

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407

FILE COPY

ACADEMIC SENATE

Executive Committee
~~Academic Senate~~ Agenda

Tuesday, September 22, 1987

UU 220 3:00-5:00 p.m.

<u>Member:</u>	<u>Dept:</u>	<u>Member:</u>	<u>Dept:</u>
Andrews, Charles	Acctg	Lamouria, Lloyd H.	AgEngr
Baldwin, Marylud	PE/RA	Lutrin, Samantha	StLf&Acts
Borland, James	ConstMgt	Peck, Roxy	Stat
Burgunder, Lee	BusAdm	Terry, Raymond	Math
Crabb, A. Charles (CH)	CropSci	Weatherby, Joseph	PoliSci
Currier, Susan	English	Wheeler, Robert	AnSci/Ind
Forgeng, William	MetEngr	Wilson, Malcolm	VPAA
Gooden, Reg	PoliSci	Copies: Warren J. Baker	
Kersten, Timothy	Econ	Glenn Irvin	
		Howard West	

- I. Minutes:
Approval of the August 11, 1987 Minutes (pp. 3-4). *8.11.87 minutes removed*
- II. Communications:
A. Materials Available for Reading in the Academic Senate Office (p. 2).
B. If you wish to address a question to President Baker or Vice President Malcolm Wilson, please put your question in writing and submit it to the Academic Senate office.
C. Agenda items from the '86-87 AY which will appear on next week's Senate agenda are:
Resolution on Enrollment for Units Without Credit
Resolution on Affirmative Action Facilitors
- III. Reports:
A. President
B. Academic Affairs Office
C. Statewide Senators
- IV. Consent Agenda:
- V. Business Items:
A. Report from the Ad Hoc Committee on Measures of Effectiveness-Jack Wilson, Chair of the Ad Hoc Committee (pp. 5-16).
B. Proposed Name Change for the Metallurgical Engineering Department-Forgeng, Caucus Chair for the SENG (pp. 17-18).
C. Resolution from SPSE re the renaming of the main gym at Cal Poly-Dwayne Head, Dept Head, PE/RA (pp. 19-20).
D. Vacancies Remaining on Academic Senate and Senate Committees (p. 21).
ALL COMMITTEE VACANCIES MUST BE FILLED AT THIS MEETING.
- VI. Discussion Items:
- VII. Adjournment:

Materials Available for Reading in the Academic Senate Office (FOB 25H)

June 1987	Documents/statistics/reports/etc. provided at the Student Retention Conference in June 1987.
6/10/87	Correspondence from Eric Seastrand re allocation of lottery funds to the CSU and Board of Trustees' Committee on Finance Report on the Lottery Revenue Budget Process.
6/22/87	Publications from the Office of the Chancellor re Teacher Education.
7/14/87	CSU Committee of the Whole: New Priority Topics for 1987-88

RECEIVED

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).

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.

1. 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 Instruction
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
Community Links
Transfer Services
Financial Services

Philosophical Commitments

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

Memorandum

RECEIVED

AUG 5 1987

Academic Senate

To : Charles Crabb, Chair
Academic Senate

Date : August 4, 1987

File No.:

Copies :



From : Malcolm W. Wilson
Vice President for Academic Affairs

Subject : Proposed Name Change for the Metallurgical Engineering Department

Pursuant to our conversation yesterday, I am forwarding for Academic Senate review the request of the Metallurgical Engineering Department to change the departmental name to Metallurgical and Materials Engineering.

Thanks!

Memorandum

To : Malcolm Wilson, Vice President for Academic Affairs Via Peter Y. Lee, Interim Dean, SENG

P. Lee
Dean of Engineering

Date : June 01 1987
File No.: VICE PRESIDENT
Copies : ACADEMIC AFFAIRS
G. Irvin

From : Robert Heidersbach, Head Metallurgical Engineering

R. Heidersbach

Subject : Department Name Change

1. On June 2, 1987, the Metallurgical Engineering Department faculty voted to change the name of the department. Therefore, we would like to change the name to:

Metallurgical and Materials Engineering Department

2. If possible, this name change should take place July 1, 1987, or at the very latest in the 1988-90 catalog cycle.
3. G. Irvin suggested on January 22, 1987, that we submit a separate request for a departmental name change. Since the department name change can be approved here on campus, he saw no reason to include it with our 1988-1990 catalog/curriculum package--which must receive final approval in Long Beach.

Memorandum

RECEIVED
MAY 20 1987Office of the Dean
School of Professional Studies
and EducationTo : Lloyd Lamouria, Chair
Academic SenateDate : May 1987
RECEIVED

File No.:

MAY 29 1987

Copies : Marylinda Wheeler
J. Busselen, Tenfac, Chair
Academic Senate

Via: Harry J. Busselen, Dean

From : Dwayne Head, Department Head 014
Physical Education and Recreation Administration

Subject: Attached Resolution

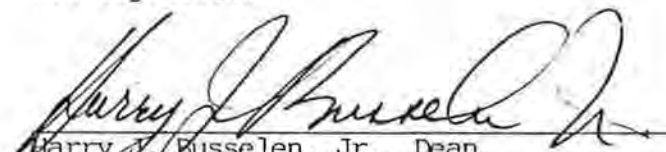
The attached resolution has been unanimously endorsed by the tenured faculty of the Physical Education and Recreation Administration Department. We feel that this is a recognition which is long overdue and would appreciate your support in this endeavor. According to C.A.M. 237.2 "Following appropriate consultation, which includes the executive committee of the Academic Senate, proposals for naming buildings shall be reviewed by the Campus Planning Committee."

Thank you for your help in this matter. If you have any questions, please call.

To: Lloyd Lamouria, Chair
Academic Senate

Date: 5/28/87

The attached resolution is being forwarded to you with neither my endorsement nor objection.


Harry J. Busselen, Jr., Dean
School of Professional Studies and Education

RECEIVED

MAY 29 1987

Academic Senate

RESOLUTION

WHEREAS, Dr. Robert A. Mott was instrumental in laying the foundation for Cal Poly's present Physical Education and Athletic programs; and

WHEREAS, Dr. Mott was responsible for initiating the summer Physical Education and Coaching Workshops which have brought statewide recognition to the university by attracting thousands of educators to the campus for forty years; and

WHEREAS, Dr. Mott established an international reputation as a physical educator while leading and serving in U.S. State Department programs in Zambia, Uganda, Sombalia, and Ethiopia; and

WHEREAS, Dr. Mott was recognized for his outstanding service to California education through the 1978 Honor Award granted to him by the California Association of Health, Physical Education, Recreation and Dance; and

WHEREAS, Dr. Mott served Cal Poly and the California State Universities with distinction during 31 years as Head of the Physical Education Department; therefore, be it

RESOLVED That the California Polytechnic State University Academic Senate strongly recommend to President Baker and the Trustees of the California State University that the main gym on the San Luis Obispo campus be renamed the Robert A. Mott Gymnasium.

**Academic Senate Vacancies
Existing as of September 1987**

Committee Vacancies:

SAG	Elections UPLC (replacement for Harper)
SAED	Instruction Student Affairs (Fall Quarter replacement for Tryon)
SBUS	Long-Range Planning (replacement for Kersten)
SENG	UPLC
SLA	Fairness Board (replacement for Gittes) Library (Fall Quarter replacement for Havandjian) Status of Women (replacement for Halisky) Student Affairs (replacement for Hallman)
SPSE	Curriculum or GE&B (according to which committee James Murphy wishes to serve on) UPLC
SSM	Constitution and Bylaws Elections UPLC (replacement for Terry)
PCS	Curriculum

Senate Vacancies:

SLA	Fall replacement for Havandjian One-year replacement for Darnielle
SENG	Of five newly elected Senators, one must be appointed to a one-year term.

Adopted: August 11, 1987

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

*Change made
to Bylaws now*

Background statement:

In the spring of 1986, insufficient nominations were received to fill all the seats on the Senate for the 1986-87 school year. The Constitution and Bylaws (C&BL) Committee suggested a minor modification of the bylaws to alert the chair of the caucus of an apparent lack several days before the final date for nominations. This would have placed the burden of assuring representation upon those being represented and forego a second election during this exceptionally busy time of year. The Executive Committee, acting as the Senate during the summer of 1986 was not satisfied with the recommendation and instructed the C&BL Committee to draft language that would require a second election in the event the general election failed to provide full membership. This was accomplished through the addition of subsection (h) to Article VII.I.5.b.(2). This was accepted by the Senate in the fall.

On May 8, 1987, after another election which failed to provide full membership for the 1987-88 Senate, the Chair of the Senate, in response to a unanimous recommendation of the Executive Committee on May 5, 1987, instructed the C&BL Committee to prepare a bylaw change to replace Article VII.I.5.b.(2).(h) to permit (in the event of a failed senators' election process) the caucus to select by secret ballot the name(s) of the nominee(s) of their choice and forward same to the Executive Committee.

The C&BL Committee has discussed this and believes the essence of this change can be accomplished by deleting subsection (h) of Article VII.I.5.b.(2) or with the language below. Deletion would treat the unfilled seats as any other vacancy. The bylaws would remain silent on a sore spot. The proposed amendment appears to be out of place in Responsibilities of the Elections Committee. However, amendment of the bylaws may make the administration aware of the need to place greater emphasis on the participation in the Senate when considering Retention, Promotion, and Tenure decisions; this is to make persons more eager to serve in this vital area of collegiality.

AS-257-87/C&BC

**RESOLUTION ON CHANGE IN BYLAWS
(Responsibilities of the Elections Committee)**

- WHEREAS, There is a desire to have full representation on the Academic Senate; and
- WHEREAS, The full election process fails to provide effective timely representation; and
- WHEREAS, The caucus in which there is underrepresentation is effective in securing nominees over a longer period of time; therefore, be it
- RESOLVED: That subsection (h) of Article VII.I.5.b.(2) be changed as follows:
- VII. Committees
- I. 5. Elections Committee
- b. Responsibilities
- (2) Election of Academic Senate members and the University Professional Leave Committee.

(h) Whenever the normal election of senators' process fails to provide full membership:

(1) The caucus for the underrepresented school/PCS shall solicit nominations through direct mail contact to each faculty member in the school/PCS. Accepted nominations shall include signed statements of intent to serve from the candidates.

(2) From the list of accepted nominations, the caucus shall select by secret ballot the nominee(s) of its choice and recommend the name(s) of the selected nominee(s) to the Executive Committee for appointment.

(3) The appointed senators shall serve until the next regular election.

~~(1) -- The Elections Committee shall, within 5 school days, solicit signed nominations through direct mail contact to each faculty member in the appropriate school/PCS.~~

~~(2) -- Within 10 school days of the unfilled election, forward to the chair of the appropriate caucus chair all completed nomination forms.~~

~~(3) -- Within 15 school days the caucus of all elected senators from the school/PCS is to select by secret ballot the nominee of their choice from the signed nominations collected by the Elections Committee.~~

~~(4) -- Within 20 school days the chair of the caucus shall submit the name(s) of their selected nominee(s) to the Executive Committee.~~

~~(5) -- Selected senators shall serve until the next regular election.~~

Proposed By:
Constitution and Bylaws Committee
August 11, 1987

Memorandum

Mins-Ex Com 9.22.87

To : Charles A. Crabb, Chair
Academic Senate

Date : September 21, 1987

File No.:

Copies.: Larry Voss

From : Dwayne Head, Department Head
Physical Education & Recreation Administration

Subject: Renaming Main Gym

The PE/RA Faculty met on February 17, 1987, and unanimously voted to recommend that the Main Physical Education Building be renamed the Robert A. Mott Gymnasium.

The attached resolution will provide background information for this recommendation. If I can be of further assistance, please let me know.

Thank you.

Attachment

RESOLUTION

- WHEREAS, Dr. Robert A. Mott was instrumental in laying the foundation for Cal Poly's present Physical Education and Athletic programs; and
- WHEREAS, Dr. Mott was responsible for initiating the summer Physical Education and Coaching Workshops which have brought statewide recognition to the university by attracting thousands of educators to the campus for forty years; and
- WHEREAS, As a result of Cal Poly's workshop sponsorship, the President's Council on Physical Fitness and Sport presented the university with its Distinguished Service Award on July 23, 1987.
- WHEREAS, Dr. Mott established an international reputation as a physical educator while leading and serving in U.S. State Department programs in Zambia, Uganda, Sombalia, and Ethiopia; and
- WHEREAS, Dr. Mott was recognized for his outstanding service to California education through the 1978 Honor Award granted to him by the California Association of Health, Physical Education, Recreation and Dance; and
- WHEREAS, Dr. Mott served Cal Poly and the California State Universities with distinction during 31 years as Head of the Physical Education Department; therefore, be it
- RESOLVED That the California Polytechnic State University Academic Senate strongly recommend to President Baker and the Trustees of the California State University that the main gym on the San Luis Obispo campus be renamed the Robert A. Mott Gymnasium.