottery proposals. The event has been well-attended; participation rose between 1982 and 1988 from 500 to 3,000. While successful, Women's Programming is now beginning to suffer from volunteer exhaustion, since the funding has not included faculty or staff release time. Moreover, funding itself is problematic as the event no longer qualifies for lottery seed money. University commitment is now needed to ensure the future of this event.

Several other groups provide services and programs of interest to women and underrepresented groups, among these the Academic Senate Status of Women Committee. However, each of the groups work independently and without coordination; their activities would be enhanced by increased cooperation and communication.

The need for coordinated services is increasing as the number of women and other underrepresented groups grows. As the composition of students and faculty changes, it is important to have institutional structures in place to meet the needs of these groups.

Cal Poly is not alone in recognizing a need for coordinating services to women and underrepresented groups. Of the 20 CSU campuses, 17 have already established a Women's Center and/or Reentry Center. Not surprisingly, the Board of Trustees, in adopting the CSU Educational Support Services Master Plan in 1989, designated these centers as "basic services" to be provided on each CSU campus.

AS- -90/
RESOLUTION ON
WOMEN'S RESOURCE CENTER AND WOMEN'S RESOURCE
CENTER COORDINATOR

WHEREAS, Cal Poly is committed to providing an environment which would encourage and support the personal and academic growth of women and underrepresented groups on campus; and

- WHEREAS, Current programs such as Women's Programming are in need of permanent staff and funding to ensure their continuation; and
- WHEREAS, The changing composition of students and faculty at Cal Poly is resulting in an even greater need for services for women and underrepresented groups; and
- WHEREAS, Cal Poly needs a Resource Center to provide information to the growing population of women and underrepresented groups; and
- WHEREAS, The Board of Trustees has designated Women's Centers as a "basic service"; and
- WHEREAS, 17 of the 20 CSU campuses have already established such centers; and
- WHEREAS, Cal Poly needs a full-time professional to:
- (1) direct the Resource Center;
 - (2) coordinate the various activities on campus of interest to women and underrepresented groups;
 - (3) work with the Coordinator of Women's Studies to encourage the integration of women's material into the curriculum;
 - (4) work with existing campus groups to more effectively implement the sexual harassment policy; and
 - (5) represent the university as a campus governing board member of the Women's Council of the State University; therefore, be it
- RESOLVED: That the Academic Senate support the proposal for a Women's Resource Center and a Women's Resource Center Coordinator.

Proposed By: The Academic
Senate Status of Women
Committee
April 24, 1990

Adopted:

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

Background Statement:

Publishers of textbooks provide complementary copies to faculty members with the understanding that these copies will not become part of the wholesale or retail market. Revenues lost through the sale of complementary copies have two direct negative effects:

1. Authors (usually faculty members) are deprived of legitimate royalties; and
2. Publishers compensate for lost revenues by raising prices and thereby inflating the cost of all textbooks.

AS- -90/
RESOLUTION ON
THE SALE OF COMPLEMENTARY COPIES OF TEXTBOOKS

WHEREAS, Complementary copies of textbooks are not intended to be sold; and

WHEREAS, Complementary copies are an important resource in the selection of quality textbooks; therefore, be it

RESOLVED: That the buying and selling of complementary textbooks be prohibited at Cal Poly.

Proposed By:
Academic Senate Personnel
Policies Committee
Date: April 24, 1990

RECEIVED¹⁷

FEB 26 1990

CAL POLY
SAN LUIS OBISPO
CA 93407

Memorandum


Academic Senate

to : James Murphy, Chair
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.

RECEIVED

min - Ex Com 4-24-90

APR 20 1990

State of California

Academic Senate California Polytechnic State University
San Luis Obispo, California 93407

MEMORANDUM

Date: April 19, 1990

To: James L. Murphy, Chair
Academic Senate

Copies: Brown, Dalton, Hood,
Mark, Nulman,
O'Keefe, Stover,
Weatherford,
White

From: *CH*
Charles Hagen, Philosophy, Chair
Long-Range Planning Committee

Subject: Education Department Reorganization

In response to your memo of April 12, 1990, the Long-Range Planning Committee has reviewed several proposals for reorganization of the Education Department. The explanations and arguments offered in support of the proposed changes strongly suggest that there are problems with teacher education at Cal Poly. While feeling that those who have worked on the reorganization of the Education Department are to be commended for their efforts, the Committee is not convinced that the definitive solution has emerged.

The Committee believes that what is needed at this stage is a task force which can develop effective solutions from a fresh perspective and in an impartial and dispassionate way. Though such a group would naturally require some on-campus and local representatives, it should also draw extensively on the experience and expertise of people who are not connected either with Cal Poly or with local school districts. The Committee recommends that this task force, as part of its analysis of possible organizational arrangements, carefully study exemplary teacher education programs elsewhere in California. The Committee also urges that this review address not just administrative structure but also program content.

Memorandum

RECEIVED

APR 24 1990

Ennis - Exec Com 4.24.90
CAL POLY
SAN LUIS OBISPO
CA 93407

Academic Senate

To : Academic Deans' Council
Teacher Education Reorganization Committee
James Murphy, Chair
Academic Senate
Kenneth Palmer, Head
Education Department

Date : April 23, 1990

File No.:

Copies : Warren Baker
William Rife
Frank Lebens
Walter Mark

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

Subject: Teacher Education at Cal Poly

This memorandum communicates my current thoughts and proposals regarding teacher education at Cal Poly. They are the result of extensive discussion and consultation, including consultation with President Baker following my distribution last quarter of the Education Department's reorganizational proposal and my response. It is my hope that the organizational and conceptual structure I have proposed can be accepted with only minor modifications. I ask those in lead positions to please review this proposal and consult with appropriate groups and individuals. Please communicate any supporting thoughts or concerns as soon as possible, but no later than Friday, May 11, 1990. If it would be helpful for me to meet with lead groups in the process, please arrange such meetings. My intention is to consult with President Baker on any proposed modifications to this organizational structure and to present a final document for his approval around mid-May.

The overriding principles guiding my thoughts are those of promoting teacher education as an all-university responsibility and ensuring that the university produces teachers of the highest quality while responding to the education needs of the state and nation. Included with this memorandum is an organizational chart that summarizes the teacher education structure I propose and comments on selected aspects of this organizational structure.

As you read my revised organization plan, please understand the following: 1) teacher education is to be organized in a unit called a division, center, institute, or some such name; 2) the center director is to be the University's person for teacher education and will have the authority and responsibility to handle all matters regarding teacher education within the framework proposed; and 3) the Center will report directly to a coordinating council. The associate vice president for academic programs will chair the council and be the administrator to which the center director reports. I also want to point out that I am describing the overall organization unit. There are many details to determine which can be accomplished by the Center, Director, and coordinating council.

In transmitting your response to this stage of the progress of reorganizing teacher education, please consider and comment on the following major points:

1. The organization of teacher education as a center with a director.
2. The concept of a coordinating council.
3. The concept of the "all-university teacher education faculty".
4. The concept of this unit being an autonomous cost center unassociated with a school: The organizational structure proposed seems to lend itself logically to an independent cost center for fiscal and administrative matters. However, I am concerned that the unit will not have the advantage of association with a larger school which would provide much greater fiscal flexibility.
5. The retention of Liberal Studies in the School of Professional Studies and Education.

It is essential that the University accept the final reorganization, however it comes out, as an opportunity to develop an all-university approach to teacher education through which a vigorous response to important needs and issues in education can occur.

ORGANIZATION AND STRUCTURE

1. Center for Teacher Education with a Director: Teacher education should be in an administrative unit that is easily identifiable and accessible to the university community so that an all-university responsibility can be promoted. Similar accessibility to external sources such as the area school districts is also vital since teacher education is truly a partnership of the University and the districts. The director is proposed to be at approximately the associate dean level in salary, and in the Management Personnel Plan. The selection process is to involve a nationwide search similar to that of a dean, with final appointment recommendations made to the Vice President for Academic Affairs and President. It is important that the director be clearly recognized as the person on campus responsible for the leadership of teacher education efforts and the one with authority to represent the university both on and off-campus in teacher education issues. For day-to-day operation and in the implementation of teacher education policies, it is expected that the center and its director will function in a reasonably autonomous manner.
2. Teacher Education Coordinating Council: Teacher education is a responsibility of the entire university and the Center for Teacher Education should report to an administrative group representative of the major content areas. Because the Schools of Liberal Arts, Science and Mathematics, Agriculture, and Professional Studies and Education include single subject as well as multiple subject content areas in teacher education, the deans of these schools will be on the council. Because of the university-wide nature of teacher education, the coordinating council will also include representation from the Office of the Vice President for Academic Affairs. Specifically, the associate vice president for

academic programs will chair the council and be the immediate supervisor, on behalf of the council, to whom the center director will report. The Director of the Center for Teacher Education is responsible to and should bring before the Coordinating Council all major policy issues involving teacher education. Among these are curriculum; policies on student teacher placement; future composition of the all-university education faculty in terms of specialties; issues and opportunities involving the school districts, and other important matters involving teacher education. It is expected that the Coordinating Council will work to foster involvement of faculty members throughout the university in the process of preparing teachers.

3. Teacher Education Faculty: The notion of an "all university" teacher education faculty is key to an effective teacher education program. Members of the teacher education faculty will come from all departments in the university that have a significant role in teacher education as well as all current faculty members in the Education Department.

A faculty member representing each of the single subject credential programs at Cal Poly will be selected by the appropriate subject matter department in consultation with the "all university" teacher education faculty. They will serve as advisors for students and associated credential programs and will be members of the "all university" education faculty. Other full-time faculty members who have an interest in teacher education also may apply for faculty status in the center. Subject matter faculty who are members of the "all university" teacher education faculty will maintain their rank and tenure in their respective subject matter department but will be full voting members as members of the Center on all teacher education curricular matters and will participate fully in the development and implementation of all policies and programs associated with teacher education.

4. Internal Organization of the Center: It is proposed that the Center for Teacher Education be headed by the Director and that the "all university" teacher education faculty be subdivided into the following units:

- Graduate Studies: Curriculum and Instruction, Education Administration, Special Education, Reading.
- Multiple Subjects Credential Program.
- Single Subject Credential Program: Agriculture, Life Science, English/Speech Communication, Government, History, Home Economics, Industrial Arts, Mathematics, Physical Education, Physical Science, and Social Science.

Each unit should have a leader (coordinator, chair) that is selected by a procedure that involves the faculty in the subunit, the "all university" teacher education faculty, the director, and coordinating council. In the cases of Graduate Studies and Multiple Subjects, the subunits may be

more conveniently organized in a department-like manner to facilitate RPT action.

5. Liberal Studies Program: It is recognized that the Liberal Studies Program is not a teacher education program. It is also recognized that a large percentage of students in the program are seeking careers in elementary school teaching. The program could be placed in the Center for Teacher Education or remain in the School of Professional Studies and Education. Wherever this Program is housed, it is essential that it interact effectively with the Multiple Subjects Program and the Schools of Liberal Arts and Science and Mathematics so that the training of excellently prepared elementary school teachers is promoted.
6. Consultative Bodies: The center and director will establish effective consultative bodies with external entities such as the school districts. It must be recognized that teacher education results through a partnership between the university and participating school districts; the needs and contributions of the districts must be respected.

IMPLEMENTATION STRATEGY

Once approved, this organizational scheme should be implemented as quickly as possible. It must be realized, however, that there are many organizational decisions to be made within the unit and that some processes such as RPT will have to continue as before until new procedures are developed.

1. Coordinating Council Development: The Teacher Education Coordinating Council should become functional as soon as possible and no later than the first week of Fall Quarter, 1990.
2. Interim Director of the Center for Teacher Education: An Interim Director of the Center for Teacher Education should be appointed by the Vice President for Academic Affairs after consultation with the Coordinating Council.
3. Recruitment of a Director: The Coordinating Council should develop a recruitment process for the Director with appropriate consultation so that advertising can begin in early Fall and an appointment by the Vice President for Academic Affairs can be made in Winter Quarter 1991 with a starting date in the summer of 1991 or earlier if possible.
4. Duties of the Director: The Coordinating Council, with appropriate consultation, should develop a position description for the Director. Among the responsibilities might be:

--coordination of unit activities

--faculty RTP

- resource management
 - personnel actions involving support staff
 - oversight of the Service Center
 - chairing of faculty meetings
 - chairing All-University Committee on Teacher Education
 - appointment of Graduate Studies, Single Subjects, Multiple Subjects, and All-University Advisory Committee on Teacher Education.
 - scheduling
 - authority and responsibility to represent both externally and internally university interests in teacher education and provide leadership in maintenance and development of excellent programs.
 - oversight responsibility for teacher training placement with districts.
 - communication with regulatory agencies such as Chancellor's Office, Commission on Teacher Credentialing, State Department of Education, and the like.
6. Formation of External Liaison Groups with the School Districts: It is essential that the university move quickly to ensure the formation of effective liaison groups with the school districts. Perhaps the existing Teacher Education Institute can act as an umbrella organization for individual task groups. Among issues to be addressed are:
- practice teacher placement operations
 - in-service training and staff development
 - cooperative research in education
 - technology transfer and sharing
 - future issues in education
 - current needs in education
7. The Coordinating Council and the Education Department should develop RPT procedures that recognize the all-university responsibility of teacher education. A possible procedure could include:
- 1st Level: Evaluation and recommendation by the Center subunit peer review committees (Graduate Studies, Multiple Subjects), and perhaps a separate recommendation by the coordinator/chair.

2nd Level: Evaluation and recommendation by an all-university peer review committee with members elected from the all university teacher education faculty, one from each of the subunit areas of Multiple Subjects, Graduate Studies, two from Single Subjects, and one from the All-University Advisory Committee for Teacher Education.

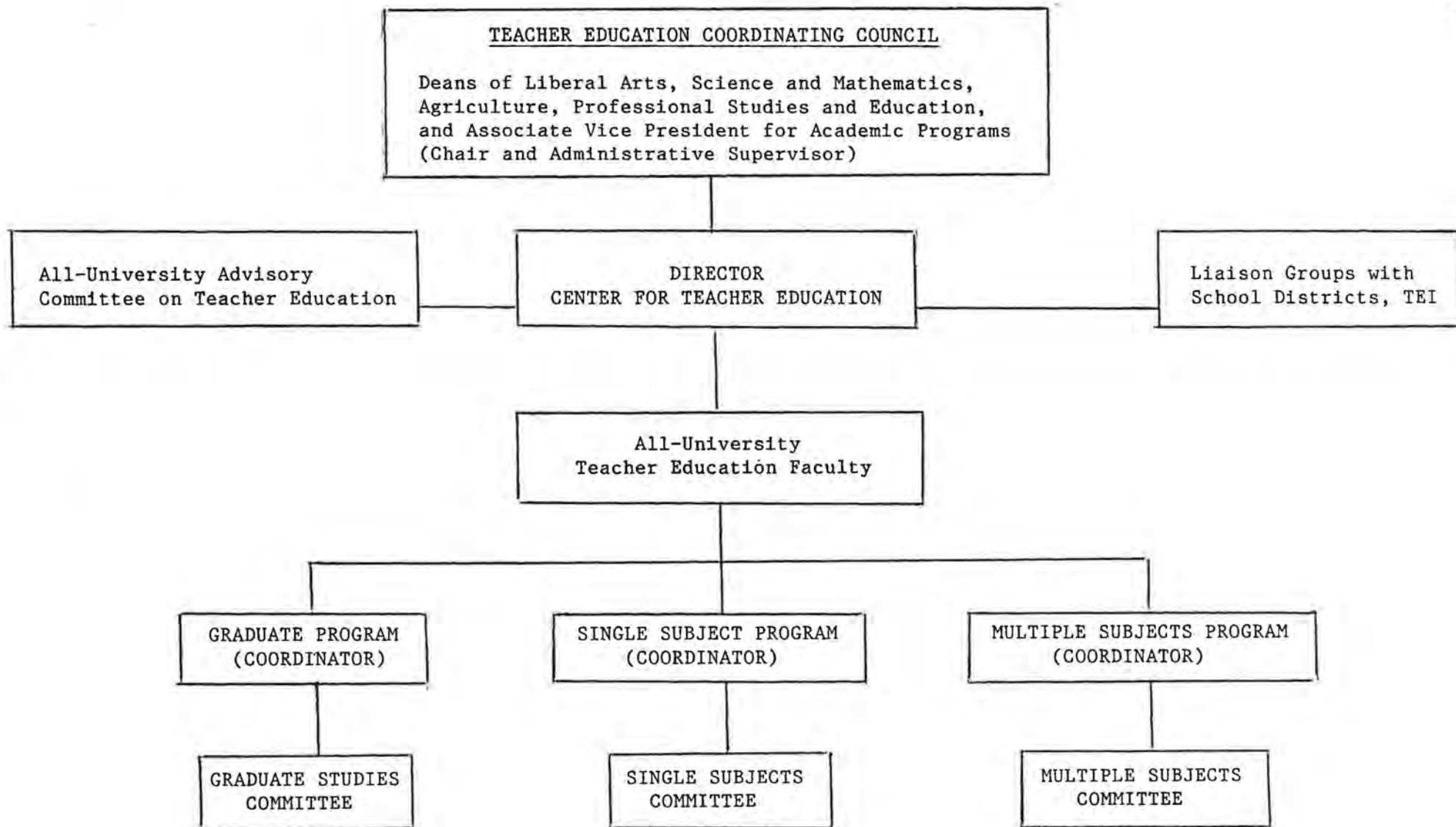
3rd Level: Director, Center for Teacher Education.

4th Level: Coordinating Council with recommendation transmitted by the associate vice president for academic programs.

Final Level: Vice President or President, depending on action.

Until a procedure is developed and approved, the procedures of the School of Professional Studies and Education will be used.

8. Cost Center: The Center for Teacher Education will have to be established as a cost center with appropriate allocations in support staff, operating expense, travel, etc. to support the Center's functions, including operation of the Services Center.
9. Committee Structure: The committee structure of Multiple Subjects, Single Subject, all university should be reviewed in light of the "all university teacher education faculty". It is possible that given the representation in the Education unit by faculty members from subject area departments that much of the work of these committees could be accomplished within the faculty. However, it is important that the Director and coordinating council ensure that healthy representation from the university at large occurs as teacher education issues are covered and that if a committee structure is maintained that the committee composition not disproportionately favor the current education faculty.
10. Other: Identification of important issues to be addressed in implementing the new structure of teacher education at Cal Poly.



California Polytechnic State University - San Luis Obispo

GENERAL FUND - BUDGET PROPOSAL FOR SUPPORT OF UNMET NEEDS
NARRATIVE SUMMARY
Fiscal Year: 90 - 91

1. Program area: University wide Priority*: Date:
2. Title of proposal: Coordinator for Women's Resources & Women's Center
3. Prepared by: Mary Whiteford Date: 1-23-90
4. Department: Academic Programs School/Division: Academic Affairs
5. Type of proposal (check one):
☐ Support of existing levels of services or programs; or
☐ Improve/increase the base level of services or programs; or
☒ Implement new programs/new services.
6. Effective dates: From: 7-1-90 To: continuing
7. Summary description of the proposal:
 (Describe the program/service, objectives, current budget support, implementation plan, and proposed equipment acquisitions. Provide relevant workload/productivity measures and statistical data.)

The primary functions of the Coordinator for Women's Resources and the Women's Center will be to provide an environment which encourages and supports the personal and academic growth of women on the Cal Poly campus, and to sponsor and co-sponsor programs which will assist in this growth. A Women's Center, with a full-time professional director, will send a visual, positive message to the campus and community that Cal Poly is interested in the well-being and education of its women.

The Coordinator of Women's Resources will be responsible for evaluating the needs of women on campus and for developing a coordinated program to meet these needs. Examples include: to work to increase cooperation and communication among different on-campus groups who provide services and programs of special interest to women; to work with the Coordinator of Women's Studies to encourage the integration of women's material into the curriculum; to work with existing campus groups to more effectively implement the sexual harassment policy; and to be a campus governing board member of the Women's Council of the State University (WCSU).

While not wishing to be segregated from the university mainstream, women welcome opportunities for interaction and interchange with other women; such informal relationships and signs of recognition, which are so much a part of university life for the scholar, whether student or faculty member, are often not available to women in a polytechnic university setting. The concept of a Women's Center with a coordinator is not new. 17 of the 19 CSU campuses have a Women's Center and/or Re-entry Center; 14 of these programs have their own operating budgets, and most have existed for 10 to 20 years.

The attached budget summary includes funding for the Coordinator, student assistant help, Women's Week programming, and operating expenses for the Center. The Center will need to include office space for the Coordinator and a reception/meeting area. An annual stipend is requested for honoraria for distinguished speakers; additional funding will be sought annually through lottery proposals. In-state travel funds are needed for the Coordinator to attend four WCSU meetings/year.

* Where priority number one signifies the greatest need.

* If budgets in subsequent fiscal years differ from the first year (other than salary cost-of-living adjustments), please attach additional Budget Summary sheets. Subsequent year costs of non-faculty position reclassifications are the financial responsibility of the program administrator that receives the allocation.

041 P01

ms 4-24-90



CALIFORNIA STATE UNIVERSITY, HAYWARD

HAYWARD, CALIFORNIA 94542

OFFICE OF THE
ACADEMIC SENATE

April 17, 1990

TO: CSU Campus Senate Chairs
FROM: Terry Jones, Chair, Academic Senate, CSU, Hayward
SUBJECT: Resolution on CSU Administration

The attached Resolution on CSU Leadership was unanimously adopted by the California State University, Hayward Academic Senate on April 17, 1990.

TJ:cms

Attachment

APR 18 '90 09:00

CSU HAYWARD

042 P01



CALIFORNIA STATE UNIVERSITY, HAYWARD

HAYWARD, CALIFORNIA 94542

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ACADEMIC SENATE

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SUBJECT: Resolution on CSU Administration

The attached Resolution on CSU Leadership was unanimously adopted by the California State University, Hayward Academic Senate on April 17, 1990.

TJ:cms

Attachment

RESOLUTION ON CSU LEADERSHIP

- WHEREAS: The Donohoe Act of 1960 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 State University, Hayward is dedicated to the mission of the California State University; and
- WHEREAS: Recent actions involving the purchase of state cars and the setting of salaries for top administrators in the California State University have undermined the confidence of faculty, staff, students, the general public, and the legislature in the fiscal responsibility of the CSU; and
- WHEREAS: This erosion of confidence has impeded the ability of CSUH to accomplish its mission as it has reduced employee morale, heightened public suspicion, and now threatens the willingness of the legislature to provide CSU with adequate funding; and
- WHEREAS: Wise leadership creates a model, leads by example, especially in times of austerity, consults openly and honestly, shows fiscal responsibility, and maintains the credibility and reputation of the University before the public and its elected representatives; and
- WHEREAS: We, the Academic Senate of CSUH, have lost confidence in the ability of the California State University Administration to exercise such leadership; therefore be it
- RESOLVED: That the Academic Senate of CSUH 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, with due regard for open procedures and for budget priorities; and be it further
- RESOLVED: That the Academic Senate of CSUH request the Board of Trustees to establish a representative group to evaluate the current structure and performance of the Central Administration of the California State University; and be it further
- RESOLVED: That the faculty of CSUH calls for an independent determination by the Board of Trustees of the appropriate levels of compensation for top administrators in CSU, and investigation of the possibility of returning to the benefits fund from which they were taken the monies used for the purchase of motor vehicles; and be it further
- RESOLVED: That the Academic Senate of CSUH requests that the Statewide Senate and the CSU Board of Trustees request from the legislature patience, understanding and the fair hearing on budget issues appropriate to the mission of CSU in its entirety; and be it further
- RESOLVED: That this Resolution be distributed to the Academic Senates of the other Campuses, the Statewide Academic Senate, the Board of Trustees, the Chancellor's Office, and members of the Legislature.

Adopted by CSU Hayward Academic Senate on April 17, 1990

RECEIVED

Date April 12, 1990

APR 13 1990

Academic Senate

TO Academic Senate Chair, J. Murphy

CPSU, San Luis Obispo

FAX NUMBER 805-756-1279

FROM Marshelle Thobaben, Chair

DEPT. Academic Senate, Humboldt State University

NUMBER OF PAGES + COVER 4

COMMENTS



Academic Senate

April 11, 1990

TO: Ray Geigle, Chair
CSU Academic Senate

CSU Campus Senate Chairs

FROM: Marshelle Thobaben, Chair *Marshelle Thobaben*
Humboldt State University Academic Senate

SUBJECT: Resolution on Review of California State University
Central Administration (#22-89/90-EX)

On behalf of the Humboldt State University Academic Senate, I am forwarding a copy of the subject resolution on the California State University Central Administration which was approved by the Senate at its meeting on April 10, 1990.

MT/g
Attachment

Resolution on Review of California State University
Central Administration (#22-89/90-EX)

- WHEREAS, The Donohoe Act of 1960 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 Humboldt State University is dedicated to the mission of the California State University; and
- WHEREAS, Recent actions of the California State University Central Administration have undermined the legislature's and the public's confidence in our ability to accomplish this mission; and
- WHEREAS, The present California State University Central Administration appears to have become an organization unto itself that is isolated from the students, faculty, staff, and academic culture of the twenty campuses that constitute the California State University system and is unresponsive to the advice of the campuses; and
- WHEREAS, Wise leadership creates a model and leads by example; 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 them with dignity, trust, and respect; and
- WHEREAS, Wise leadership values, actively solicits, and considers advice from all segments of the organization; and
- WHEREAS, The California State University Central Administration has failed to provide the kind of leadership necessary to advance the common mission of the campuses of the California State University system; and
- WHEREAS: The Academic Senate of Humboldt State University has lost confidence in the California State University Central Administration as it is currently structured, operates, and relates to individual campuses; therefore be it

RESOLVED: That the Academic Senate of Humboldt State University requests the Board of Trustees to foster in the Central Administration of the California State University sensitivity to the needs for leadership by example, consultation, and accountability to the public, students, staff and faculty; be it further

RESOLVED: That the Academic Senate of Humboldt State University requests the Board of Trustees to establish a broadly representative task force* to examine the effectiveness of the current organization of the California State University Central Administration and to evaluate the relationship of the Central Administration to the individual campuses, and be it further

RESOLVED: That the Academic Senate of Humboldt State University requests that the legislators and public recognize that the campuses of the California State University system remain dedicated to serving the educational needs of the people of California, and that inadequate budget support will result in a deterioration of the quality of the instructional programs and other educational services provided at the campus level, and be it further

RESOLVED: That the Academic Senate of Humboldt State University requests that the legislature reexamine the proposed budget to the California State University to ensure that campus programs are not adversely affected, and be it further

RESOLVED: That the Academic Senate of Humboldt State University shall distribute copies of this resolution to other campus senates, the CSU Academic Senate, the Chancellor, members of the Board of Trustees, and members of the legislature for their consideration.

*Recommended representatives:

Faculty

Staff

Students

Individual campus administration

Board of Trustees

RECEIVED

Smith 4.24.90
California State University, Bakersfield


Memorandum

PR 18 1990

Office of the Academic Senate
805/664-3128

To: Chairs, CSU Campus Academic ~~Senates~~ Academic Senate

Date: April 13, 1990

From: 
Everett Mann, Chair
Academic Senate CSUB

Subject: RESOLUTION ON "LEADERSHIP OF THE CALIFORNIA STATE UNIVERSITY"

The Academic Senate of Cal State Bakersfield has directed me to distribute to the Chairs of the campus Academic Senates of the CSU system the attached resolution entitled, "Leadership of the California State University." The Senate adopted the resolution unanimously at its April 12, 1990 meeting.

EM/vmf
Attachment

ACADEMIC SENATE
CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

LEADERSHIP OF THE CALIFORNIA STATE UNIVERSITY
(EC-4/5/90)

- Whereas, The Academic Senate of California State University, Bakersfield and the CSUB administration are dedicated to the accomplishment of the mission of The California State University and of our campus; and
- Whereas, The Chancellor's Office appears to be isolated from and insensitive to the students, faculty, staff, and academic culture of the twenty campuses that constitute The California State University; and
- Whereas, Recent actions of The California State University Board of Trustees and the Chancellor's Office in the allocation of funds, including the granting of top management salary increases and the procurement of automobiles, reflect questionable judgment and have undermined the Legislature's and the public's confidence in our ability to accomplish this mission, thus jeopardizing the University's budget support; and
- Whereas, Although the California State University, Bakersfield remains dedicated to serving the educational needs of the people of California, inadequate budget support will result in a deterioration in the instructional programs and other educational services provided by it; and
- Whereas, Wise administrative leadership is fiscally responsible and leads by example, especially in times of austerity; recognizes the value of all members of the organization and treats them with dignity, trust, and respect; and consults openly; and
- Whereas, The Chancellor's Office has failed to provide the kind of leadership necessary to advance the common mission of the campuses of The California State University; therefore be it

RESOLVED: That the Academic Senate of California State University, Bakersfield conclude that it has lost confidence in the Chancellor's Office as it currently operates and relates to the State Legislature and to the University's individual campuses; and be it further

RESOLVED: That the Academic Senate of California State University, Bakersfield request the Board of Trustees and the Chancellor to foster sensitivity in the administration of The California State University to the needs for leadership by example, consultation, and accountability to the public, the State Legislature, students, faculty, and staff; and be it further

RESOLVED: That the Academic Senate of California State University, Bakersfield request the Chancellor to establish a broadly representative task force to examine the effectiveness of The California State University central administration and to evaluate its organization and its relationship to individual campuses; and be it further

RESOLVED: That the Academic Senate distribute copies of this resolution to other campus Senates, the CSU Academic Senate, the Board of Trustees, and the Chancellor.

APPROVED UNANIMOUSLY BY THE ACADEMIC SENATE
April 12, 1990

Sum P. 24290
RECEIVED
1258

CALIFORNIA STATE UNIVERSITY, FRESNO

APR 18 1990

Academic Senate

TO: James Murphy Individual
Chair Academic Senate Title
SLO Location
756-1258 Telephone

DATE: April 18, 1990
TIME: 10:55 a.m.
NO. OF PAGES: 3 + Coversheet

FROM: Becky Youngs Individual
Staff Director Title
Academic Senate, Trust Department
(209) 278-2121 Telephone

**PLEASE CALL THE PRESIDENT'S OFFICE AT (209) 278-2324 AND ADVISE Becky IF
TRANSMITTAL IS NOT COMPLETE.**

Thank you.

CALIFORNIA STATE UNIVERSITY • FRESNO

FRESNO, CALIFORNIA 93740-0043

OFFICE OF THE ACADEMIC SENATE
(209) 278-2743
(209) 278-2126

April 16, 1990

MEMORANDUM

TO: Ray Geigle, Chair
Academic Senate, CSU

FROM: G. "Vishu" Visweswaran, Chair *[Signature]*
Academic Senate, CSU, Fresno

RE: AS 90-52 - CSU CENTRAL ADMINISTRATION

At its meeting on April 16, 1990, the Executive Committee of the Academic Senate, CSU, Fresno, unanimously passed the following Motion:

MSC that the Executive Committee adopts the Resolution on the CSU Central Administration on behalf of the Academic Senate, California State University, Fresno, because of time constraints including the scheduled special meeting of the Board of Trustees for April 19 & 20, 1990. Further, this motion includes forwarding the Resolution to the Academic Senate, CSU Fresno for discussion and affirmation at its meeting scheduled for Monday, April 23, 1990.

If you have any questions, please do not hesitate to call me.

dw

attachment

cc: H. Haak, President
J. Kuipres, VPAA
CSU Statewide Senators

RESOLUTION ON CSU CENTRAL ADMINISTRATION

CSU, Fresno, Academic Senate

- WHEREAS, The Donahoe Act of 1960 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 State University, Fresno (CSUF), is dedicated to the mission of the California State University; and
- WHEREAS, Recent actions of the California State University Central Administration have undermined the Legislature's and the public's confidence in our ability to accomplish this mission; and
- WHEREAS, The present California State University Central Administration appears to have become an organization unto itself that is isolated from the students, faculty, staff, and academic culture of the twenty campuses that constitute the CSU and is unresponsive to the advice of the campuses; and
- WHEREAS, Wise leadership creates a model and leads by examples, especially in time of austerity; and
- WHEREAS, Collegiality demands open and honest consultation; and
- WHEREAS, Prudent leadership is fiscally responsible; and
- WHEREAS, Responsible leadership recognizes the value of all members of the organization, and treats them with dignity, trust, and respect; and
- WHEREAS, Effective leadership values, actively solicits, and acts upon advice from all segments of the organization; and

- WHEREAS,** The CSU Central Administration has failed to provide the kind of leadership necessary to advance the common mission of the campuses of the CSU; and
- WHEREAS,** The Academic Senate of CSU, Fresno, has lost confidence in the California State University Central Administration as it is currently structured, operates, and relates to individual campuses; therefore be it
- RESOLVED,** That the Academic Senate of CSU, Fresno requests the Board of Trustees to foster in the Central 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 CSU, Fresno requests the Board of Trustees to establish a broadly representative task force* to examine the effectiveness of the current California State University Central Administration and to evaluate the organization and relationship of the Central Administration to the individual campuses; and, be it further
- RESOLVED,** That the CSU, Fresno Academic Senate shall distribute copies of this resolution to other campus senates, the CSU Academic Senate, the Chancellor, and members of the Board of Trustees.

*Recommended representatives:

Faculty
Staff
Students
Individual Campus Administration
Board of Trustees

Adopted: April 16, 1990