

\*SENATORS PLEASE NOTE:

The Executive Committee will meet March 30;  
the next full Senate meeting will be April 6.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

ACADEMIC SENATE

EXECUTIVE COMMITTEE - AGENDA  
March 30, 1976 - 3:15 - Ag 241

Chair, Lezlie Labhard  
Vice Chair, David Saveker  
Secretary, Charles Jennings

I. Minutes - Executive Committee - February 24, 1976 *OK*

*re-type for Senate mts.*  
II. Business Items

- A. CAM 342.2 - Academic Promotions (Beecher - Attachment to be dist'd.). *to Ac. Sen.*
- B. Naming Buildings (Murphy - Attachment II-B).
- C. Faculty Input in the Budgetary Process (Nielsen - Att. II.C.1 & 2) *Adopt res. 3/5  
C. Labhard + Levens  
background  
whereas -*

III. Discussion Items

- A. Time Delay in Transmission of Tax Shelter Funds (Negranti, Nielsen).
- B. Task Force on Student Writing Skills (Wenzl - Att. III.B.1 & 2;  
CSUC resolution and interim recommendations from the task force on  
file in the Senate Office and sent to Executive Committee Members). *- get this  
from the  
tape*
- C. Evening Classes (Buffa - Attachment III-C).
- D. Campus Parking (Labhard).
- E. Direction for Constitution and Bylaws Committee (Labhard).
- F. Drinking on Campus (Labhard - Attachment III-F).
- G. Procedures for Ranking Faculty Judged Worthy of Promotion (Dundon -  
Att. III-G).

IV. Reports

- A. Ad Hoc Committee on Faculty Sponsorship of Events (Cichowski/Critchshanks).
- B. Progress Report on Recall and Evaluation of Department Heads (Beecher).
- C. Ad Hoc Committee on Student Evaluation of Faculty (Ellerbrock).

V. Announcements (Labhard)

- A. City of San Luis Obispo, Proposed General Plan - memo from Doug Gerard.
- B. Restructuring of Affirmative Action Committee - memo from President Kennedy.
- C. Letter to Trustees and Governor Brown from President Kennedy regarding the Ritchie Amendment (Attachment V-C).
- D. Turnaround Time for the Academic Senate Office - At least one week.

- E. *Ad Hoc Comm. on Ac. Structure & Reorganization -*
- F. *1975 Annual Report of Chancellor to Board of Trustees*

## RESOLUTION ON THE NAMING OF BUILDINGS

Background Rationale: The naming of buildings in the memory of deceased individuals or in the honor of living individuals is a sensitive matter that should be handled with discretion. However in a matter of such permanence, the need for discretion should not preclude reasonable consultation with the various segments of the campus community. The purpose of this resolution is to provide for such consultation in an atmosphere conducive to rational discourse.

WHEREAS, The naming of campus buildings in the memory of deceased individuals or in the honor of living individuals is a matter that affects the morale and working conditions of all faculty (and all segments of the campus community), therefore be it

RESOLVED: That the President be urged to consult with the Executive Committee of the Academic Senate before the selection of any such name.

Murphy  
March 19, 1976

Att. II-B, Ex.Comm.  
Agenda, 3/30/76

STRUCTURING OF THE INSTRUCTIONAL BUDGETARY PROCESS TO INCREASE  
DIRECT FACULTY INPUT

- WHEREAS: Budgetary restrictions imposed by the Governor have a direct impact on instructional funding for CPSU, SIO, and
- WHEREAS: Presently the faculty at CPSU, SIO, has no direct input into the instructional budgetary process;
- WHEREAS: The need for direct faculty input into the instructional budgetary process is vital in order to insure a more representative process in budgetary formulation; therefore, be it
- RESOLVED: That the Academic Senate, CPSU, SIO, support the Academic Senate Budget Committee's recommendations on the structuring of the instructional budgetary process to increase direct faculty input.

Att. II-C.1, Ex. Comm.  
Agenda, 3/30/76

### Background and rationale

Ever since the inception of the Cal Poly Academic Senate, the Budget Committee has been an integral part of the "committee system" of the Academic Senate. The Bylaws of the Academic Senate gives the Budget Committee the responsibility: "to review and make recommendations concerning budget plans as they affect the University." However, the actual procedures of how the Budget Committee is to be directly involved in the year by year instructional budgetary process from the beginning to its final review has never been clarified. Consequently the Budget Committee has worked in a de facto capacity, reviewing the University instructional budget after it has been formulated by the Administration. Faculty input into the budgetary decision making process has been practically nil.

Present day conditions seem to indicate that it is essential that the Faculty of Cal Poly become more actively involved in the budgetary decisions which affect the instructional program at the University. The classroom instructors should have a viable voice in how monies are allocated which impact on their job security, facilities, and instructional materials. In order to involve the instructional faculty more directly in the budgetary decision making process at Cal Poly, the following recommendations are offered for consideration by the Academic Senate.

### Recommendations

- 1) That the Academic Senate Budget Committee establish a regular meeting schedule which corresponds to the time schedule of the University budget development process. Accordingly the Director

of Academic Affairs and the Vice-President of Academic Affairs should confer with the Budget Committee on all financial matters which affect the University as well as the allocation of the instructional budget.

- 2) That all subsequent instructional budgetary committees formed by the University administration should have two (2) faculty members from the Budget Committee appointed to it with voting rights and representation of academic representation.
- 3) That the Deans of the various instructional schools together with the President of the Board of each instructional school should be appointed to the various faculty (or) into instructional committees within the respective schools. One member of the academic faculty Budget Committee should be a member of the various instructional committees with voting rights and representation.



## Memorandum

To : Keith Nielsen

Date : March 16, 1976

File No.:

Copies : L. Labhard

From : James R. Landreth and Frank Lebens

Subject: Reaction to Academic Senate Budget Committee Resolution

We have reviewed the most recent draft of the Academic Senate Budget Committee resolution entitled "Structuring of the Instructional Budgetary Process to Increase Direct Faculty Input." In reviewing the narrative under the paragraph Background and Rationale, we suggest one change in the first paragraph to more accurately reflect actual practice. The change which we are proposing includes modifications to the last two sentences of that paragraph with revised wording as follows: Consequently, the Budget Committee has served in a de facto capacity, concerning itself primarily with reviewing the university instructional budget after it has been formulated. Only partial advantage has been taken of the past opportunities to introduce faculty input into the budgetary decision making process.

This change is recommended in that the original wording indicating that faculty input has been practically nil is somewhat inaccurate in that the PCP process is essentially entirely driven by formulas which are modified exclusively on a system-wide basis. The most recent activity with regard to any potential formula modification has been that dealing with the faculty staffing formula and the Budget Committee was briefed on the activities of that committee by Mr. Dunigan within the past year. As far as the PCP process goes, the Budget Committee has taken an active part in inputting priorities on systemwide PCP's and it is not uncommon for faculty to actually draft individual campus PCP's. Of the eight submitted this past year, two were drafted by faculty members. Therefore, to the extent possible, faculty input has been evident in the development of budgets.

Likewise, we suggest that the resolution be changed to more accurately reflect actual practice and to clarify the intent. The changes we are proposing are as follows:

- WHEREAS: Budgetary policies of The California State University and Colleges and the State of California having direct impact on funding for the instructional programs of CPSU, SLO, and
- WHEREAS: Presently the faculty at CPSU, SLO, has varying degrees of input through the departments and schools and has taken only partial advantage of opportunities through the Academic Senate's Budget Committee, and
- WHEREAS: There is a need to define and make more uniform the nature of faculty input into the instructional budgetary planning and administration; therefore, be it
- RESOLVED: That the Academic Senate, CPSU, SLO, endorse the Academic Senate Budget Committee's recommendations on the instructional budget process to provide:

- 1) That the Academic Senate Budget Committee establish a regular meeting schedule which corresponds to the time schedule of the university budget development process. Accordingly, the Director of Business Affairs and the Vice President for Academic Affairs would confer with the Budget Committee on all fiscal matters which affect the formulation and the allocation of the instructional budget.
- 2) That all subsequent instructional budgetary committees formed by the university administration should have two (2) faculty members from the Budget Committee appointed to it with voting rights and appropriate Academic Senate recommendation.
- 3) That the deans of the seven instructional schools, together with the Academic Senate Caucus of each instructional school, should set up procedures for more direct faculty input into instructional allocations within the respective schools. One member of the Academic Senate Budget Committee should be a member of this group in each instructional school with voting rights and appropriate Academic Senate recommendation.

Attachment

clarify "instructional budget"  
↳ including Faculty + staff.

X

STRUCTURING OF THE INSTRUCTIONAL BUDGETARY PROCESS TO INCREASE  
DIRECT FACULTY INPUT

- WHEREAS:** Budgetary restrictions imposed by the Governor have a direct impact on instructional funding for CPSU, SLO, and
- WHEREAS:** Presently the faculty at CPSU, SLO, has no direct input into the instructional budgetary process; and
- WHEREAS:** The need for direct faculty input into the instructional budgetary process is vital in order to ensure a more representative process in budgetary formulation; therefore, be it
- RESOLVED:** That the Academic Senate, CPSU, SLO, support the Academic Senate Budget Committee's recommendations on the structuring of the instructional budgetary process to increase direct faculty input.



### Background and rationale

Ever since the inception of the Cal Poly Academic Senate, the Budget Committee has been an integral part of the "committee system" of the Academic Senate. The Bylaws of the Academic Senate given the Budget Committee the responsibility: "to review and make recommendations concerning budget plans as they affect the University." However, the actual procedures of how the Budget Committee is to be directly involved in the year by year instructional budgetary process from its beginning to its finalization has never been clarified. Consequently the Budget Committee has served in a de facto capacity, reviewing the University instructional budget after it has been formulated by the administration. Faculty input into the budgetary decision making process has been practically nil.

Present day economics seem to indicate that it is essential that the Faculty at Cal Poly become more actively involved in the budgetary decisions which affect the instructional programs at the University. The classroom instructors should have a viable voice in how monies are allocated which impact on their job security, facilities, and instructional materials. In order to involve the instructional faculty more directly in the budgetary decision making process at Cal Poly, the following recommendations are offered for consideration by the Academic Senate.

### Recommendations

- 1) That the Academic Senate Budget Committee establish a regular meeting schedule which corresponds to the time schedule of the University budget development process. Accordingly the Director

of Faculty Affairs and the Vice-President of Academic Affairs should confer with the Budget Committee on all fiscal matters which affect the formulation and the allocation of the instructional budget.

- 2) That all subsequent instructional budgetary committees formed by the University administration should have two (2) faculty members from the Budget Committee appointed to it with voting rights on appropriate Academic Senate recommendation.
- 3) That the Deans of the seven instructional schools together with the Academic Senate Caucus of each instructional school should set up procedures for more direct faculty input into instructional allocations within the respective schools. One member of the Academic Senate Budget Committee should be a member of this group in each instructional school with voting rights and appropriate Academic Senate recommendation.

## **DEVELOPMENT OF THE 1976/77 SUPPORT BUDGET**

The proposed 1976/77 Support Budget of The California State University and Colleges was developed based upon detailed campus budget submissions, extensive review by the Chancellor's Office, and consultation with systemwide groups as well as with representatives from each individual campus.

The budget preparation process employs a format and terminology consistent with state and national usage, and complies with the Department of Finance budget instructions. The result of this process is not only a proposed budget for 1976/77 but also a capability to provide detailed information and various analytical displays, in support of the budget request and to ensure maximum awareness by all involved in the process.

## **CONSULTATION**

The Chancellor's Office has made every effort to review budget recommendations and reactions from as many individuals and groups as was feasible in the development of the 1976/77 Budget. This consultative activity included meetings with the Council of Presidents, the Statewide Academic Senate, the Student Presidents Association, the campus presidents and their staffs, and systemwide groups representing various program areas. In addition, there were a number of briefings to the Finance Committee of the Board of Trustees at various stages of the development of this budget request. Further, it is intended that this advisory activity should continue, in order to ensure the broadest possible involvement in the budgeting process.

## **CATEGORIZATION OF BUDGET REQUESTS**

The 1976/77 Support Budget has been developed for presentation in three different categories: Base Line Adjustments, Program Maintenance Proposals, and Program Change Proposals. This categorization is consistent with budget instructions from the State Department of Finance.

## **BASE LINE ADJUSTMENTS**

This category consists of adjustments to the previous year's appropriations to provide for mandatory budget increases such as: price increases due to inflation, increases in staff benefit rates, and costs of salary step adjustments of existing employees. Thus, this adjustment restates last year's operations in terms of this year's prices, and is calculated before budget consideration is given to any prospective growth in student enrollments or facilities. In addition, various items in the "Base" budget have been reexamined to determine whether they should continue to be supported in the traditional manner. One result of this process was the deletion of amounts characterized as "non-recurring."

## **PROGRAM MAINTENANCE PROPOSALS**

This budget category identifies those costs which are attributable to growth in student enrollments and facilities and to workload changes. The calculation of the costs of these growth and workload factors is essentially based upon formulas and standards previously used in support budgets approved by the executive and legislative branches of state government. Thus, this projection reflects all those costs that will be required to maintain the quality of the program at approved workload standards.

## **PROGRAM CHANGE PROPOSALS**

This budget category presents all costs for new programs and changes in program quality standards. Specifically identified are those changes mandated by either federal or state legislation or administrative regulations. Thus, this projection defines changes in the real character of the program of The California State University and Colleges. After the campus program managers identify and submit program change proposals, the campuses and the Chancellor's Office review all the submissions and select the proposals that will make the maximum contribution to the existing and projected program requirements for the system as a whole and for individual campuses.



ACADEMIC SENATE

OF

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

5670 Wilshire Boulevard, Suite 690, Los Angeles, California 90036 • (213) 938-2981, Ext. 421, ATSS: 627-2421

Office of the Chairman

March 10 1976  
ACADEMIC SENATE

MAR 12 1976

CAL POLY - SLO

TO: Chairs, Campus Senates/Councils

FROM: Gerald C. Marley, Chairman *GCM*  
ACADEMIC SENATE CSUC

SUBJ: Academic Senate CSUC Resolution on The Interim Report of the  
Task Force on Student Writing Skills

Enclosed please find a copy of Academic Senate CSUC resolution AS-834-76/EP which was approved at the March meeting of the Senate in Sacramento. Attached to the resolution is the interim report/recommendations of the Task Force on Student Writing Skills.

Also enclosed is a copy of EP&R code letter 76-08 (with attachments), addressed to the presidents, asking for campus-wide responses on the recommendations by April 12.

The Academic Senate resolution requests that action on this report not be taken by the Board of Trustees until the campus senates/councils have reviewed and commented on it. To that end, we are forwarding these copies, and asking that you forward your comments to this office no later than May 1, 1976. We will then forward the replies to Chancellor's staff and the Senate's Educational Policies Committee. We realize that you may be charged with answering the EP&R letter as well. If so, a copy of your response to that message would suffice for us.

In spite of this possible "double coverage", we feel that campus senate/council participation in this process is important enough for us to make this request at this time.

Thank you.

GCM:cdc

Enclosures

Att. III-B.1., Ex.Comm.  
Agenda, 3/30/76

# Memorandum

To : Dr. Robert McDonnell, Head  
English Department

Date : March 9, 1976

ACADEMIC SENATE

MAR 10 1976 Copies : Dr. Jones (w/o attach.)  
Dean Ericson (w/attach.)  
CAL POLY—SLO Dr. M. Wilson (w/attach.)  
Ms. Labhard (w/o attach.)

From : Dave Grant *DWG*  
Associate Dean, Academic Planning

Subject: Task Force on Student Writing Skills (EP&R 76-08)

As indicated in the attached document (EP&R 76-08), the Vice Chancellor for Academic Affairs is assembling responses to the Interim Recommendations of the Task Force on Student Writing Skills. The materials are somewhat more detailed than the outline of the proposal which was submitted to the Board of Trustees in January.

Dr. Jones has asked that the English Department provide a response which will reflect our technical and professional ideas about the proposal. If this report can be in my office by April 7, it will be incorporated in the campus response. Your materials should be transmitted via Dean Ericson's office.

At the same time, we hope that the Academic Senate will be able to develop a response, if not from the organization at large, then from the Executive Committee or one of the Senate committees. And their report will probably be submitted to Vice Chancellor Sherriffs directly unless they want their materials included with the response that Dr. Jones transmits.

If you have any questions, please call me at Extension 2051.

Attachment: 3 copies of EP&R 76-08

Att. III-B.2., Ex.Comm.  
Agenda, 3/30/76



# Memorandum

To : Lezlie Labhard, Chair  
Academic Senate

Date : February 27, 1976

File No.:

Copies :

From : Tony Buffa, Senator  
Physics Department

TB

ACADEMIC SENATE

MAR 2 1976

CAL POLY - SLO

Subject: Evening Classes

Attached you will find a memorandum to the deans from Don Coats concerning night classes we will offer in the spring quarter 1976. Approximately 14% of all sections are to be offered after 4:00 p.m. Approximately 7% of all lab sections are to be offered after 4:00 p.m., and about 13.5% of all activities, also.

As an agenda item for the next (March 30) executive committee meeting, I will have a proposal related to the question of night classes:

- 1) (Night) lectures sometimes need support staff there at night, say for setting up of a demonstration or experiment, etc.
- 2) (Night) labs and activities need support staff there at night, for safety, for repair of equipment that breaks, etc.
- 3) Extension into night classes apparently was done without requesting additional support.

Conclusion?: Either get more support and technical help for night classes, or else eliminate appropriate night classes?

Question: Were we ever consulted when the university went 7:00 a.m. - 10:00 p.m.?

Question: What would be the appropriate committee?

Question: Deadline for committee recommendation?

Attachment

Att. III-C, Ex.Comm.  
Agenda, 3/30/76

Memorandum

Dr. Frost  
Physics

To : Deans Cummins, Ericson, Gibson,  
Hanks, Hasslein, McKibbin, Valpey

Date : February 23, 1976

File No.:

Copies : Jones

From : Donald M. Coats  
Associate Dean, Educational Services

RECEIVED  
FEB 24 1976

Subject: Schedule Information -- Spring Quarter 1976

DEAN OF POLICE  
AND MATHEMATICS

Enclosed are two copies of a computer print which compares the courses and the number of sections scheduled for Spring Quarter registration with those which were actually offered by your School during last year's Spring Quarter.

You may wish to furnish this information to your departments as it may aid them in determining whether or not adjustments need to be made to the schedule for the forthcoming quarter based on the data included on this print.

As a matter of general interest, the Spring Quarter Schedule contains the following number of courses:

	Overall	Offered at 1600 or Later	%
Lecture Sections	1881	371	19.7
Laboratory "	1186	79	6.7
Activity "	383	52	13.5
Other "	266	29	10.9
Total "	3716	531	14.3
Total Courses	1459	386	

**Memorandum**

To : Lezlie Labhard, Chairperson  
Academic Senate

Date : March 1, 1976

File No.: **ACADEMIC SENATE**

Copies : **MAR 2 1976**

**CAL POLY - SLO**

From : Richard Kranzdorf, Academic Senate Representative  
Student Affairs Council

*RBK*

Subject: Matters Discussed at February 25, 1976 Meeting of Student Affairs Council

Two matters surfaced at the above meeting which I think the Academic Senate should be aware of. I told SAC that I would bring them to your attention.

1. Tony Garcia, HEP Coordinator, spoke before SAC in an attempt to build support by which HEP would remain on this campus next academic year. It was his feeling that the Academic Senate had been of limited help last year when HEP was also trying to stay here. I informed him that I knew individual faculty members, including myself, had backed the continuation of the HEP program on this campus and continued to do so. He said he would be most appreciative if some sort of support could be generated. At the SAC meeting he read a model letter of support which he asked be sent to certain public figures in Washington and elsewhere; he asked that SAC send out such a letter or one of their own choosing. He would be most appreciative if the Academic Senate would do the same thing. His extension is 2188. If you could speak to him, or better still, if the Academic Senate or some committee thereof could have Tony make a presentation, I think it would be helpful to HEP's fight to continue its existence here.
2. ASI President Mike Hurtado is continuing his fight for some breakthrough on the "drinking on campus" issue. He is no longer pushing for a beer bar, which he sees as hopeless at the present time. Rather, he is thinking along the lines of:
  - a. One or more dorms being open to drinking by residents of those dorms
  - b. Vista Grande being allowed to serve some types of alcoholic beverages
  - c. Allowing faculty luncheons, dinners, and other functions to serve alcoholic beverages

Though no formal vote was taken at last night's meeting, I believe there was a good deal of sentiment for the compromise plan Mike presented. SAC asked me if I would inform you of this issue and ask if the Academic Senate would be interested in moving in the same direction.

My own feeling on the two above matters is that regardless of how the Academic Senate feels, we should meet with the interested parties on both subjects.

Att. III-F, Ex. Comm.  
Agenda, 3/30/76

# Memorandum

o : Executive Committee, Academic Senate

Date : March 19, 1976

File No.:

Copies :

From : Senate Caucus, School of Communicative Arts and Humanities

Subject: Procedures for Ranking Faculty Judged Worthy of Promotion

The members of the Senate Caucus of the School of Communicative Arts and Humanities, with the prior consultation and accord of their respective departments, have unanimously voted to express the following judgements on the process of ranking faculty who have already been judged worth of promotion through the various levels of review.

## OBJECTIONS

### 1. Total lack of established university-wide procedures:

It is not surprising that the procedures, improvised as difficulties in the school-wide promotion ranking arose, created many unintended inequities. But far more damaging to good order is the justified threat that every single faculty member ranked, except the highest person, could make and appeal to PRC for the following reasons: PRC is mandated to judge against any promotion action which does not follow established procedures. Since ranking had no established procedures, none were followed. Faculty who feel that the improvised procedures resulted in their being ranked low so that shortage of funds (which eventuality is held to justify the ranking) would threaten their promotions have a right to appeal on the basis of the failure to follow established procedures. A favorable decision by PRC is almost certain regardless of the intrinsic merit of the individual cases.

### 2. Inadequate faculty consultation:

In at least one school the improvised procedures had the effect that the faculty ranking committee was unable to consult and explicitly utilize the ranking priorities established by the departmental peers of the candidate for promotion. We feel that this is a serious attack on the principle of peer evaluation.

## REQUEST FOR ACTION

In view of the above complaints we request that university-wide procedures, embodying the fullest degree of faculty consultation, be established and that the executive committee of the academic senate, through the appropriate committees, draw up for senate approval and university implementation, a statement of ranking procedures.

None of the contents of this communication are to be taken as approval of the processes of ranking. It is felt by the caucus that the whole process is a waste of time. The flurry of memos and resolutions which have not even begun to settle are just a small part of the time that has been wasted in making judgements of relative merit and in defending against threats to inequity and good process. All this could be avoided by simply dropping the ranking procedure.

Some of the members of the caucus wonder why greater imagination has not been exercised in discovering alternatives to this costly procedure. If the mythical shortage of promotion funds, which the dropping of 60/40 is supposed to generate, were to occur, it might be far less time consuming, on that rare occasion, to send back promotion lists for pruning. Since everyone on the lists is regarded as deserving promotion, a delay of promotion to the following year for some few persons could be used. This decision to delay would be based on relative merit, but the smaller number of such judgements would be a considerable economy in time.



## CALIFORNIA POLYTECHNIC STATE UNIVERSITY

AN ACT TO REPEAL CHAPTER 1031 OF THE

ACADEMIC SENATE

March 14, 1976

MAR 15 1976

CAL POLY - SLO

Honorable Edmund G. Brown, Jr.  
Governor of California  
State Capitol  
Sacramento, CA 95814

Dear Governor Brown:

You and the other Trustees recognize, I'm certain, that a serious problem has developed concerning the proposed Title 5 change on layoff of employees in the CSUC system. It is indeed unfortunate that this issue has been expanded to a perceived threat to tenure and academic freedom. The issue has caused great unrest in the academic community. Equally disturbing is the fact that legislation (SB 160) has been introduced to codify into the Education Code the current layoff provisions of Title 5, thereby removing Board of Trustees authority to revise these provisions without further legislation.

I would like to offer some suggestions for Trustee consideration on how the problem might be resolved or at least reduced to a significant degree. The Board should adopt an equitable procedure by which we can implement layoffs through ratings based on merit, ability, and seniority. It may be presumptuous for an individual president to address the Trustees in this manner, but I'm counting on your understanding that 36 years of service in this system has given me a certain proprietary concern about what is happening to personnel relationships in the institution to which I have devoted almost my total working career. I am not concerned about my personal future, only the future welfare of Cal Poly and the system of which it is a part.

I submit that what we did in 1971-72 at Cal Poly in developing campus procedures to provide operational implementation of the current layoff provisions of Title 5 was then and still is an appropriate way to develop such guidelines. A copy of our campus procedures is attached. I think it is particularly significant that these procedures were developed for this campus with full and lengthy consultation with faculty and administrative constituencies at a time when there was no threat of layoff and no statewide concern about such matters as "seniority" versus "relative merit."

It should also be noted that the development of these procedures required a nine-month consultation period with the campus academic senate and with campus administrative councils before the agreed-upon policy statement could be promulgated in the

CAMPUS ADMINISTRATIVE MANUAL (September, 1972). The procedure statement in the Attachment is taken verbatim from Section 345.6 of CAM, rearranged in outline form so you could better see the way we have addressed four distinct areas of concern. In my judgment, the Board of Trustees should follow a similar pattern of full consultation with all constituencies if a workable and acceptable layoff procedure for the system is to be enacted.

The concept of evaluation of "merit and ability" in determining the order of layoff is currently permitted under Title 5 for the very large category of employees who are temporary or untenured. At this campus, this means that approximately 43% of our academic employees and the first to be affected, would be subject to layoff on the basis of merit and ability. (See attached statistical table prepared by the Legislative Analyst's office.) According to the systemwide figures for 1974-75, approximately 40% of the faculty on the 19 campuses are untenured. This means that in any layoff situation a significantly large faculty pool on each campus would be judged on the basis of relative competency. The issue of seniority would arise only if the area of layoff is determined to be in a specific teaching service area where the faculty are all tenured or nearly all tenured. Even in such situations, much flexibility is possible in avoiding layoff of tenured faculty through reassignments, leave replacements, normal turnover, and, on the four QSYRO campuses, through the use of "banked summer quarters."

Title 5 as now written provides that temporary and probationary employees may be laid off "without regard to length of service." What is needed for the system now is a set of implementing guidelines for this group of employees such as was developed at Cal Poly--using the same kind of personnel consultative processes that campuses apply to appointment, promotion, retention and tenure procedures--all such discussions are based on relative merit. It is only with the tenured academic employees that the additional factor of seniority needs to be considered and this, then, becomes a quantifiable criterion.

Cal Poly has been fortunate in not having had to lay off either support staff or academic personnel, a situation which is in large part the result of our career orientation and steadily increasing enrollment. In 1967 Governor Reagan cut the budget by 10% and the process we followed in not filling vacant positions and taking other appropriate economy measures prevented any layoff of employed personnel. Again in 1971-72 when a systemwide reduction of teaching positions in the Governor's Budget resulted in 62 fewer faculty positions at Cal Poly, we were able to survive this 8.5% cutback without using a formal layoff procedure. In fact, due to normal turnover, reassignments and other arrangements, we managed to continue employment of all regular faculty members, including full-time lecturers. Although Cal Poly is presently in a period of "steady state" for at least three years because of lack of facilities, with a normal faculty turnover of about 6%, we can expect to be recruiting to fill between 50 to 60 new full-time faculty appointments per year. If, for some unexpected reason, the need to lay off employees at Cal Poly became a reality, I'm convinced that the layoff procedure developed for this campus in 1972 is basically fair and equitable. While we have never had to use these procedures here, I understand that Cal State University, Hayward, adapted the Cal Poly procedures to

their needs in October, 1974, when it was necessary for that campus to initiate layoff actions. President Ellis McCune of Hayward indicated that they made their procedures more detailed in some respects than the guidelines developed at Cal Poly and they proved very workable under actual layoff conditions. I have reviewed them and they are similar in basic principles.

As you look at the Cal Poly layoff procedure, you will see that even in the area of tenured faculty the concept of relative merit would be applied in those cases where two or more faculty members are tied in seniority because of identical appointment dates. Why then, can an administrator state that "relative merit" would be used in determining "tied tenured members" but not all tenured members? It is simply because our method of evaluating the potential ability of a candidate for appointment to a teaching position and the subsequent evaluation of that individual's performance for retention, tenure, and promotion involves the recommendation of the tenured faculty members, usually of higher rank than the individual being evaluated, who are experts in the same or similar subject matter disciplines as the individual being evaluated. Without this kind of expert advice, few deans, vice presidents, or presidents would be in a defensible position to make any personnel decision--except in a limited number of cases such as tie-breaking or in his or her own discipline area.

If it became necessary, for example, to lay off one of 15 tenured electronic engineering faculty members after having already laid off 10 nontenured members of the department, it would be inhumane, in my opinion, to call the 15 tenured faculty together and ask that they determine by merit evaluation which one had the least relative competence and subsequently make such a recommendation to me. The deliberation would have to be done while all the tenured members being considered for layoff were in the same room and the result might be more in line with the concept of "survival of the fittest" or the "most popular" but not necessarily the most "competent" as would be the case if their own future careers were not at stake. It is not practical to use a faculty committee formed on a broad base due to their lack of expertise in the affected discipline. Furthermore, the "least competent" member of Cal Poly's pioneering and internationally recognized electronic engineering department may well be head and shoulders above the "most competent" faculty member in that same discipline at 100 U.S.A. universities. Why attach to such a person's record an inappropriate stigma that he or she was "fired for lack of ability"? Everyone in the academic and industrial world understands the fact that laying off the least senior member is in no way a stigma on the ability and future of a faculty member.

My years of experience as a faculty member and administrator in this system convinces me that when a layoff situation affects the tenured faculty, the competence of each of them has been adequately proven over the years. This is especially true at this institution where we have always conducted annual performance evaluations for all employees, permanent as well as tenured. We should not overlook, either, the increased potential for grievances and lawsuits against the Trustees and the system should layoff of tenured faculty be attempted by a president on the basis of subjective evaluation of relative competence without the advice and recommendation of experts in the appropriate discipline. We can avoid subsequent accusations of infringement of "academic freedom," "bias," "prejudice," "political favoritism" etc., if we utilize a type of procedure such as that developed at Cal Poly in 1972 with full administration and faculty cooperation achieved in order to make the current Title 5 provisions for layoff operational.

I am proposing that all pertinent issues be thoroughly studied by a qualified group representing all constituents with sufficient time for consultation so that all employees at each campus and for the system as a whole will be satisfied that an equitable layoff procedure is being proposed.

I hope that my comments will be understood as an attempt to clarify and reduce some tensions within the system which are currently very serious.

Sincerely,

Robert E. Kennedy  
President

Enclosures (2)

Distribution: CSUC Board of Trustees

cc: CSUC Presidents  
Mr. Harry Harmon  
Dr. C. Mansel Keene  
Dr. Alex Sherriffs  
Dr. Gerald Marley  
Mr. Scott Plotkin

bcc: President's Council  
Academic Council  
Administrative Council  
Student Personnel Council  
CP, SLO Statewide Academic Senators  
Chair, Academic Senate  
Chair, Staff Senate  
Presidents, Employee Organizations  
Chair, SAC and SEC



SEPARATION OF ACADEMIC EMPLOYEES FROM SERVICE  
FOR LACK OF FUNDS OR LACK OF WORK\*

*(Extract from Cal Poly, SLO,  
Campus Administrative Manual)*

I. Introduction and Consultative Procedures

*(The sections quoted below provide steps for avoiding or minimizing the need for layoffs and spell out the consultative procedure and criteria to be used in layoff.)*

- A. Because of the importance to all components of the university--students, faculty, and administration--of maintaining stability of employment in accordance with the mandatory policy of 5 Cal. Adm. Code 43200 (a), the first step in all layoff procedures will be a concerted attempt with appropriate consultation to seek and utilize all avenues by which layoffs may be avoided. In particular, full advantage will be taken of the possibilities for reducing the number of required layoffs by:
  - 1. Encouraging the use of banked summer quarters for the following academic year.
  - 2. Relocating an individual to an existing vacancy in a department or area which has evaluated that individual as having suitable qualifications for that position.  
(Note: 5 Cal. Adm. Code 43200 (b) recommends that relocation efforts be made at the State level as well.)
- B. When the possibility of layoff appears imminent, the President, in consultation with the school deans and the Vice President for Academic Affairs, shall determine the number of positions in each school or schools to be reduced. In arriving at such determination, primary consideration should be given to the preservation of a reasonable relationship between the teaching job to be done and the faculty which would remain to do the job.

\*Adopted September, 1972

Campus Administrative Manual, Section 345.6  
California Polytechnic State University  
San Luis Obispo



C. The consultative procedure and criteria to be used in layoff will be essentially those procedures and criteria applicable to the appointment, retention, and tenure-awarding processes used in each department or school.

1. The consultative process on the order of layoff will be initiated by the department head in the teaching service area in which layoff is to occur.
2. The statement reporting the results of consultation by a committee may be signed by the committee chairperson, or by each member of the committee; it should include reasons in sufficient detail to validate the committee recommendation. As an alternative, the group consulted may choose to report their recommendation through individually signed statements from each member of the group; each such individual statement should include reasons in sufficient detail to validate the recommendation therein.

## II. Layoff by Relative Merit--Temporary and Probationary Faculty

*(The following sections provide that the procedures and criteria used in laying off temporary and probationary faculty are similar to those used in other personnel actions.)*

- A. If layoffs resulting from a reduction in the number of positions university-wide cannot be avoided, consideration will be given to:
  1. The provision of Title 5 that within a teaching service area temporary employees be laid off before probationary employees.
  2. The option of layoff of temporary employees prior to probationary employees without regard to teaching service area.
- B. For temporary and probationary employees, recommendations shall be made by that group in a department or school which makes recommendations on retention or reappointment. For those cases in which length of service is a tie, recommendations should be made by that group which makes recommendations on the granting of tenure (excluding those individuals concerned).

C. Criteria used in determining the order of layoff for temporary faculty and for probationary faculty shall include those used for determining the reappointment or retention of the individuals in the department and school concerned with primary consideration given to the needs of the department. In addition, consideration should be given to:

1. Whether the individual is, or will be, in a terminal notice year.
2. Whether the individual is, or will be, in a fifth or higher probationary year.

Departments and/or schools should develop additional criteria explicit to layoff which will augment campuswide criteria in appropriate sections of the Campus Administrative Manual.

D. In layoffs involving probationary employees, following submission of recommendations to the President, a review will be carried out by the Personnel Review Committee of the Academic Senate in those cases in which differences in recommendations occur between levels of review or where the individual involved requests review.

### III. Layoff by Seniority--Tenured Faculty

*(The sections quoted below would apply the concept of seniority to layoff of tenured faculty except in the case of ties.)*

- A. For permanent faculty, layoff is specified to be in inverse order of their length of service. For those cases in which length of service is a tie, recommendations should be made by that group which makes recommendations on the granting of tenure (excluding those individuals concerned).
- B. Criteria to be applied in the case of ties in length of service for permanent employees shall be consistent with the ones used in the awarding of tenure in the department and school concerned. Departments and/or schools should develop additional criteria explicit to layoff which will augment campuswide criteria in appropriate sections of the Campus Administrative Manual.

- C. In layoffs involving permanent employees, following submission of recommendations to the President, a review will be carried out by the Personnel Review Committee of the Academic Senate in those cases in which differences in recommendations occur between levels of review or where the individual involved requests review.

#### IV. Re-employment Rights and Procedures

*(The sections quoted below address the need for re-employment lists as established in Title 5 and the Campus Administrative Manual.)*

##### A. Tenured Faculty

"The President at each campus, and the Chancellor at the Office of the Chancellor, shall establish and maintain re-employment lists of all permanent employees laid off for lack of funds or lack of work during the preceding five-year period. Laid-off permanent employees shall be listed by class or teaching service area from which they were laid off." [5 Cal. Adm. Code 43206 (a)]

##### B. Probationary and Temporary Faculty

A re-employment list similar to that required by Title 5 (above) for permanent employees will be established and maintained at the local level for probationary employees in first priority and for temporary employees in second priority. This list will serve to establish the order in which an offer for a position may be made to laid-off individuals if a suitable vacancy occurs in their teaching service area or in another teaching service or administrative area, if the individual is judged to have acceptable qualifications in that other area.

Items 360-361

POSTSECONDARY EDUCATION / 863

student-faculty disciplines begins, the appropriate reductions in faculty positions should also be made.

#### Faculty Promotions

The 1976-77 Governor's budget provides \$884,501 for approximately 980 faculty promotions.

Table 15 shows the percentage of tenured faculty using budgeted faculty positions as the base.

**Table 15**  
**CSUC Tenured Faculty as a Percentage of**  
**Budgeted Faculty Positions**  
**1972-73 to 1974-75**

	1972-73	1973-74	1974-75
Bakersfield	14.3%	21.8%	34.7%
Chico	49.4	52.8	53.6
Dominguez	24.7	25.5	46.1
Fresno	54.2	58.2	66.6
Fullerton	37.9	40.9	50.0
Hayward	38.2	44.6	50.6
Humboldt	52.7	58.4	62.3
Long Beach	65.3	63.1	66.7
Los Angeles	50.1	50.3	55.7
Northridge	44.2	51.4	62.6
Pomona	47.1	43.9	63.3
Sacramento	57.5	63.1	67.0
San Bernardino	29.1	34.5	38.3
San Diego	60.0	62.8	65.4
San Francisco	70.5	64.9	63.0
San Jose	62.5	61.6	64.8
San Luis Obispo	50.3	49.3	57.0
Sonoma	42.2	55.7	69.0
Stanislaus	40.3	48.3	66.0
CSUC Average	52.3	54.2	60.7

#### 5. CSUC NURSING PROGRAMS

*We recommend that the Chancellor's office closely examine the reasons for the variations in nursing student faculty ratios among campuses and report to the Joint Legislative Budget Committee by December 1, 1976 on whether these ratios can be raised on some campuses without endangering program content.*

As mentioned, faculty in the CSUC system are budgeted on the basis of one position for every 17.8 full-time equivalent students. Although 17.8 to 1 is the systemwide average, the ratios for individual disciplines may vary considerably from this average. Many social sciences, History and Political Science as examples, have ratios in excess of 17.8 to 1 because many of their lower division courses can be taught in large lecture classes by a single faculty member. Conversely, many physical sciences such as Chemistry and Physics have extensive numbers of laboratory courses where room size, the need for close faculty supervision, and the many laboratory hours required per class combine to limit to well below the 17.8 to 1 systemwide average the number of students whom an individual faculty member can teach.


# Memorandum

To : Executive Committee Members

Date : March 26, 1976

File No.:

Copies :

From : Academic Senate Office 

Subject: March 30 Meeting

Attached please find additional materials to be included in your copy of the March 30 Executive Committee agenda.



C. Ranking procedures to be utilized when the University President requests a Priority list.

1. The School-wide priority list shall contain the names of those recommended for promotion to Assistant Professor, Associate Professor, and Professor and be generated in the following manner:

- a. At the primary level of evaluation, the department or program, all tenured Associate and Full Professors, chaired by the department head or program leader (when of appropriate rank), will meet in order to rank those positively recommended by either the tenured faculty or department head for promotion to Assistant Professor and Associate Professor. This partial departmental ranking will be completed by a date as established by the individual departments or programs.
- b. Upon receipt of the departmental ranking of those recommended to Assistant Professor and Associate Professor, all tenured Full Professors, chaired by the department head or program leader (when of appropriate rank) will meet in order to determine the position of those recommended for promotion to Full Professor by either the tenured full professors or the department head on the department's completed list. The result will be one priority list from each department or program area containing the names of those recommended to Assistant Professor, Associate Professor, and Professor. This completed list will retain the relative ranking of those recommended for promotion to Assistant Professor and Associate Professor and that the completed list is forwarded to the school dean by February 10.
- c. If a department or program does not have a faculty member of appropriate rank and status, the school council, at the dean's request, shall select a committee of three appropriately ranked tenured faculty, from closely-related departments or program areas within the school, who will prepare first level recommendations to the dean. This committee shall consult with both tenured and non-tenured faculty within the affected department or program.
- d. The school dean, acting as a voting chairperson, shall present these completed departmental lists to an ad hoc committee comprised of one Full Professor from each department elected by the department's full time (probationary and tenured) faculty. The ad hoc committee will blend the lists of the several departments into one school-wide priority list. The ad hoc committee will not make changes in the relative priority rankings established by the individual departments.
- e. If a department or program has no Full Professor eligible to serve on the school-wide committee, the school council, at the dean's request, shall select a tenured full professor from a closely-related department or program area within the school to represent the affected



department or program on the school-wide committee. The appointed full professor shall consult with the faculty of the affected department or program.

f. Each of the above groups will establish, adopt and make explicit its own procedures and criteria for ranking.

2. The school dean shall forward the completed school-wide priority list, along with the names of any applicants recommended negatively at all three levels of evaluation (see CAM 342.2,B,2,e & h), by March 10. Each candidate for promotion shall be informed in writing by the appropriate administrative officer of the number of promotable candidates and his or her priority on both the departmental and school-wide list as soon as the respective lists have been generated.
3. In developing criteria for ranking, schools and departments shall use only those criteria used in the original promotion procedures, and comply with the CAM 341.1,C, requirement that promotion to Professor requires a more rigorous application of criteria than promotion to Associate Professor.
4. Promotion funds allocated to the University will be distributed to the several schools according to a ratio of eligible faculty members in the individual schools to the total eligible faculty in the University. Surplus promotion funds allocated to any of the schools will be redistributed equitably amongst the other schools.

g.D. Effective Date of Promotions.

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

Office of the Chancellor  
5670 Wilshire Boulevard  
Los Angeles, California 90036

Code: EP&R 76-08

Date: March 3, 1976

Reply Requested by:  
April 19, 1976

To: Presidents

ACADEMIC SENATE

From: Alex ~~Sherriffs~~ Sherriffs  
Vice Chancellor, Academic Affairs

MAR 4 1976

Subject: Task Force on Student Writing Skills - Interim Recommendations

Attached are the interim recommendations of the Task Force on Student Writing Skills, a list of Task Force members, and a summary of campus responses to the questionnaire sent out last spring. You will recall that the recommendations have been discussed with the Board of Trustees, the Chancellor's Council of Presidents, and the Vice Presidents for Academic Affairs. We now seek reactions and further suggestions from the general campus community.

It is important that these recommendations and supplementary materials are given the widest possible circulation on your campus. It will be deeply appreciated if whenever possible, an appropriate administrator or committee should be assigned the task of collecting individual and group reactions and assimilating them into a composite campus response. We are asking that at least a preliminary campus response be returned by April 12. This date will enable the Task Force to assemble the responses from all nineteen campuses into a coherent summary for presentation to the Board of Trustees' Educational Policies Committee, which will consider the recommendations at a meeting on April 28. There would still be opportunity for additional campus input before they are submitted to the full Board in late May.

It should be understood that the recommendations are purposely broad, and faculty are encouraged to be as open as possible in interpreting them, both in their explicit and implicit contexts. For example, although two composition courses are recommended as a Basic Studies requirement, they need not necessarily be offered or taught by English Department faculty; that would be a campus determination. It is likely that the Task Force will recommend a set of criteria that composition courses/faculty should fulfill.

Distribution: Vice Presidents for Academic Affairs  
Deans of Academic Planning  
Deans of Graduate Studies  
Deans of Students  
Chairpersons, Campus Academic Senate  
Chancellor's Staff  
Administrative Information Center

Once the general criteria are met, the courses could be sponsored by any department after appropriate campus approval is obtained.

This memo also serves as a preliminary announcement of a Conference on Writing Skills to be sponsored by the Task Force, with funds provided by the New Program Development and Evaluation Division. This conference, focusing on specific issues relating to the implementation of the Task Force recommendations--e.g. new ways to improve programs of writing on campus--is tentatively set for June 3-4 in the Los Angeles area. A planning committee is working on the program and particulars will be communicated to you shortly.

If a Task Force member is from your campus, he or she should be utilized as a resource person in responding to questions that arise concerning the recommendations. Any Task Force member or consultant will make an effort to come to the campus, subject to availability, to discuss the recommendations, should that prove desirable. We cannot stress too strongly the necessity for the broadest possible campus dialogue on these recommendations.

ACS:pfz

Attachments



# TASK FORCE ON STUDENT WRITING SKILLS

## DRAFT RECOMMENDATIONS

### 1. Testing

#### a. Lower division

A statewide writing proficiency examination should be established for all students entering The CSUC system at the lower-division level. The examination should consist of both machine-scored and essay tests designed to identify (1) students whose skills in these areas are inadequate for college level work but who nonetheless meet all legal requirements for admission, (2) students whose level of skills indicates that they can profit from college-level composition courses, and (3) students whose existing proficiency is at a level sufficient to justify the awarding of credit and/or advanced placement.

#### b. Upper division

After completing 56 semester units (84 quarter units) of coursework and as a prerequisite to enrolling in more than 75 semester units (112 quarter units), all students in the CSUC system should be required to take and pass a statewide writing proficiency examination. Normally, students will take this examination at the completion of 60 semester units (90 quarter units). Students will not be permitted to proceed beyond 75 semester units of coursework without having achieved a passing grade on this examination.

#### c. Post-baccalaureate

As a prerequisite to enrolling in more than 9 semester units (12 quarter units) of post-baccalaureate coursework, all students who have not previously passed the statewide writing proficiency examination requirement at the junior level must take the examination. Normally, students will take this examination upon entering into post-baccalaureate status.

#### d. Teacher certification

The Task Force recommends that the School of Education of the CSUC system, in conjunction with the Departments of English, take additional steps to insure that candidates for elementary and secondary school credentials not only read and write at an acceptable level but are also able to teach these skills effectively. For admission to credential candidacy, students should be required to achieve significantly higher than a minimum passing grade on the junior-level proficiency examination.

ATT-1U-R



e. Criteria for passing this examination

As a condition for graduation, every CSUC student should be required to demonstrate the ability to read and understand a fairly complex question on an intellectually demanding subject and to respond on short notice with a logical, clear, and coherent piece of exposition. The student should be capable of formulating a thesis which can be developed within the time allotted to the assignment, of substantiating that thesis without losing focus or straying from the subject. Both the essay as a whole and individual paragraphs should be unified and coherent and represent adequate development of the central idea. The student should demonstrate knowledge of the principles of logical coordination and subordination and the ability to develop ideas at the level of the sentence rather than by mere accretion of sentences. In addition, the prose of the CSUC graduate should be reasonably free of errors in usage, spelling, and other mechanics--that is, errors of such seriousness and/or frequency as to hinder communication, seriously distract the educated, adult reader, or clearly demonstrate that the writer has not mastered the basic conventions of the language.

2. Required coursework in composition

The following should be included as a requirement in the present CSUC Basic Subjects Section: two courses (a total of six semester units or nine quarter units) above the remedial level designed to develop student abilities in written composition.

3. Remedial courses

Because it is currently unrealistic to assume that all students will enter the CSUC system with writing skills sufficient for college-level work, the Task Force recommends that remedial courses in writing skills be authorized and funded for workload credit for faculty although not necessarily for graduation credit for students.

4. Faculty development and systemwide commitment to literacy

Since the literacy problem is one that should be addressed campuswide, it is essential that faculty attain the skills not necessarily to teach writing but to perceive the problem in ways related as closely as possible to those of the composition instructor. For these reasons, the Task Force recommends funding a program for training faculty to teach writing skills. The Task Force recommends that schools, departments and individual faculty members throughout the CSUC system be held responsible for reinforcement and further development of student writing skills by (a) incorporating into existing coursework new and/or additional requirements which emphasize

standard written English in sentence and paragraph construction, vocabulary, spelling, grammar and syntax; (b) using the advisement process to direct students into specific courses including, but not limited to, writing seminars in which writing skills are emphasized; and (c) reporting on an annual basis to the Vice Presidents for Academic Affairs the positive steps taken at the school and department levels to meet this objective.



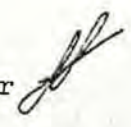
## m o r a n d u m

To : Instructional Department Heads  
(This memo is to be shared with  
all members of your department.)

Date : March 25, 1976

File No.:

Copies : Kennedy  
Jones  
Instructional Deans

From : Lezlie Labhard, Chair   
Academic Senate

Subject: Ad Hoc Committee on Academic Structure and Organization

As a result of consideration initiated in the School of Business and Social Sciences regarding possible reorganization to meet accreditation standards, an Ad Hoc Committee on Academic Structure and Organization will be formed. The Committee is being established not to initiate organizational change proposals, but to coordinate and clarify those proposals which go through the appropriate channels to the Academic Vice President or President.

It is possible that a plan will be developed that will confine reorganization to the School of Business and Social Sciences; however, it is probable that some other recommendations will be made which affect other schools and departments.

The Ad Hoc Committee on Academic Structure and Organization will be chaired by Dr. Hazel Jones. The membership will be one "linking pin" from each of the following: 1) Academic Council, 2) Staff Senate, 3) Instructional Department Heads, 4) Student Personnel Council, 5) Student Affairs Council of ASI, and 6) one faculty representative from each of the seven schools. The total membership will be twelve, with the chair non-voting.

To provide maximum faculty input, I am requesting the faculty of each department select one nominee. The nominee must be willing to serve through the remainder of this year and all of 1976-77 if necessary. It is essential that the nominee be receptive to the reorganization proposals and be willing to serve as an impartial evaluator. In addition, faculty nominated should be willing to maintain direct communication with the Senate; updating reports to the full Senate will be required periodically throughout the review process. From the total list of nominees, one representative from each school will be jointly appointed by President Kennedy and myself.

To facilitate appointment of the Ad Hoc Committee on Academic Structure and Organization on or about April 12, the name of each department nominee should be received in the Senate Office no later than April 9.

The committee will be convened to review proposals as they are submitted. When the committee is satisfied that it has a viable plan to propose, it will make its recommendation simultaneously to the President and Chair of the Academic Senate. Opportunity for consideration of the plan will be given to each department and/or school affected by the proposal. The President will not take any implementing action until there has been adequate consultation and review.

I look forward to receiving the name of your nominee no later than April 9. Please send the information to the Academic Senate Office, Chase Hall #218.

Thank you.

ATT. VI-E



# SUMMARY OF CAMPUS RESPONSES TO QUESTIONS ON STUDENT WRITING PROFICIENCY

Questions 1-3 Campus Writing Requirement, Relationship to Gen. Ed./Basic Subjects	Questions 4-5 Identification of Students w. Unacceptable Writing Skills/Methods of Handling Same	Question 6 Writing Requirement for Credential Candidates	Question 7 Planned Changes	Question 8 Writing Requirements of Schools/Depts. (a) Those requiring English Dept. Writing Courses; (b) Those requiring writing courses offered by depts. other than English; (c) Writing courses with other than an English dept. prefix.	Question 10 Estimated % of Students with Writing Difficulties
<b>Bakersfield:</b> Begin. F75 Engl. 110-Adv. Expository Writing (5); Prereq. Engl. 100 - Engl. Comp. & Speech. (5)	Students failing Engl. Placement Test remanded to Engl. 100. Instructors refer students to Tutorial staffed by faculty volunteers.	Engl. 410 - Senior Comp. (5)	None.	None.	44.1%
<b>Chico:</b> None. Engl. 1: Freshman Comp. (3) optional to satisfy B.S. Proposed that all courses on the General Studies list include a writing component.	Instructors refer students to Learning Resource & Tutorial Ctr.; Engl. 17A, 8- Writing Workshop or other Engl. course recommended.	Engl. 91 (MS); Engl. 110 (SS) or challenge through group writing exam.	Engl. Dept. recommends all students required to take a full yr. of comp.: 1 sem. in LD & 1 sem. in UD.	(a) Agriculture: Engl. 1 (Freshman Engl.), Computer Science: 6 units from Engl. 1, 2 & Speech 10 (Speech Comm.) Amer. Studies: 4 units of Engl. 297P (Pro-seminar), Industry & Technology: Engl. 139 (Report Writing) or CE 119 (Tech. Reports).	50%
<b>Dominguez Hills:</b> Engl. 100 & 101: Oral & Written Expression I & II (4 ea.), Satisfies B.S.	Instructors refer students to tutors in Engl. Dept. or to Academic Skills Center.	Engl. 250 (Adv. Comp.) or qualifying exam (Engl. placement test, plus essay.)	None.	(a) Bus. Admin. Engl. 252 (Writing & Speaking Skills for Management).	55%
<b>Fresno:</b> Freshman Engl. optional under B.S.	Instructors refer students to tutorial programs conducted by Engl. Dept. or alternative. Begin. F75 Freshmen take series of 5 diagnostic tests; fails enroll in 1-unit mini courses correlating to diagnosed problem (vocabulary, spelling, sentence structure, grammar, paragraphing).	None.	During 1975-76 consideration of reinstating comp. require- ment; Junior Level Proficiency Exam: basic literacy course work; review writing course for students not passing Junior test; writing workshop.	(c) Engr. 187: Report Writing; La Baza 10A-B; Chicana Writing; Black Studies 15: Basic Composition & Comm., Ind. Arts 198: Technical Report Writing; Office Admin. 105; Bus. Comm.; Criminology 73: Report Writing.	30%
<b>Fullerton:</b> Engl. 100-Comp. (3) Optional under B.S.		Two composition courses, selected from Engl. 100 (Composition 103- Seminar in Writing); 105 (Intro. to Creative Writing); 391 (Adv. Comp.); 364 (Seminar in Writing).		(a) Sch. of Business Admin.: Begin. F75 students must pass either Coll. Board Achieve. Test in Engl. Comp. or CLEP Subject Exam in Engl.; or complete Engl. 100 (Comp.), (Engl. 103 Seminar in Writing), or Comm. 103 (Applied Writing).	46.3%

**SUMMARY OF CAMPUS RESPONSES TO QUESTIONS ON STUDENT WRITING PROFICIENCY (Cont.)**

Questions 1-3	Questions 4-5	Question 6	Question 7	Question 8	Question 10
<b>Hayward:</b> Engl. 1001: Expository Writing (3) taught by graduate students; satisfies B.S.	Engl. 1001 instructors give diagnostic test first week and refer fails to Engl. 1000-Comp. & Grammar or to Writing Center.	Engl. 3003: Discursive Writing (3)	None.	(a) Liberal Studies: Engl. 2030 and 2040 (Intro. Critical Writing I, II), 5 units ea.	
<b>Humboldt:</b> At least 1 comp. course satisfies B.S.: Engl. 1: First Yr. Read. & Comp. or 2: Read & Comp., Thematic or 3: Seminar (4 each).	Testing Center administers writing test; fails referred to College of Redwoods.	Pass exam or take Engl. 100-Expository writing (SS majors) or 124: Communicating in Writing (MS majors) (4 each).	None.	(b) Ind. Arts, Journ. and Nat. Resources: Journ. 32: (Technical Writing) Sch. Bus. & Econ.: BA 104 (Admin. Comm.); BA 105 (Analytical Report Writing).	27.5%
<b>Long Beach:</b> Engl. 100: Composition (3); satisfies B.S.	Instructors refer students to Learning Assistance Center.	Engl. 300: Adv. Comp. (3) for students failing Adv. Comp. Test.	None.	(a) Many depts. require Engl. 101 (Comp.), Sch. of Nat. Science: Engl. 317 (Technical Writing). (c) Chem. Engr., IT, & Physics offer "writing courses."	25%
<b>Los Angeles:</b> Engl. 150A or B: Written Comp. (4); satisfies B.S.	Instructors refer students to Study Skills Center. Arrangement whereby East LA College teaching remedial Engl. on campus.	Pass STEP at 75 percentile or take essay exam or elect one of the following: Engl. 306, 308, 346, 406, 410.	None.	(a) Engr.: Engl. 306 (Tech. Report Writing) (c) Bus. 401 (Admin. Bus. Reports); Geog. 357 (Geographic Writing-4); Home Ec. 471 Comm. of H.E. Concepts-4).	30.8%
<b>Northridge</b> None. Engl. 155: Written Expression optional in B.S.	Instructors refer students to Tutoring Service.	Pass UD Engl. Comp. or exam or submit acceptable term paper.	Task Force on GE recommends required comp. course for all students.	(a) Geoscience: Engl. 306 (Report Writing) (c) Bus. 305 (Adv. Exposition); Geog. 490 (Proseminar); Psych. 321 (Exper. Psych.).	38.3%
<b>Pomona</b> Engl. 104-Freshman Comp. (4); satisfies B.S.	Instructors refer students to Resources Center.	None.	None.	(a) Home Ec.: Engl. 300 (Adv. Prof. Writing), Engl. 302 (Ad. Comp.), or Engl. 303 (Adv. Expository Writing). (b) Plant & Soil Sci.; Agri. Bus. Mgt.; Agri. Engr.; Animal Sci.; Foods & Nutrition; Ornament, Hort.; Econ.; Phys. Ed.; Date Proc.; Urban Plan.; Comm. Arts (Report Writing); Rec. Admin.; Bus. Mgt.; Mktg Mgt.; Co.; Arts 218 (Bus. Comm.) Elect. Engr.; Bio. Sci.; Computer Sci.: EEE 311 (Engr. Reports).	60%



**SUMMARY OF CAMPUS RESPONSES TO QUESTIONS ON STUDENT WRITING PROFICIENCY (Cont.)**

Questions 1-3	Questions 4-5	Question 6	Question 7	Question 8	Question 10
<b>Sacramento:</b> None, Engl. 1A, B; Intro. to College Comp. (3) optional in B.S.	Instructors refer students to Tutoring Service.	Pass UD Engl. Comp. course or exam or submit acceptable term paper.	Gen. Ed. Comm. of Fac. Senate is considering establishment of mandatory Junior Level Proficiency Exam.	(a) Nursing: Engl. 1A (Comp.); Crim. Justice: Engl. 120 (Adv. Comp.) and Journ. 109 (Techniques of Factual Writing); (b) Sch. of Bus. & Pub. Admin.; Bus. 130 (Organizational Comm.).	27%
<b>San Bernardino:</b> None, Engl. 101; Fresh. Comp. (5) optional in B.S.	Instructors refer students to Learning Center.	None.	Ad Hoc Comm. on Student Literacy recommends Eng. 100 be required of all baccalaureate candidates.	None.	
<b>San Diego:</b> Engl. 100 or 101 (Comp. & Reading/Comp. & Lit. (3)); satisfies B.S.	Writing Competency test conditional for graduation; fails take Study Skills 101.	None.	None.	(b) Bus. Admin.; Accounting; Info. Systems: B.A. 250 (Written Comm. in Bus.), Recreation: Journ. 480 (Public Relations Comm.); (c) Public Admin.; P.A. 402 (Report Writing).	40%
<b>San Francisco:</b> Pass Junior Proficiency Test after completion of 60 & before 80 units; fails take Eng. 400; Elements of Writing (3) in addition to GE.	Referral by faculty to Learning Resource Center; students handled thru: Engl. 105; Writing Workshop; 106: Language & Experience; 107: Lit. & Exper.; 400: Elements of Writing.	None.	Proposed requirement of comp. course for all freshmen & course in lit./style/rhetoric logic for all sophomores, those passing EEE or having adv. Engl. credit excepted.	(c) Bus. 465 (Admin. Comm.); Design & Industry 324 (Industrial Comm.).	55-60%
<b>San Jose:</b> Eng. 1A: Comp. (3); satisfies B.S.; must be taken as freshman.	Instructors in 1A and other courses refer students to Writing Center.	Engl. 1B and/or 157 or equiv. UD or adv. comp. course.	GE revisions: add to 40 units completion of UD work in adv. comp.	(a) Bus. Admin.; Bus. Ed.; Geog.; Home Ec.; Ind. Studies; Advertising; Reporting & Editing; Photojourn.; Radio-TV; Public Relations; Occup. Therapy; Music: Engl. 1B (Comp.) as well as 1A. (c) Bus. 110 (Bus. Comm.); Engr. 103 (Engr. Reports).	45.5%
<b>San Luis Obispo:</b> 1 course in Written Comm. (Engl.) (3) required in B.S.			None.		60%
<b>Sonoma:</b> LD: satisfies B.S. by either Eng. 101A (Basic Comp.) or Hum. 201 (Intro. to Humanistic Studies) UD: pass test of competence in Eng. composition or earn "C" or better in Eng. 375 (Adv. Comp.).	Instructors refer students to Tutorial Learning Center.	Pass Junior Level Written Eng. Proficiency Exam or earn "C" or better in Engl. 375.	Task Force is at work. S1976 will offer 2 sections of Eng. 375-Adv. Comp. Writing Adjunct (3) for students failing junior qualifying exam.	(c) Mex. American Studies 205 (Innovations in English.)	20%

### SUMMARY OF CAMPUS RESPONSES TO QUESTIONS ON STUDENT WRITING PROFICIENCY (Cont.)

Questions 1-2-3	Questions 4-5	Question 6	Question 7	Question 8	Question 10*
<b>Status:</b> Engl. 1000: Comp. (3): satisfies B.S.	None.	Engl. 300: Adv. Comp. or past proficiency exam.	Begin. 1977 Engl. & For. Language Depts. seek campus requirement for Eng. 3000-Adv. Comp.	None.	20%
<b>Summary:</b> No. Campuses w. Comp. Requirement: 12 No. Campuses w. optional comp.: 5 No. Campuses w/o Comp. Requir.: 2  TOTAL 19		No. Campuses w. Writing Requirement for Credential Candidates: 13 No. Campuses w/o Writing Requirement for Credential Candidates: 5 No. Campuses not reporting: 1 TOTAL 19			*These percentages represent a conservative average of departments on a given campus which made estimates. The systemwide average is about 40%.

## TASK FORCE ON STUDENT WRITING SKILLS

### MEMBER

1. Mr. Lennis Dunlap  
Professor of English  
California State University, Chico
2. Dr. Harry Finestone  
Dean, Academic Planning  
California State University, Northridge
3. Dr. Sylvia Manning  
Associate Professor of English  
California State University, Hayward
4. Dr. Richard Moss  
Assistant Professor of Economics  
California State College, San Bernardino
5. Dr. Anthony J. Moye, Chairman  
State University Dean, Educational  
Programs and Resources  
Office of the Chancellor
6. Mr. William Robinson  
Assistant Professor of English  
San Francisco State University
7. Dr. Donald Schweitzer  
Associate Professor of Psychology  
California State University, Fullerton

### CONSULTANTS

1. Mr. John R. Banister, Associate for Program Planning  
Office of the Chancellor
2. Dr. Edward M. White, Special Consultant to  
the Chancellor's Office, Credit by Examination

### COMMITTEE STAFF

Ms. Helen Fluhrer, Academic Analyst  
Chancellor's Office

ACADEMIC SENATE  
of  
THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

ACADEMIC SENATE

MAR 12 1976

CAL POLY - SLO

AS-834-76/EP  
March 4-5, 1976

INTERIM REPORT OF THE TASK FORCE  
ON STUDENT WRITING SKILLS

- WHEREAS, The Interim Report of the Task Force on Student Writing Skills was submitted as an information item to the Board of Trustees of The California State University and Colleges at its January 1976 meeting; and
- WHEREAS, The item is scheduled for action by the Board of Trustees CSUC at its May meeting; and
- WHEREAS, The recommendation of the Task Force, if implemented, will have significant impact upon the CSUC system; and
- WHEREAS, The Academic Senate CSUC has not had an opportunity to consider fully the consequences of the recommendations; and
- WHEREAS, The local campus senates/councils of The CSUC have not had an opportunity to provide reactions and suggestions to the Report; therefore be it
- RESOLVED: That the Academic Senate of The California State University and Colleges, although approving in principle the attempt to improve student writing skills, request that the recommendations of the Interim Report of the Task Force on Student Writing Skills not be placed on the Board of Trustees agenda until the local campus senates/councils have reviewed and commented upon the report, and the Academic Senate CSUC has had an opportunity to consider the responses, and submit recommendations to the Board of Trustees CSUC; and be it further
- RESOLVED: That the Academic Senate CSUC request the campus senates/councils to report to the Senate before its May meeting.

APPROVED

MARCH 5, 1976

## COMMITTEE ON EDUCATIONAL POLICY

### INTERIM REPORT OF THE TASK FORCE ON STUDENT WRITING SKILLS

The following draft recommendations constitute the interim report of the Task Force on Student Writing Skills:

#### I. Testing

##### a. Lower Division

A statewide writing proficiency examination should be established for all students entering the CSUC system at the lower-division level. The examination should consist of both machine-scored and essay tests designed to identify (1) students whose skills in these areas are inadequate for college-level work but who nonetheless meet all legal requirements<sup>†</sup> for admission, (2) students whose level of skills indicates that they can profit from college-level composition courses, and (3) students whose existing proficiency is at a level sufficient to justify the awarding of credit and/or advanced placement.

##### b. Upper Division

After completing 56 semester units (84 quarter units) of coursework and as a prerequisite to enrolling in more than 75 semester units (112 quarter units), all students in the CSUC system should be required to take and pass a statewide writing proficiency examination. Normally, students will take this examination at the completion of 60 semester units (90 quarter units). Students will not be permitted to proceed beyond 75 semester units of coursework without having achieved a passing grade on this examination.

##### c. Post-Baccalaureate

As a prerequisite to enrolling in more than 9 semester units (12 quarter units) of post-baccalaureate coursework, all students who had not previously passed the statewide writing proficiency examination requirement at the junior level must take the examination. Normally, students will take this examination upon entering into post-baccalaureate status.

##### d. Teacher Certification

The Task Force recommends that the School of Education of the CSUC system, in conjunction with the Departments of English, take additional steps to ensure that candidates for elementary and secondary school credentials not only read and write at an acceptable level but are also able to teach these skills effectively. For admission to credential candidacy, students should be required to achieve significantly higher than a minimum passing grade on the junior-level proficiency examination.

##### e. Criteria for Passing This Examination

As a condition for graduation, every CSUC student should be required to demonstrate the ability to read and understand a fairly complex question on an intellectually demanding subject and to respond on short notice with a logical, clear, and coherent piece of exposition. The student should be capable of formulating a thesis which can be developed



within the time allotted to the assignment, of substantiating that thesis without losing focus or straying from the subject. Both the essay as a whole and individual paragraphs should be unified and coherent and represent adequate development of the central idea. The student should demonstrate knowledge of the principles of logical coordination and subordination and the ability to develop ideas at the level of the sentence rather than by mere accretion of sentences. In addition, the prose of the CSUC graduate should be reasonably free of errors in usage, spelling, and other mechanics -- that is, errors of such seriousness and/or frequency as to hinder communication, seriously distract the educated, adult reader, or clearly demonstrate that the writer has not mastered the basic conventions of the language.

2. **Required Coursework in Composition**

The following should be included as a requirement in the present CSUC Basic Subjects Section: two courses (a total of six semester units or nine quarter units) above the remedial level designed to develop student abilities in written composition.

3. **Remedial Courses**

Because it is currently unrealistic to assume that all students will enter the CSUC system with writing skills sufficient for college-level work, the Task Force recommends that remedial courses in writing skills be authorized and funded for workload credit for faculty although not necessarily for graduation credit for students.

4. **Faculty Development and Systemwide Commitment to Literacy**

Since the literacy problem is one that should be addressed campuswide, it is essential that faculty attain the skills not necessarily to teach writing but to perceive the problem in ways related as closely as possible to those of the composition instructor. For these reasons, the Task Force recommends funding a program for training faculty to teach writing skills. The Task Force recommends that schools, departments and individual faculty members throughout the CSUC system be held responsible for reinforcement and further development of student writing skills by (a) incorporating into existing coursework new and/or additional requirements which emphasize standard written English in sentence and paragraph construction, vocabulary, spelling, grammar and syntax; (b) using the advisement process to direct students into specific courses including, but not limited to, writing seminars in which writing skills are emphasized; and (c) reporting on an annual basis to the Vice Presidents for Academic Affairs the positive steps taken at the school and department levels to meet this objective.

Sci. & Tech.  
First  
+ Second

STRUCTURING OF THE INSTRUCTIONAL BUDGETARY PROCESS TO INCREASE  
DIRECT FACULTY INPUT

- WHEREAS:** Budgetary restrictions imposed by the Governor have a direct impact on instructional funding for CPSU, SLO, and
- WHEREAS:** Presently the faculty at CPSU, SLO, has no direct input into the instructional budgetary process; and
- WHEREAS:** The need for direct faculty input into the instructional budgetary process is vital in order to assure a more representative process in budgetary formulation; therefore, be it
- RESOLVED:** That the Academic Senate, CPSU, SLO, support the Academic Senate Budget Committee's recommendations on the structuring of the instructional budgetary process to increase direct faculty input.

### Background and rationale

Ever since the inception of the Cal Poly Academic Senate, the Budget Committee has been an integral part of the "committee system" of the Academic Senate. The Bylaws of the Academic Senate gives the Budget Committee the responsibility: "to review and make recommendations concerning budget plans as they affect the University." However, the actual procedures of how the Budget Committee is to be directly involved in the year by year instructional budgetary process from its beginning to its finalization has never been clarified. Consequently the Budget Committee has served in a de facto capacity, reviewing the University instructional budget after it has been formulated by the administration. Faculty input into the budgetary decision making process has been practically nil.

Present day economics seem to indicate that it is essential that the faculty at Cal Poly become more actively involved in the budgetary decisions which affect the instructional programs at the University. The classroom instructors should have a viable voice in how monies are allocated which impact on their job security, facilities, and instructional materials. In order to involve the instructional faculty more directly in the budgetary decision making process at Cal Poly, the following recommendations are offered for consideration by the Academic Senate.

### Recommendations

- 1) That the Academic Senate Budget Committee establish a regular meeting schedule which corresponds to the time schedule of the University budget development process. Accordingly the Director

of Business Affairs and the Vice-President of Academic Affairs should confer with the Budget Committee on all fiscal matters which affect the formulation and the allocation of the instructional budget.

- 2) That all subsequent instructional budgetary committees formed by the University administration should have two (2) faculty members from the Budget Committee appointed to it with voting rights and appropriate Academic Senate recommendation.
- 3) That the Deans of the seven instructional schools together with the Academic Senate Caucus of each instructional school should set up procedures for more direct faculty input into instructional allocations within the respective schools. One member of the Academic Senate Budget Committee should be a member of this group in each instructional school with voting rights and appropriate Academic Senate recommendation.



*Attach edited copy of this to minutes - Find Mc Donnell's letter of excuse Handout March 30 meeting*

This memorandum is the response of the English Department at California Polytechnic State University San Luis Obispo to the interim recommendations of the Task Force on Student Writing Skills. The Department regards the recommendations as an important statement containing a comprehensive and unified structure for significantly improving student writing skills in the CSUC system. If implemented, the recommended procedures will have great impact on student writing in CSUC, in education in California, and eventually in the nation. If implemented appropriately, the impact would appear to be highly beneficial.

The Department's responses to the several individual proposals are given seriatim here.

#### A. 1. Testing

It is essential that both the testing proposed and the scoring of the results be done on a system-wide basis, perhaps with the English Equivalency Examination as a model. It is essential that appropriate funding for the testing and scoring be provided. It is essential that the proficiency examination include, as proposed, an essay test.

The recommendation that teacher certification candidates pass the upper-division test with superior performance has our strongest support. All agencies involved should recognize, however, that such a requirement will have a major impact on all teacher certification programs.

#### 2. Required coursework in composition

A requirement in the CSUC Basic Subjects Section of one year of composition above the remedial level is appropriate, especially if that is interpreted to mean 6 semester credits or 9 quarter units. It is inappropriately restrictive, however, to specify that two courses and only two courses may be used to fulfill that requirement.

The nine-credit requirement could well be met by English 114 (4 credits) and one of the following: English 115 (4 credits), English 300 (3 credits), English 304 (4 credits), English 305 (4 credits), English 310 (3 credits), English 218, (3 credits), English 219 (3 credits). The additional one or two credits necessary to meet the requirement could be one or two of the one-credit courses focusing on specific fundamental aspects of writing.

#### 3. Remedial courses

First of all, the department would prefer some other label for courses preliminary to the collegiate writing courses. While denotatively accurate, the word "remedial" possesses in this context very strong pejorative connotation for the students involved. Some word like "fundamental" would be preferable.

The English Department is this quarter proposing on an experimental basis a series of one-credit courses for this coming Fall quarter which would focus very closely on specific fundamental problems in writing. It may be that they or some adaptation of them will serve the "remedial" function called for by this section of the recommendations.



#### 4. Faculty development system-wide commitment to literacy

The English Department has already begun a series of efforts aimed at improving its teaching of writing. It is now conducting two experiments in the teaching of writing - one of them funded by the campus and the other by CSUC. It has formed a new Committee on Writing; that committee is now sponsoring a series of staff meetings on the teaching of writing. Dr. Ross Winterowd - nationally prominent rhetorician - will conduct a two-day seminar on rhetoric and writing for the faculty of the department on March 17 and 18, 1976. Other efforts will follow. The Department would be delighted to receive additional funding to support those efforts.

Similarly, the department would be pleased to conduct seminars for faculty in other fields on incorporating writing in their courses, if appropriate funding is available.

#### B. Funding

Although it is difficult to judge how much additional staff would be required to implement these recommendations, some general estimate can be made. Currently, four curricula require 3 credits in writing, five curricula require 4 credits, twenty-one curricula require 6 credits, two require 7 credits, eight require 8 credits, five require a full 9 credits, and one - English - requires 14 credits in writing. Since the median requirement is 6 credits, we may estimate that our writing program will grow by 50 per cent at the collegiate level. That would mean about 13 additional FTE faculty.

Similarly, there are uncertainties about estimating the additional costs of mounting a "remedial" program. Since the recommendations do not speak of the number of "remedial" units recommended, let us settle on 4 as a reasonable conservative estimate. In estimating how many students would be involved in this fundamental writing program, we may use the estimates given in the Summary of Campus Responses to Questions on Student Writing Proficiency. A conservative average of estimates made by departments at CPSU regarding the percentage of students with writing difficulties is reported as 60%. The system average is about 40%. Using the more conservative figure of 40% and applying that to the number of freshman writing sections scheduled for next Fall term, results in an estimate of approximately 8 FTE faculty.

These estimates of funding needs are based on the present class enrollment limits for most writing classes - 28. This level is actually dangerously high. Highly effective instruction in writing requires a maximum enrollment limit of 20. Implementing the task force recommendations at this effective level would require a total of 26 additional FTEF for the collegiate writing courses and 10.6 FTEF for the pre-collegiate courses.

Appropriate support funding and officing will be necessary for all additional FETF.

Finally, the English Department is ready to engage in conversations with any department that wishes to carry a part of this additional load in the teaching of writing.

RESOLUTION REGARDING FACULTY INPUT IN THE BUDGETARY PROCESS (cont.)

- 2) That all subsequent instructional budgetary committees formed by the university administration should have two (2) faculty members from the Budget Committee appointed to it with voting rights and appropriate Academic Senate recommendation.
- 3) That the deans of the seven instructional schools, together with the Academic Senate Caucus of each instructional school, should set up procedures for more direct faculty input into instructional allocations within the respective schools. One member of the Academic Senate Budget Committee should be a member of this group in each instructional school with voting rights and appropriate Academic Senate recommendation.