

FILE COPY

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

Academic Senate Executive Committee Agenda
Tuesday, May 5, 1987
UU 220, 3:00-5:00 p.m.

<u>MEMBER:</u>	<u>DEPT:</u>	<u>MEMBER:</u>	<u>DEPT:</u>
Botwin, Michael	ArchEngr	Lamouria, Lloyd H.	AgEngr
Cooper, Alan	BioSci	Stanton, George	Cs/Tstg
Crabb, Charles	CropSci	Stebbins, Michael	Mgt
Currier, Susan	English	Terry, Raymond	Math
Forgeng, William	MetEngr	Weatherby, Joseph	PoliSci
Gamble, Lynne	Library	Wheeler, Marylinda	P.E./RecAdm
Gooden, Reg	PoliSci	Wilson, Malcolm	Interim VPAA
Kersten, Timothy	Econ	Copies: Baker, Warren J.	
		Irvin, Glenn W.	

- I. Minutes:
Approval of the April 28, 1987 Executive Committee Minutes (attached pp. 2-7).
- II. Communications:
Dairy Products Technology Center, memo from Landreth to Lamouria dated April 27, 1987 (attached pp. 8-9).
- III. Reports:
A. President
B. Academic Affairs Office
C. Statewide Senators
- IV. Consent Agenda:
- V. Business Items:
A. Resolution on GE&B Area F courses for 1988-90-Lewis, Chair of the General Education and Breadth Committee (attached p. 10).
B. Guidelines for experiential education-Long, Chair of the Ad Hoc Committee on Experiential Education (attached pp. 11-12).
C. Recommendation from the Ad Hoc Committee on Measures of Effectiveness-Wilson, Chair of the ad hoc committee (to be distributed).
D. Proposal for an International Center at Cal Poly (attached pp. 13-16).
E. Resolution on Enrollment for Units Without Credit-Wright (attached p. 17).
F. Review of President Baker's response to AS-216-86, Resolution on the Foundation Elections Process-Greenwald (attached pp. 18-20).
G. Academic Senate election results (attached pp. 21-22). Caucus appointments to remaining school vacancies (attached p. 23).
- VI. Discussion Items:
Second Phase Computer Access - Discussion of Conway memo to Gloster dated April 15, 1987-Conway, Chair of the Budget Committee (attached pp. 24-26).
- VII. Adjournment:

4.28.87
minutes
removed

Memorandum

RECEIVED

APR 28 1987

To : Lloyd H. Lamcuria, Chair
Academic Senate

Academic Senate

Date : April 27, 1987

File No.:

Copies : Warren J. Baker
Malcolm Wilson
Lark Carter
Rick Ramirez
James ConwayFrom : James A. Landreth, Chair, President's Advisory
Committee on Budgets and Resource AllocationsSubject : Dairy Products Technology Center

I am responding to your April 23, 1987 memorandum on the subject Program Change Proposal (PCP) in Support of a Dairy Products Technology Center. I believe the Dairy Products Technology Center project can really be divided into two parts, those being (1) program, and (2) finances. I believe it would be appropriate, if you have concerns about the programmatic aspects of the center to discuss them with Dean Lark Carter, Vice President Malcolm Wilson and/or President Warren Baker. I have been somewhat on the periphery of the program development aspects of the center but, from memory, I believe the development has probably been going on over the last couple of years with discussions at various organizational levels within the University. I also believe there have been references to the center in school minutes, the Mustang Daily, Cal Poly Report, etc.

In terms of funding, which is the area of my personal responsibility and interest, the first State funds for the center, which amount to \$200,000, were included in SB 2239 as an appropriation to the State Department of Food and Agriculture's budget for allocation to Cal Poly for 1986/87. Again, I understand an additional \$200,000 has been included in the State Department of Food and Agriculture's budget for 1987/88. The financial plan mutually agreed upon by the Department of Food and Agriculture and the University is to transfer those funds to the CSU/Cal Poly budget for Fiscal Year 1988/89. We are not experienced in this particular kind of transfer, which technically constitutes moving funds from one State agency's baseline budget to another State agency's baseline budget. There is no routine protocol or mechanism for doing that. As a result, I consulted with the Chancellor's Budget Planning and Administration staff about the technical/process and means for doing so. Using our budget vernacular, it could either be perhaps a Program Maintenance Proposal Modification or a Campus PCP. We jointly concluded that perhaps it would be most appropriate to identify it as a Campus PCP to insure that it was not overlooked in 1988/89 as a needed technical transfer. It will require cooperative follow-through between the State Department of Food and Agriculture, the CSU and the Department of Finance. It will not have any impact on the 1988/89 State budget, because it basically constitutes a dollar for dollar transfer. It likewise will not adversely impact CSU and/or Cal Poly's budgets, in that we will have received an identical amount of funds in 1986/87 and 1987/88 through Interagency Agreements with the State Department of Food and Agriculture; and, finally, in 1988/89 the funds will actually appear for the first time in Cal Poly's budget.

Lloyd Lamouria, Chair
Academic Senate
April 27, 1987 - Page 2

In terms of your request, on behalf of the Academic Senate and Cal Poly as Chair of the Academic Senate, that the FCP in support of the Dairy Products Technology Center be placed on hold pending implementations of accepted procedures for Academic Senate consultation, I will share your April 23, 1987 memorandum with the committee and discuss it with the members at the Thursday, April 30, 1987 meeting.

In my opinion, the real thrust of your memorandum dealt with programmatic rather than issues of finance; i.e., Academic Senate consultation about the center, collegial governance, status of Academic Senate Resolution 231-86, etc. As referenced above, if I have properly interpreted the primary thrust of your concerns, I believe it would be more appropriate to discuss them with Dean Lark Carter, Vice President Malcolm Wilson and/or President Baker.

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

Background statement: Academic Senate resolutions AS-188-85/GE&B, AS-189-86/GE&B, and AS-211-86/GE&B each contain Academic Senate-approved courses for GE&B Area F. In President Baker's July 23, 1986 response to the above resolutions, he placed a hold on all of the recommended and future courses for Area F. This hold was to remain in effect pending Academic Senate clarification of guidelines for Area F courses, specifically that many of these courses did not appear to adequately cover both the "Applications" and "Implications" of Technology as required in the Knowledge and Skills statements.

Such clarification was requested to permit inclusion of new Area F courses in the 1988-90 catalog. As a result of subsequent meetings between the GE&B Area F Subcommittee and the Associate Vice President for Academic Programs, it appears feasible to provide administrative approval for inclusion of the already-recommended courses for inclusion in the 1988-90 catalog only while the Academic Senate works to clarify the Area F guidelines for approval of additional courses.

AS-____-87/____

RESOLUTION ON
GENERAL EDUCATION AND BREADTH AREA F COURSES FOR 1988-90

- WHEREAS, Selected General Education and Breadth (GE&B) courses were adopted by the Academic Senate in 1986; and
- WHEREAS, A hold was placed on these Area F courses by President Baker pending clarification of issues centering around Area F; and
- WHEREAS, Subsequent discussion between the GE&B Area F Subcommittee and the Associate Vice President for Academic Programs indicates the feasibility of proceeding with a two-stage approach; therefore, be it
- RESOLVED: That the GE&B Committee continue to work towards clarification of Area F guidelines to ensure that all courses clearly meet all goals as described in the Knowledge and Skills statements; and be it further
- RESOLVED: That the following Area F courses approved by the Academic Senate in 1986 be included in the 1988-90 catalog only pending such clarification of the guidelines:

From AS-188-85

DPT 230	General Dairy Manufacturing
SS 121	Introductory Soil Science

From AS-189-86

NRM 101	Natural Resources of America
NRM 210	Environmental Management

From AS-211-86

AE 121	Agricultural Mechanics
CONS 120	Fisheries and Wildlife Management
FOR 201	Forest Resources
HE 331	Household Equipment

Proposed By:
General Education and Breadth
Committee
May 5, 1987

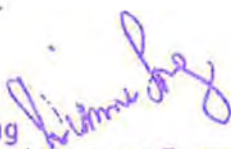
Memorandum

To : Lloyd Lanquaria, Chair
Academic Senate

Date : April 21, 1987

File No.:

Copies :

From : Dianne Long 
Ad Hoc Committee on Experiential Education

Subject: Guidelines for Experiential Education

The Academic Senate's Ad Hoc Committee on Experiential Education recommends university consideration of the following guidelines on experiential learning. Responses to guidelines may be addressed to Dianne Long, Political Science. Guidelines and summary responses will be sent to the Academic Senate for consideration at the end of Winter quarter.

DEFINITION OF EXPERIENTIAL EDUCATION

Experiential education refers to learning activities that engage the learner directly in the phenomena being studied. This learning can be in all types of work or service settings outside of formal instruction by undergraduate and graduate students of all ages.

Experiential education may take many different forms: internships, field experiences, cooperative education, practica, cross-cultural and international learning, community and public service, and other kinds of academically monitored, experience-based learning. The experiences may be part-time or full-time, paid or unpaid, and evaluated for credit or not credited.

Credit will be granted by the university for appropriately documented, college-level learning. Academic units will determine the kinds of learning opportunities eligible for academic credit within majors and minors. Experiential Education is subject to the regular guidelines and procedures for instruction including granting of credit and qualifications of faculty and instructional staff.

Prior credit will not be awarded except through CSU established procedures for CLEP (College Level Entry Program) and other advanced placement programs which provide academic credit for work experience prior to university entry. The committee recommends that the university's admissions and evaluations offices implement CSU procedures for advanced placement.

GUIDELINES FOR DETERMINING CREDIT

Provision of credit: Students of undergraduate and graduate standing may be eligible for experiential credit. Units earned for credit may be variable, but may not exceed 18 quarter units. Academic units will determine minimum and maximum units to be earned within degree programs.

-12-

Grading: Experiential credit will be awarded using letter grading or credit/no credit grading. Assigned Faculty will determine the basis for course grades.

Supervision: While non-faculty personnel may provide support for experiential courses, faculty supervision is necessary for determining the appropriateness of experience for academic credit and for awarding grades.

Course numbering: Experiential courses will carry undergraduate or graduate numbering. Experiential courses may carry departmental or interdisciplinary prefixes. WTUs and SCUs will be assigned according to course prefix.

Measure of units: Students may earn one unit of academic credit for a minimum 30 hours of experience up to a maximum of 18 units of experiential course credit applicable to a degree program. Advanced placement units may be used if appropriate.

Responsibilities: The university will be responsible for determining the appropriateness of experiential learning to academic programs, for evaluating experiences in light of academic programs, and for providing appropriate credit for experiences. Work supervisors will provide on-site oversight of work experience. Students will abide by agreements negotiated with university and work supervisors.

INTERNATIONAL CENTER PROPOSAL

[NOVEMBER 14, 1986 — DRAFT NO. 10]

I. RATIONALE

President Warren Baker, in his Convocation on Planning held October 10, 1985, called for internationalization of the various academic and non-academic programs at Cal Poly. Implicit in President Baker's message is the knowledge that unless we link our students' training in technology, science, and the arts to greater knowledge of the world beyond the borders of our own economic and cultural microcosm, we are shortchanging their educations.

Cal Poly is not unique in its need to respond to new multi-ethnic, multi-cultural, and multi-national pressures on curricula and other programs. Indeed, throughout the United States and at virtually all levels of society, there is recognition that higher education must take the lead in preparing America for successful international cooperation and competition. As California's economy and culture become more ethnically diverse, Cal Poly must equip its graduates to cope with the greater diversity of California and the United States. Additionally, they must be prepared to carry their technical expertise and their visions of a better world into careers that more and more involve an international dimension.

II. BACKGROUND

Currently, Cal Poly supports a wide variety of functions relating to multi-cultural issues. There is such fragmentation in their management, however, that Cal Poly is perceived to have no international dimension at all. This perception does a disservice to the university and to those who labor under current circumstances. The current scene is characterized by redundancy, overlapping, and fragmentation. Examples include:

ITEM: The Admissions Office handles acceptance and initial registration of foreign students, but the Dean of Students Office clears holds on permits to register, while both the Records Office and the Dean of Students Office provide immigration forms. In the same vein, the School of Agriculture provides its own separate and parallel services for immigration affairs.

ITEM: The CSU International Programs Office administers the Fulbright Program on an informal basis.

ITEM: The Grants Development Office coordinates the foreign Fulbright Scholars Program and assists Cal Poly faculty members who wish to apply for Fulbright Grants or other types of international exchange opportunities.

ITEM: ACTION funds a contract held by the School of Agriculture to recruit candidates from the entire campus for the Peace Corps.

Clearly, because of the need for greater coherence and organization, it is appropriate for Cal Poly to establish an entity to promote and coordinate internationally-oriented interests and activities on campus as well as to generate off-campus support. Accordingly, it is recommended that Cal Poly take steps to establish an INTERNATIONAL CENTER, the creation of which should be guided by the goals and considerations hereinafter described.

III. GOALS

The INTERNATIONAL CENTER's goals will be to:

1. Centralize currently dispersed aspects of Cal Poly's international activities and functions;
2. Create a vital, dynamic ambiance on campus;
3. Foster off-campus support for international ambiance on campus;
4. Facilitate coordination of efforts by administrators, professors, and staff personnel engaged in non-curricular, internationally-oriented functions;
5. Seek additional non-state funding for international events, functions, and programs; and
6. Promote active awareness of international grant and research opportunities.

IV. PURPOSE AND FUNCTIONS

The INTERNATIONAL CENTER will be designed to serve students, faculty, departments, administrators, and community entities in areas concerned with international affairs. Its purpose will be to aid foreign students and faculty members who come to study and teach at Cal Poly as well as resident faculty and students who wish to increase their international awareness or to make personal, academic, or professional connections overseas. Above all, by eliminating the inefficiency resulting from the lack of coordination among the existing collection of single-issue offices and functions, the CENTER will help to accelerate the internationalization of the university. Three principal functions of the CENTER will include:

A. Responsibility for:

1. Enhancement of international awareness through activities such as:
 - a. Support of and involvement in new international ventures, such as a program in Pacific Rim studies, exchange teaching assignments with Australia, and the School of Agriculture's Costa Rica project to develop *Escuela Agrícola para la Región del Trópico Húmedo*;
 - b. Encouragement for those wishing to develop various overseas programs; and
 - c. Encouraging an international dimension for the Center for Practical Politics.
2. Administration of:
 - a. CSU International Programs (the campus CSU foreign study program);
 - b. Faculty foreign exchange programs (including Fulbright);
 - c. Student Fulbright Programs;
 - d. Sponsored and exchange student programs;
 - e. Support services for foreign dignitaries, scholars, and faculty; and
 - f. Support services for foreign students.

IV. PURPOSE AND FUNCTIONS (Continued)

B. Maintenance of affiliation and/or liaison with:

1. Academic Departments, especially those with an international focus;
2. London Study Program;
3. Ethnic- and internationally-oriented student organizations and clubs, such as French Club, International Business, LASA (Latin American Student Association), Latinos in Agriculture, MECHA (*Movimiento Estudiantil Chicano*), etcetera;
4. Related national organizations, such as the National Association of Foreign Students Affairs, among others;
5. The Master's Program in International Agriculture Development;
6. The Multi-Cultural Center;
7. Internationally-sponsored contracts on campus;
8. Related university and school committees such as IFAC (International Food and Agriculture Committee); and
9. Peace Corps recruitment.

V. ORGANIZATION

The INTERNATIONAL CENTER shall be responsible to the Academic Vice President. Initially, the CENTER will consist of a director, a secretary, and an advisory committee as described below:

- A. Director. Appropriate level twelve-month staff position. Functions of this position are as follows:
 1. Develop programs supportive of the CENTER's goals and purposes;
 2. Chair the INTERNATIONAL CENTER Advisory Committee;
 3. Liaison with university administrators, departments, faculty, students, and the community;
 4. Coordinate the CSU-International Programs;
 5. Coordinate Fulbright Programs and Grants;
 6. Coordinate support services for foreign dignitaries, scholars, and faculty; and
 7. Facilitate the delivery of financial aid, advisement, and other services for foreign students.
- B. Secretary/Clerical. Twelve-month position.
- C. The INTERNATIONAL CENTER Advisory Committee will include the following members:
 1. Director;
 2. The campus faculty representative to the CSU Academic Council on International Programs;

V. ORGANIZATION (Continued)

3. Two staff members with continuing appointments:
 - a. Associate Dean of Students, and
 - b. Associate Dean, School of Agriculture;
4. Chairman, IPAC;
5. Three representatives chosen by the Academic Vice President or designee from a list of nominees submitted by the deans of the seven schools. Nominees should be internationally-oriented faculty members who are interested in the CENTER; and
6. Three student representatives: One shall be the CSU International Programs alumni representative; two shall be chosen by the ASI President, one of which will be a visa student, and the other will be an at-large student.

The Advisory Committee will meet regularly to determine objectives, review proposals, and establish policy priorities.

VI. POLICIES

The INTERNATIONAL CENTER will abide by policies of Cal Poly, the Chancellor's Executive Orders 165 and 421, and the California State University System. The Cal Poly Foundation will administer non-state funds collected by the CENTER.

Adopted: _____

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

Background statement: The following language appears in the 1986-88 catalog: "Although only six units of credit may be applied to the degree requirements, students must enroll in ED 599 Thesis/Project for every quarter in which they are receiving advisement." (p. 283) Although only 9 units of credit may be applied to the degree requirements students must enroll in NE 599 Thesis for every quarter in which they are receiving advisement." (p.303) Finally, in the catalog description of PE 599 one finds, "Only 6 units of credit may be applied to degree requirements. Students must enroll every quarter in which advisement is received." (p. 558)

AS-____-87/____

RESOLUTION ON
ENROLLMENT FOR UNITS WITHOUT CREDIT

- WHEREAS, The policy that students be required to register and pay for units which they cannot receive is a financial burden not justified by academic considerations; therefore, be it
- RESOLVED: That students not be required to enroll for Thesis or Thesis/Project during quarters for which they are not receiving units of credit for Thesis or Thesis/Project; and be it further
- RESOLVED: That a policy that students cannot be required to register and pay for units which they cannot receive become effective now, rather than after another catalog cycle.

Proposed By:
Marshall Wright
May 5, 1987

Adopted June 3, 1986

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

AS-216-86/AHCCPF

RESOLUTION ON
THE FOUNDATION ELECTION PROCESS

- WHEREAS, The current process by which the Board of Directors of the California Polytechnic State University Foundation is elected has resulted in a Board that has effectively been closed to new individuals and new ideas; and
- WHEREAS, The current process has not resulted in sufficient equity and balance among the various constituencies; therefore, be it
- RESOLVED: That the process of selection/election to and membership of the Board of Directors of California Polytechnic State University Foundation be altered to be:
1. The University President or his/her designee;
 2. Three administrative staff members of the University selected to serve three-year terms. The process is to be determined by the University President in consultation with the Board;
 3. Three tenured faculty members of the University selected to serve three-year terms by the Academic Senate. The process is to be determined by the Elections Committee of the Academic Senate. No members shall serve more than two consecutive terms;
 4. Three students of the University selected to serve one-year terms as determined by the University President. The process is to be consistent with Resolution #86-03 of the Student Senate;
 5. At least one, but no more than three, off-campus members selected to serve one-year terms by the University President; and be it further
- RESOLVED: That in the event that a vacancy occurs on the Board, a replacement shall be selected to fill the vacancy for the remainder of the term of office of that individual by the same process by which that individual was selected.

Proposed By:
The Ad Hoc Committee on the
Cal Poly Foundation
April 29, 1986

Memorandum

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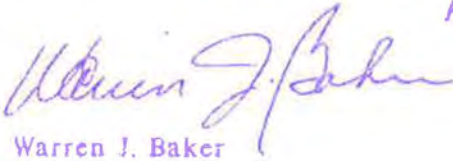
To : Lloyd Lamouria, Chair
Academic Senate

APR 22 1987

Date : April 15, 1987

File No.:

Academic Senate

Copies : Malcolm Wilson
Howard West
James LandrethFrom : Warren J. Baker
PresidentSubject : ACADEMIC SENATE RESOLUTION ON THE FOUNDATION
ELECTION PROCESS

As I have shared with you, I had James Landreth, Vice President for Business Affairs, and Malcolm Wilson, Interim Vice President for Academic Affairs, conduct a detailed review of the implications of the Academic Senate Resolution. In addition, I requested and received an analysis of corporate and Education Code law on related issues from the Foundation's legal counsel.

After reviewing in detail the information which was provided to me and after discussion with a number of individuals, I have concluded that there are no compelling reasons for asking the Foundation to change its bylaws regarding the composition and selection of the Foundation Board of Directors in the manner proposed in the Senate resolution.

However, the Academic Senate Resolution and resulting review has raised an issue relating to the faculty members serving on the Board of Directors which I intend to pursue further. As I know you are aware, Title 5 of the California Administrative Code requires that Board of Directors of CSU auxiliary organizations such as the Foundation contain membership from four broad groups of individuals: administration and staff, faculty, students, and non-campus personnel. By virtue of this policy and in practice, the Foundation Board of Directors has included in its elected director membership two members of the faculty for at least the last 20 years. I have no reason to believe that the Foundation would modify this practice, and I would oppose any effort to do so. I do believe, however, that the matter upon which we need to focus is the question of how we might more effectively address the concerns raised by the Academic Senate relative to the selection of faculty members.

As we proceed, it is important that we keep in mind the thrust of the legal issues conveyed to you by Fred Dalton, University Auditor, for the CSU Trustees. In his November 7 letter to you, Mr. Dalton stated: "The primary purpose of a board of directors is to run the entity for which the board has responsibility. A director's primary responsibility under the law is not to the area he is nominated or originates from, but the good faith management of the best interests of the corporation. We have found in our audits that directors are financially responsible for actions they take as members of a board." Thus, while it is clear from Trustee policy that auxiliary organizations must have faculty on their board of directors, it is also clear that there is a legal corporate responsibility which such members assume as contrasted with constituency representation.

Lloyd Lamouria
Page Two
April 15, 1987

The terms of office of the two faculty members presently serving on the Board of Directors of the Foundation do not expire this year. One's term of office continues through 1988, and the other through 1989. I am assuming that they will continue to serve out their elected terms. Within this framework, I have asked University staff to pursue and develop for my consideration some alternative processes whereby we can achieve the objective of more effectively addressing the concerns raised by the Academic Senate relative to the selection of faculty members for the positions on the Board of Directors. I intend to have an acceptable alternative in place in time for utilization in connection with the selection/election process when the term of office of one of the current faculty members expires in May of 1988. Whether or not it will require a request to the Foundation Board of Directors for minor modifications in the bylaws will not be known until alternatives have been developed.

RECEIVED

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407

APR 28 1987

Academic Senate
805/546-1258

Academic Senate

Date: April 27, 1987 cc:
To: Lloyd H. Lamouria, Chair
Academic Senate
From: Lane Page, Chair
Academic Senate Elections Committee
Subject: Academic Senate Election Results

The Elections Committee is pleased to announce the results of the recent election for the following positions:

ACADEMIC SENATORS:

School of Agriculture (3 vacancies + 1 one-year replacement for Ahern)

George J. Hellyer	Agricultural Management
Robert J. McNeil	Crop Science
Terry L. Smith	Soil Science

School of Architecture and Env Design (4 vacancies)

Michael R. Botwin	Architectural Engineering
Linda C. Dalton	City and Regional Planning

School of Business (3 vacancies)

Charles T. Andrews	Accounting
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School of Engineering (4 vacancies + 1 one-year replacement for Butler)

Russell M. Cummings	Aero Engineering
Faysal A. Kolkailah	Aero Engineering
Dragosla M. Misic	Civil/Env Engineering
Safwat M. Moustafa	Mechanical Engineering
Jack D. Wilson	Mechanical Engineering

School of Liberal Arts (3 vacancies)

Keith W. Dills	Art and Design
Patrick C. McKim	Social Sciences
Harry Sharp, Jr.	Speech Communication

School of Professional Studies & Education (4 vacancies)

Sarah Lord	Home Economics
James Murphy L.	Industrial Technology

School of Science and Mathematics (6 vacancies)

John F. Goers	Chemistry
George M. Lewis	Mathematics
Raymond D. Terry	Mathematics

Professional Consultative Services (2 vacancies)

Samantha Lutrin	Student Life and Activities
Eugene Martinez	Counseling and Testing

STATEWIDE ACADEMIC SENATOR 1987-1990

Joseph Weatherby	SLA
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UNIVERSITY PROFESSIONAL LEAVE COMMITTEE

Louis W. Harper	SAGR
David E. Nutter	SBUS
no nominations	SENG
no nominations	SPSE

**Caucus Recommendations for One-Year Senate Appointments
When the Election of Senators' Process Failed to Provide
Full Membership**

School of Agriculture

J. B. Zetzsche, Jr. Agricultural Engineering

School of Architecture & Env Design

Mark Berrio Architectural Engineering

School of Professional Studies & Education

John Stead Industrial Technology

***School of Science and Mathematics**

Paul Murphy	Mathematics
Michael Silvestri	Chemistry

*Caucus confirmation not received as of April 29, 1987.

RECEIVED

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407

APR 20 1987

Academic Senate
805/546-1258

Academic Senate

Date: April 20, 1987 **cc:** Budget Committee

To: Lloyd H. Lamouria, Chair
Academic Senate
Academic Senate Executive Committee

From: James Conway, Chair
Academic Senate Budget Committee

Subject: Memo Concerning Second Phase Computer Access

By a vote of 4-3-1, the Academic Senate Budget Committee approved the attached memorandum and requested that it be forwarded to the Executive Committee for action.

Attachment

San Luis Obispo, California 93407

305/546-1258

Subject: Second Phase Computer Access

The Budget Committee, at its meeting on Thursday, March 12, 1987, discussed the question of student computer access. Several issues were raised:

1. A polytechnic university such as Cal Poly has an important need for a large number of microcomputer workstations.
2. Over the past two years, the university has established several regional microcomputer laboratories as a first effort to satisfy this need in a two-stage approach.
3. The second stage will involve the provision of specialized technical workstations (e.g., CAD, CAM, expert systems, etc.) in classroom laboratories dedicated to small student groups enrolled in specific courses.
4. It is essential that Cal Poly should commence the second stage of classroom microcomputer access within the next two years. Recent accreditation teams in several disciplines have noted with concern:
 - 4.1 The lack of classroom-based workstations.
 - 4.2 The increasing disparity between the involvement of isolated student groups (and individual faculty members) and the average student and faculty member in computer-based classroom instructions in the same degree program.
5. Some degree programs at Cal Poly that were leaders among peer education programs in the curricula integration of computer applications are now falling below the average level of computing support expected by accreditation agencies.

Dr. Art Gloster
Vice President for Information Systems
via The Academic Senate Executive Committee
April 15, 1987
Page Two

In view of these considerations, the Budget Committee would like to suggest that a coordinated planning effort be undertaken to:

1. Identify the immediate need, if any, for specialized classroom computer workstations in terms of disciplines, courses, and student numbers.
2. Estimate the costs involved and develop a plan for securing the necessary financial resources.
3. Prepare an implementation plan if the conclusions obtained in the study of item #1 warrant same.

Thank you for considering this suggestion.

Memorandum

RECEIVED

MAY 5 1987

Min Ex 5.5.87
California Polytechnic State University
San Luis Obispo, California 93407

To : Lloyd Lamouria, Chair
Academic Senate

Academic Senate

Date : May 4, 1987

File No.:

Copies :

From : Charles Andrew, Chair *CA*
Personnel Policies Committee

Subject: International Center Proposal

The Personnel Policies Committee submits the following response to your memo of 4-17-87:

1. The lead time for giving careful consideration to such a very significant and far-reaching proposal is totally inadequate. In view of the document being the draft #10 and dated 11-14-86, we can detect no basis for haphazard consideration of the proposal. Careful consideration is essential since so many existing programs will be affected by the establishment of such a Center.
2. The proposal does not comply with the policy approved by the Academic Senate 10-21-86, which is still awaiting action by President Baker. Accordingly, it should be returned to the proposer for compliance with the policy recommended.
3. We recommend your naming an Ad hoc Committee of Academic Senate Committee Chairs to develop comments on the proposed Center. This committee should be charged with a response by a specified date in the Fall, 1987 quarter.

Memorandum

RECEIVED


MAY 4 1987

To : Lloyd Lamouria, Chair
Academic Senate

Date : April 30, 1987

Academic Senate

File No.:

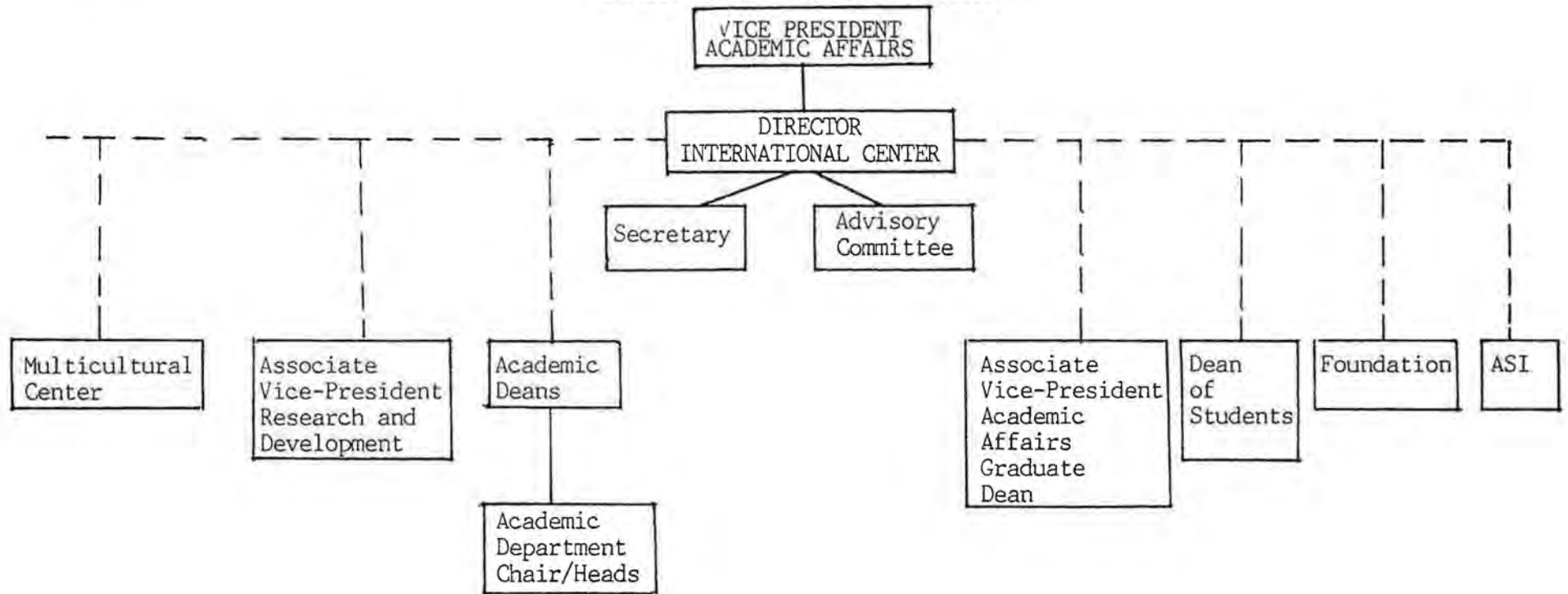
Copies : Malcolm Wilson } w/o attc.
Don Floyd }
Jon Ericson }From : William Little 
Subject : INTERNATIONAL CENTER PROPOSAL

In response to your request for "a complete dollar summary of resources needed" for the proposed International Center along with an organizational chart, I am pleased to submit the following information. Please understand that an estimated budget was not part of the mandate for action by the Proposing Committee chaired by Bob Lucas. Therefore, the attached sheet showing an initial budget is no more than the last page of draft #6, the last draft of the proposal to be written by faculty members alone before the Proposing Committee was formed. This is as far as discussion of a budget ever went officially. Nevertheless, speaking for myself, these tentative figures continue to seem like a reasonable estimate as of a year ago (April 22, 1986). The equipment budget, of course, should cause no problem as these items are obtainable through normal on-campus channels. The operating budget seems very economical given the magnitude of duties to be undertaken by the International Center, and the salaries for the director and the secretary, though a year old, still seem competitive given the kind of expertise and experience we will want to see in those positions.

In addition, I have attached the "Initial Brief Survey Sample" of various people at Cal Poly who are responsible for internationally related activities. This survey was compiled by Marilyn York for the Proposing Committee. Since President Baker's directive to me three years ago when I began again to move the idea for an International Center forward, it has been apparent that we must think in terms of finding the necessary resources on campus. The idea of the survey is to show that most of the proposed functions of the Center are being carried out by a number of people at Cal Poly. By redefining job duties it ought to be possible to forge a single position devoted to running the International Center. What we need is the will and vision to engage in such redefinition. I hope that you and the Academic Senate can join with interested faculty and administrators to use our collective creative ability in an effort to create what is absolutely needed at our university. In order to illustrate how far we lag behind other campuses of CSU I have attached a sheet showing the size and scope of only four other campuses with functioning international centers.

Finally, I have included a flow chart for the proposed International Center. This particular flow chart is a product of my thinking and does not come from the Proposing Committee. However, it is the fruit of my consultation with virtually all of the people potentially affected by the new Center.

INTERNATIONAL CENTER FLOW CHART



SAMPLE SURVEY OF CALIFORNIA STATE UNIVERSITY SYSTEM
INTERNATIONAL CENTERS

	Intnl Education & Internships	Language programs	Area Studies	Newsletter	Travel Services	Women's Program	I.P. Study Abroad	Admissions Assist	Sponsor Intnl programs	Technical Assist.	Intnl Student Advising	Intnl Curric.	Stud/Faculty Exch.	Community Relations
POMONA				•	•	•	•		•	•	•		•	
CHICO		•	•	•			•				•		•	
SACRAMENTO	•						•		•				•	•
LONG BEACH	•	•					•	•		•	•	•	•	•

STAFFING

POMONA _ 5 professionals, 5 support staff

CHICO _ 4 professionals, 1 support, student assistants

SACRAMENTO _ 3 professionals, 1 support, student assistants

LONG BEACH _ 8 professionals, 12 support, student assistants

3. Equipment:

Director's desk and chair	\$1,000.00
Secretary's desk and chair	1,000.00
Two file cabinets	600.00
One IBM international typewriter	800.00
One IBM computer with letter- quality printer	
IBM PC with color card	1,941.00
IBM color monitor	489.00
IBM daisy wheel printer	315.00
Supplies	776.59
Canon 25 Copier	<u>1,135.00</u>
TOTAL	6,135.00

4. Operating Expense (as determined by comparisons with similar departments and programs)

Telephone	\$1,000.00
In-State Travel (4 @ \$200.00)	1,000.00
Out-of-State Travel (4 @ \$500.00)	2,000.00
Duplicating Costs	1,000.00
Equipment Repair	<u>500.00</u>
TOTAL	5,500.00

5. Total Annual Budget

Operating	\$ 5,500.00
Director Salary	39,996.00
Fringe Benefits	14,398.56
Secretary Salary	20,796.00
Fringe Benefits	<u>7,486.56</u>
TOTAL	88,177.68

Min - Exec Com 5.5.87
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MAY 4 1987

May 4, 1987

Academic Senate

To: Lloyd Lamouria, Chair
Academic Senate

From: The Ad Hoc Committee on Measures of Effectiveness of Instruction
Members
Mark Berrio, Architectural Engineering
Don Hartig, Mathematics
Clay Little, Agricultural Business Management
Norman Murphy, Counseling Center
Michael Orth, English
Thomas Ruehr, Soil Science
Jack Wilson (Chair), Mechanical Engineering *JDW*

Subject: Report

Here is our report. We spent much time deliberating what constituted quality instruction, however, we did not reach any definitive conclusions. Rather, in the preamble we have discussed quality instruction, some of its attributes and factors which enhance it.

Our recommendations on how to measure effectiveness of instruction are found in the document titled Measures for the Evaluation of Instruction. Some of these measures address the effectiveness of instruction indirectly by measuring program effectiveness.

As an attachment to this report you will find Quality Instruction: A Model. This resulted from some of our discussions and is included only as a possible resource for further study.

All of the members of this committee were steadfast in their initial commitment to serve on the committee and it was truly a pleasure to work with them. Don Hartig replaced Dave Hafemeister who as you remember went on a sabbatical beginning winter quarter.

PREAMBLE TO THE REPORT ON MEASURES OF EFFECTIVENESS
OF INSTRUCTION

The American system of higher education is of essential importance for this nation's continuing economic development, cultural vitality and general prosperity. Probably no other nation of the world places more emphasis on the importance of higher education for its citizens. There are 2100 Baccalaureate-granting colleges and universities in the U.S. plus a large number of junior colleges. A total of 12 million students are enrolled in these institutions of higher learning.

Yet, undergraduate education is in trouble. The recent report on undergraduate education by the Carnegie Foundation for the Advancement of Teaching states that the undergraduate college is a "troubled institution." The report's criticisms of undergraduate education include: (1) too narrow a focus in career oriented education, (2) too much emphasis upon graduate and professional education, (3) a lack of goals by institutions with the result that many are trying to be all things to all people, (4) a lack of effort by college administrators to promote quality undergraduate instruction by placing more emphasis on research, publication and grantsmanship, (5) too little emphasis on lower division undergraduate courses as exemplified by large lecture sections that provide little opportunity to interact with the instructor, and instruction, in many cases, by graduate students who too often care little about the students and subject matter, and (7) a lack of interest by undergraduate instructors in enhancing education outside the classroom "to nurture not only the student's minds but their bodies and spirits as well."

The current, and long-standing, practice of measuring effectiveness and quality in undergraduate education by library volumes per student, percent of PhD's on the faculty, exam scores necessary to gain admission, budget expenditures per full-time equivalent student, the research dollars per full-time faculty and the size of the endowment has been called into question. Governors and state legislatures nationwide are taking a long hard look at undergraduate education in their states in order to determine if the tax dollars they are spending provide the quality in undergraduate education that they expect.

It is in the context of these observations that this committee has worked to attempt to discover what constitutes quality instruction and to develop a list of recommendations on how to measure the effectiveness of instruction. To be sure, instruction is only part of the total education that occurs at a university. But it is the major part, for it is in the classroom where the instructor and the students spend the major part of their time interacting.

We believe Cal Poly is not guilty of most of the deficiencies mentioned in the Carnegie report. The faculty at Cal Poly generally work at being teachers rather than viewing teaching as an adjunct to research and other scholarly activities. Unlike many universities, the student comes first at Cal Poly. Yet, there will always be a need to improve instructional skills. For example, there appears to be few if any programs at the department or school level designed to assist faculty with little or no teaching experience on how to be an effective instructor. Programs such as this however do not come cheap and would require resources additional to what is now available.

Teaching is a creative function. It is as much or more an art than it is a science. To be an effective teacher one must be dedicated to teaching. While this may sound trite, it is not. All of the education in the world on how to teach will not compensate for the lack of dedication on the part of an instructor. On the other hand, there is much to be learned from pedagogy and its importance should not be undervalued.

Effective instructors do not all fit the same mold. There are substantial differences in the personalities and teaching "styles" of instructors. Effective instruction, and there is much effective instruction at Cal Poly, however, includes some of the following characteristics: (1) enthusiasm, (2) expertise in the subject area, (3) good pedagogy, (4) willingness to seek better ways to teach, (5) ability to communicate (includes listening), (6) high expectations of the students and consequently high standards of performance, and (7) ability to inspire students and convince them that learning is their personal responsibility. And finally, since all that a person should know to be an effective citizen cannot be learned in the short space of four or five years, but is an ever continuing process, perhaps the ultimate goal of effective instruction is to develop enough confidence in the students so that they realize they can learn on their own, and will want to do so.

The learning process requires student effort. Perhaps the greatest attribute students can bring to the learning situation is their own motivation or desire to learn. Other important attributes of a good student are intellect, creativity, responsibility, the desire to continue learning after graduation, a high level of aspiration and last but not least a high level of maturity. Cal Poly is blessed with many fine students of high intellect. Most do very well, but some struggle with their studies. There are a variety of reasons for a lack of success in the classroom. Included are: (1) lack of motivation, (2) poor preparation for college level work, (3) personal problems that interfere with ability, and (4) learning disabilities.

The faculty is generally not aware of those students who are suffering from learning disabilities or those students who are experiencing some kind of personal difficulty. In general, faculty are probably not aware of the tremendous extra effort required by those students who come to the university inadequately prepared to do college level work. This lack of awareness is not due to a lack of concern, but is generally due to the fact that most faculty are not trained to spot these kinds of problems in students, and the heavy teaching loads at Cal Poly generally stretch faculty to the limit of their powers.

Teaching does not occur in a vacuum. The teaching environment plays an important role in determining the effectiveness of instruction. Cal Poly seems to be plagued with more than its share of poor classrooms. Totally inadequate ventilation exists in too many classrooms, while a few are simply not amenable to good instruction at all. Inadequate faculty offices, although declining in number, still remain a serious impediment to good instruction in far too many cases.

Other important environmental supports that enhance effective instruction include: (1) the library, (2) audiovisual services, (3) food services, (4) the physical plant, (5) student services, (6) the University Union, (7) computer services, (8) custodial services, and last but not least (9) the administration.

Sound pedagogy requires still more. Other factors included in education are: (1) feedback to students in a timely fashion, (2) innovation in instruction, (3) problem solving that tests students cumulative skills, (4) multimedia instruction, (5) involvement by the students in their learning, (5) experiential approaches, (7) the value of individual effort, and (8) the hierarchy of intellectual skills.

Finally, a university must have a philosophical commitment to quality instruction. It should be strongly stated and well understood by faculty, students and staff. Its goals, which also must be well defined, should be achievable within the constraints of funding. Then, and only then, can these goals be turned into objectives that can be measured and in turn measure the effectiveness of our program(s).

Measures for the Evaluation of Instruction

Our committee was given the task of determining the best means of evaluating how effectively we provide instruction at Cal Poly. Our recommendations are contained in this report. Although we discussed the broader problem of evaluating the total educational experience, because our charge was to study measures of the effectiveness of instruction our report focuses specifically on this narrower issue. However, in the course of our study, which began last fall, it often seemed necessary to discuss methods that could be used to improve the quality of instruction as well as measuring it. Some of our recommendations address this issue.

We have agreed about four areas where we can offer recommendations for specific action pertaining to the evaluation and improvement of instruction. These areas are:

1. Course Examinations.
2. Standardized Comprehensive Examinations.
3. Surveys of Graduates and Employers.
4. Peer and Student Evaluations.

Therefore, we have divided our report to offer our findings and recommendations in these areas.

1. Course Evaluations.

We examine our students for mastery of course material as stated in the course objectives in many ways. Included among the methods of evaluation are:

- 1) tests
- 2) term papers,
- 3) compositions,
- 4) homework,
- 5) oral presentations,
- 6) projects,
- 7) laboratory reports,
- 8) critiques of student work.

Instructors spend a significant amount of their time formulating questions, problems, themes, individual and class projects, and lab experiments for their students. Considerable effort is required to evaluate these assignments and to communicate the results to the students in a timely and effective manner. Additional time goes into the preparation and evaluation of design projects and senior projects. All of these instruments can be used also as part of a system to measure the effectiveness of our instruction.

Therefore we recommend:

that as one means of measuring the effectiveness of our instruction, this university organize regular and systematic evaluation by an appropriate

peer group and perhaps an administrator or test consultant of a sample of course examinations and other instruments used to test students. The evaluation should note the objectives of the courses and the reliability and validity of the examinations and instruments used in the course to measure the learning which has taken place. This process would require resources in addition to those now available and should not simply be required as an additional duty without specific released time and administrative support.

Let it be clearly understood that such an evaluation would have as its sole purpose the improvement of the quality of our instruction and of our evaluation procedures. It should not in any way be construed as a watchdog mechanism which might stifle faculty experimentation and innovation in this crucial part of the student's academic experience.

Faculty are interested in improving their instructional techniques to enhance the learning process among their students. If such an evaluation were undertaken, we believe that many faculty would welcome a sharing of ideas about how to improve their ability to select, present, and state the problems and questions they propose to their students as well as how to better quantify their subjective judgments of student progress. Such improvement would help us more effectively determine if students have mastered the course material.

To make this process part of a system to improve as well as measure the effectiveness of instruction, we recommend:

- 1) a course or courses for instructors in university level instruction to include information on writing examinations and problems and other means to improve their ability to evaluate their courses and students' progress.
- 2) a series of summer colloquia dealing with these subjects, and perhaps featuring guest speakers and experts on test development, as well as workshops and sessions for faculty to present and share their successful ideas on instruction.

Further, we believe that in many circumstances common course examinations can be a valuable means to measure how effective our instruction has been. Common finals are used in some departments where multiple sections of a course are taught each quarter and where principles covered in that course are necessary for subsequent courses. The primary objective of such an examination is to determine whether course objectives are being met. A sampling of such common examinations could provide significant information about how effectively the information and concepts in such core courses is being learned.

Therefore we recommend all departments consider the development and use of course examinations in central courses. We believe common finals may not be suitable to all courses or departments, and the ultimate decision to utilize them should be left to the departments. We recommend such finals only for program measurement and improvement, not as a device to compare instructors competitively. Moreover, developing and administering common course examinations would require resources in addition to those now available, and should not be expected as an additional duty without adequate additional resources.

2. Standardized Comprehensive Examinations

By Discipline

Student performance on a comprehensive examination may measure the effectiveness of a program. We recommend that faculty be encouraged to consider adopting standardized comprehensive examinations appropriate to their programs, especially where such an examination already exists. The Engineer-in-Training Examination is such a comprehensive measure and is taken by the overwhelming majority of engineering students just prior to their graduation from Cal Poly. It provides a reasonable measure of the effectiveness of the engineering programs at Cal Poly.

We recommend that:

- 1) for each department or program for which a standardized comprehensive examination does not exist, such an examination be developed by the faculty of that department or program, giving particular attention to the objectives of the course and the validity and reliability of the measures developed,
- 2) the university provide the considerable resources that will be required for this task.

The comprehensive examination in the discipline should be constructed to measure not only the immediate material taught in the courses of the department or program, but also whatever factors of depth and breadth the general discipline requires.

in General Education

The results of the ACT COMP or some similar evaluation instrument can help judge the extent to which students are acquiring the knowledge and skills that characterize broad-based learning and can help focus what outcomes of general education we can expect. In addition, they can be effective aids in shaping the curriculum in general education.

These evaluative instruments do not come cheap; they consume faculty and support staff time and energy, and would require enrichment of the present budget to administer and evaluate. We have looked at samples of such tests and considered the costs and implications of using them. We believe they offer a powerful tool to evaluate and improve our programs, and therefore we recommend:

- 1) that some type of comprehensive examination be given annually to a sample of Cal Poly students and the results widely shared throughout the campus community for planning purposes. (In order to determine what value has been added to our students' abilities, this examination might be given both to first year students and to graduating seniors.)
- 2) that the necessary resources to conduct these examinations and decide upon and implement appropriate responses to the results be supplied by the university.

3. Surveys of Graduates and Employers

Surveys of graduates one, five, or ten (or more) years following graduation can be a valuable source of information about the effectiveness of the education they received and the areas they see that need improvement. A similar survey should be made of major employers of Cal Poly graduates.

We recommend:

- 1) that such surveys be carried out as a department function,
- 2) that the necessary resources to prepare and administer both surveys be supplied by the university.

4. Peer and Student Evaluation

Peer Evaluation

Peer evaluation of instructors is presently included in the bargaining agreement but apparently all departments do not practice it. In some of the departments which do carry it out, its effectiveness may be questionable due to constraints of resources and time placed on the evaluating faculty. Therefore we believe that the university must provide proper support in released time, clerical assistance, and expert advice before this source of information on the effectiveness of instruction can be used. Special attention to course objectives and to the reliability and validity of course examinations should be a prominent feature of this evaluation. Peer evaluation could, if properly done, be a valuable means both of evaluating programs and of assisting the faculty being evaluated, especially young or new faculty with little or no teaching experience.

We recommend that the instrument used for peer evaluation include:

- 1) a quantifiable element,
- 2) a significant percentage that is common across the school or university,
- 3) some means for correlating the results with those obtained from student evaluations, and further,
- 4) that released time for the evaluating faculty be provided to enable them to do a professional job of evaluation.

Student Evaluation

Student evaluation of instruction and instructors is presently an integral part of RPT decision making. The evaluation form is not standard across the campus nor is it obvious that it should be. However, some departments may be using evaluation instruments that are not as sound as they could be. This may mean that the resulting evaluation is not as helpful to the instructor (and where it is used for RPT purposes, to the evaluating faculty) as it could and should be, and also it may represent an indefensible document in case of a grievance or a law suit. In any case, we believe student evaluation of faculty should be

organized in a way that is as nonthreatening to faculty and students as is possible. A focus on course objectives and the reliability and validity of course examinations should be a prominent feature of this evaluation.

Therefore we recommend that the evaluation instrument include:

- 1) a quantifiable element,
- 2) a significant percentage that is common across the school or university,
- 3) some means of evaluating the internal consistency and responsibility of the respondents,
- 4) some means of correlating it with the peer evaluation.

Conclusion

We believe Cal Poly can develop a plan to measure how effectively we teach our students. The four categories of assessment we outline in this report can form the basis for an acceptable plan. However, we want to emphasize three cautions which should be exercised in implementing any plan.

- 1) The specific measures and procedures developed in each category should be studied carefully to assure the most valid, reliable, and effective instruments possible. Consideration of statistical and legal issues will require technical study, and implementation will require real political leadership.
- 2) The university or system must provide significant additional resources in faculty and staff time if effective measures are to be developed and implemented. Instruction can be effectively evaluated, but full support beyond present levels will be necessary.
- 3) Our report has focused on measures of the effectiveness of instruction. We recognize that the real issue is the effectiveness of the entire education we provide at Cal Poly. Many other measures would need to be considered to assess education, for it includes and is influenced by many factors in addition to formal instruction. We recommend that a broader study be made, considering the factors outlined on the introduction to this report.

Quality of Instruction: A Model

Instructor Qualities

Expertise
Creativity
Experience
Standards
Instructional Techniques
Commitment
Collegial Approach
Curriculum Development
Recognizing of Individual Differences

Student Qualities

Intellect
Creativity
Level of Aspiration
Motivation
Responsibility
Desire to learn: lifelong
Cooperative Approach
Personal Accountability
Broad Interests/Activities

Educational Medium

Feedback
Innovation
Problem Solving
Future Orientation
Multimedia Instruction
Collateral Involvement
Achievement Orientation
Experiential Approaches
Value of Individual Effort
Hierarchy of Intellectual Skills

Environmental/ Professional Supports

Library
Audio Visual
Food services
Administration
Physical Plant
Student Services
University Union
Computer Services
Counseling Services

Philosophical Commitments

Excellence as a Goal
Integration of Learning
Participatory Involvement
Measurable Mission Objectives
CAL POLY AS A CENTER FOR LEARNING

7-24-86

Jours Ex 5.5.87

Memorandum

RECEIVED

To : Lloyd Lamouria, Chair
Academic Senate

JUL 29 1986

Date : July 23, 1986

Academic Senate

File No.:

From : Warren J. Baker
PresidentCopies : M. Wilson
G. Irvin
G. Lewis
S. Sparling
School Deans

Subject : Academic Senate Resolutions

The following are my comments on recent Academic Senate resolutions:

General Education and Breadth Requirements (AS-188-85):

Formal response to this resolution was apparently overlooked. The courses have been included in the 1986-88 catalog and can be considered approved. I do have some reservations about those courses in Area F as noted in my comments below.

General Education and Breadth (AS-189-86/GE&B):

This resolution is approved with the exception of the two courses falling into Area F: NRM 101 and NRM 201. My comments regarding these and other courses in Area F can be found in the next section.

General Education and Breadth Course Proposals (AS-211-86/GE&B)

I concur with the non-approval of HE 203.

I do not agree with the Senate's approval of additional courses for Area F, either those in this resolution or in AS-188-85 and AS-189-86/GE&B as noted above.

My objection rests on the Knowledge and Skills Statements that were adopted by referendum of the faculty during the process of developing and implementing the new GE&B program. There continues to be some confusion between sections 7 and 9, both of which bear on the intent of courses admitted to Area F.

Section 7 requires that Cal Poly students in particular should "understand how technology influences and is influenced by cultural and environmental factors, the applications of technology to contemporary problems, and the potential of technology to both positively and negatively affect individuals and societies." It goes on to indicate that this can be achieved by including experiences in which students "gain an awareness of their increasing dependence on technology and how it is guided, managed, and controlled."

In addition, students "should be able to evaluate and assess questions of value and choice underlying technologies and how, in the course of their development, these questions have been addressed and answered."

Section 9 requires that Cal Poly graduates "be exposed to courses taught within the technological areas, so that they will have a basis for developing a better understanding of how technology influences and is influenced by present day cultures and other environmental factors."

Students should "develop an awareness of typical problems addressed by technology, such as methods of world food production, applications of the computer, or the production, distribution, and control of energy."

They should also "have an opportunity to learn the difficulties inherent in solving technological problems," especially in "the application of theoretical knowledge to practical matters such as:

- (1) The consequences and implications of applied technology for environmental factors of climate, water quality, soil, and plant resources.
- (2) Problems stemming from the interactions of population growth, technology and resource consumption, such as climate change, the energy crisis, world hunger and soil erosion."

Students are further expected to "develop an awareness of issues raised by the interaction of culture and technology."

These statements raise two immediate issues: What do we mean by "courses taught within the technological areas"? And what is Area F attempting to accomplish in the education of our undergraduates?

Up to this time, we have limited courses in Area F to those taught by the Schools of Agriculture, Architecture, and Engineering. This may be an artificial limitation; certainly there are faculty and departments in other schools of the university capable and interested in offering courses for Area F. The current Senate resolutions propose some courses for Area F to be offered by departments outside these three schools, and before a decision is made regarding their approval, I would like the statement "taught within the technological areas" clarified for the entire campus.

As I read Section 7 and Section 9, and as I consider my own thinking about General Education, I believe Area F should concern itself with providing the student an opportunity to consider the benefits of technology, and at the same time to reach some understanding of the "consequences and implications" of technology, both practical and ethical.

When I review the courses currently in Area F.2, I find only two courses of the approximately 33 listed which, at least on paper, appear to be consistent with the statements noted above: ENGR 301 and AG 301. To add more courses to Area F would only aggravate the situation and further dilute this area of General Education and Breadth.

As a result of these and other considerations, I am withholding approval of any courses for AREA F and requesting the Academic Senate to clarify the issues centering around Area F. This will need to be accomplished in time for the next curricular cycle so that necessary changes can be incorporated in the 1988-90 catalog.


Memorandum

To : Lloyd Lamouria, Chair
Academic Senate

Date : May 5, 1987

File No.:

Copies :

From :  Dianne Long
Ad Hoc Committee on Experiential Education

Subject: Guidelines for Experiential Education

The Academic Senate's Ad Hoc Committee on Experiential Education recommends adoption of the following definition and guidelines related to experiential education at Cal Poly. Committee members include Glenn Casey, William Horton, Glenn Irvin, Dianne Long, Sam Lutrin, Ernest Miller, Michael Seiderski, Walter Tryon, Ralph Warten, and advisory members Fred Abitia and Howard Vollmer. Committee members express substantial agreement with this report.

DEFINITION OF EXPERIENTIAL EDUCATION

Experiential education refers to learning activities that engage the learner directly in the phenomena being studied. This learning can be in all types of work or service settings outside of formal instruction by undergraduate and graduate students of all ages.

Experiential education may take many different forms: internships, field experiences, cooperative education, practica, cross-cultural and international learning, community and public service, and other kinds of academically monitored, experience-based learning. The experiences may be part-time or full-time, paid or unpaid, and evaluated for credit or not credited.

Credit will be granted by the university for appropriately documented, college-level learning. Academic units will determine the kinds of learning opportunities eligible for academic credit within majors and minors. Experiential Education is subject to the regular guidelines and procedures for instruction including granting of credit and qualifications of faculty and instructional staff.

Prior credit will not be awarded except through CSU established procedures for CLEP (College Level Entry Program) and other advanced placement programs which provide academic credit for work experience prior to university entry. The committee recommends that the university's admissions and evaluations offices implement CSU procedures for advanced placement.

GUIDELINES FOR DETERMINING CREDIT

Provision of credit: Students of undergraduate and graduate standing

may be eligible for experiential credit. Units earned for credit may be variable, but may not exceed 18 quarter units. Academic units will determine minimum and maximum units to be earned within degree programs.

Grading: Experiential credit will be awarded using letter grading or credit/no credit grading. Assigned faculty will determine the basis for course grades.

Supervision: While non-faculty personnel may provide support for experiential courses, faculty supervision is necessary for determining the appropriateness of experience for academic credit and for awarding grades.

Course numbering: Experiential courses will carry undergraduate or graduate numbering. Experiential courses may carry departmental or interdisciplinary prefixes. WTUs and SCUs will be assigned according to course prefix.

Measure of units: Students may earn one unit of academic credit for a minimum 30 hours of experience up to a maximum of 18 units of experiential course credit applicable to a degree program. Advanced placement units may be used if appropriate.

Responsibilities: The university will be responsible for determining the appropriateness of experiential learning to academic programs, for evaluating experiences in light of academic programs, and for providing appropriate credit for experiences. Work supervisors will provide on-site oversight of work experience. Students will abide by agreements negotiated with university and work supervisors.