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

Minutes of the ACADEMIC SENATE
Tuesday, June 8, 1993
UU-220, 3:00-5:00pm

THIS MEETING IS A CONTINUATION OF THE MAY 18, 1993 ACADEMIC SENATE MEETING

I. Minutes: The minutes of the May 18, May 25, and June 1, 1993 Academic Senate meetings were approved without change.

II. Communication(s) and Announcement(s):
A. The Faculty Response to the Cal Poly Strategic Plan was approved by the faculty.
B. James Bermann was elected by the Executive Committee as the at-large member to the Program Review and Improvement Committee.

III. Reports:
A. Academic Senate Chair: none
B. President's Office: none
C. Vice President for Academic Affairs: none
D. Statewide Senators: none
E. CFA Campus President: none
F. ASI representatives: none

IV. Consent Agenda:

V. Business Items:
D. Curriculum Proposals: The following Curriculum Committee recommendations were M/S/P:
   College of Liberal Arts
   English Department
   Political Science Department
   Music Department (this department's proposals were approved with the notation that due to budget restraints, a slight teaching overload for some faculty was unavoidable.)
   Speech Communication Department
   Physics Department
   UCTE

A. Resolution on Academic Senate Recommendations for Accommodating Immediate Budget Reductions, second reading: Motion to take this resolution from the table was M/S/P. M/S/P to approve the recommendations as shown on Attachment A to these minutes.

H. Resolution on Priority Registration, first reading: M/S/P to move this item to a second reading. M/S/P to approve the resolution.

VI. Discussion: none

VII. Adjournment: The meeting was adjourned at 5:04pm.

Recorded by: Margaret Camuso
Academic Senate
ACADEMIC SENATE RECOMMENDATIONS
FOR ACCOMMODATING IMMEDIATE BUDGET REDUCTIONS

In planning for the expected 1993/94 budget shortfall, a 7.4+ percent overall reduction is anticipated for Cal Poly. In an effort to suggest ways of meeting this challenge, the following recommendations have been adopted by the Academic Senate. In proposing these recommendations, it is the concern of the Academic Senate that all efforts be made to maintain the integrity of classroom instruction at Cal Poly.

These recommendations are in addition to the reductions presently being identified by each divisional area of the university as necessary for meeting that area's portion of the across-the-board cuts.

RECOMMENDATIONS:
1. Athletics: That state funding to Athletics be reduced by 100 percent.

2. Transportation Services: That administration carefully review the fiscal advisability of continuing the current Transportation Services Department.

3. University Relations and Development: That there be no increase in the general fund support over that provided in 1992-1993 for University Relations and Development.

4. Administration: With the decreasing number of enrolled students, we support continuing reductions in the number of administrators in administration in general.

5. Computing Services: We are concerned with the cost of central computing services provided by Information Services. We request that the AACC, IACC, and IRMPPC: (1) report to the Academic Senate on what are the essential computing functions on campus; and (2) recommend the most cost-effective ways of delivering those services.

6. Faculty Consultation: That faculty are to be consulted in each college on the question of total personnel costs versus O&E funds.
RESOLVED: That the Academic Senate receive accept the Report of the Ad Hoc Committee to Study the Calendaring System and endorse its recommendations; and, be it further

RESOLVED: That the Academic Senate make a formal recommendation on what calendar to adopt following discussions of the calendaring options by the Instruction Committee, Curriculum Committee, and the various charter campus committees. The recommendations will come forward no later than the beginning of the winter quarter, 1994.

Proposed By: Academic Senate
Executive Committee
May 11, 1993
Revised May 20, 1993
Memorandum

Date: June 8, 1993

To: Academic Senate

From: Status of Women Committee

Subject: The Perfect Ending

This March, the Status of Women Committee announced the establishment of three Cal Poly scholarships, which it has the pleasure of awarding in consultation with the Women Studies faculty. As you may recall, the purpose of the scholarships is twofold: to honor each scholarship's namesake and to recognize three Cal Poly students who have demonstrated commitment to the rights of women. They include:

The L. Diane Ryan Scholarship, $400 awarded to a Cal Poly student who has been identified by faculty or staff as having the potential to provide moral leadership to the work force of the future;

The James M. Duenow Scholarship, $300 awarded to a Liberal Arts major considering a career in law as a feminist attorney;

The Robert S. Hannon Scholarship, $300 awarded to a Journalism major considering a career as an investigative reporter; preference given to students with Mustang Daily experience reporting corruption, cover-up, or crime against women.

We hope you'll take a few minutes to review the attached material. After a long and difficult year, these testaments remind us what it's all about. Breathe in the divine influence. Which is to say, take inspiration from the beauty expressed here.

Have a wonderful summer.
MEMORANDUM

To: Wendy Reynoso, Coordinator
   Advisement Center
   College of Liberal Arts

Date: April 20, 1993

From: Brad Grant, Associate Professor
   Architecture Department

Subject: Nomination of Elizabeth Sanchez (566-63-4899, 4th year Architecture student) for Status of Women Scholarship

I am pleased to nominate Elizabeth Sanchez for her strong commitment to "women's rights," especially "women of color" rights in the category of an important moral leader of the future. Ms. Sanchez was one of my top architectural students Fall Quarter, 1992. Both in the classroom and in the community she is a strong and vocal advocate for the proper representation and respect for women and people of color. This was demonstrated by her courage to write a challenge in the College of Architecture and Environmental Design's student newsletter "Archetypes," to an apparent misunderstanding related to a sensitive racial situation during a department scheduled lecture. This matter was eventually resolved as an important multicultural learning experience for all involved and initiated discussion among students and faculty on the nature of multicultural education.

She always insisted and felt it was culturally important on speaking Spanish to all Latino/Latina students in my courses. She offered to speak to me in Spanish in class in an effort for me to sharpen my relatively weak knowledge of the language and culture and for me to gain a better understanding of her culture.

The most noble example of her strong moral attitude is her continued assistance to her family by taking complete care of her baby sister while taking a full load to assist her family in need.

There are, certainly, several other reasons and examples that I believe Ms. Sanchez deserves this scholarship, which I have not cited but would be happy to present if needed. I feel Ms. Sanchez is an excellent student, a great role model, especially for young women of color, and will one day be a noted moral and architectural leader of the future.

Elizabeth Sanchez
Winner of the L. Diane Ryan Scholarship
Recently I read in the Boston Women's Health Book Collective a statement that, although very simple, really explained the importance of studying history. That statement was: "Without a past our image is incomplete, and part of our deepest selves is lost." In the three years that I have been studying history, I have never felt so fulfilled, challenged and enlightened by academics. Throughout my entire career as a student, from kindergarten on, I always thought of myself as a mediocre student; I never really made the connection between my education and my purpose in life, until I began to study history.

I entered Cal Poly as a freshman in the summer of 1989, just four days after I had graduated from high school. My major was Animal Science; my plan was to go on to Veterinary School. By my second quarter at Cal Poly I knew I was in the wrong major and for the first time in my life I had no idea what I wanted to do. Feeling ashamed and disorganized on a campus that frowns upon students changing their minds, I kept my discontent to myself. I had always been interested in government so I decided that I would change my major to Political Science. Quietly, I began to take a few poli-sci classes, as well as one or two Animal Science classes to keep me out of trouble. I mentioned my plan to no one.

Though I tried desperately to get "caught up" in the study of political science, it really did not excite me much more than my science classes had, it was just easier. Unfortunately, my time was running out. I was eighteen years old and still did not know where I was going! Then one quarter I took a class that has changed the course of my life. The class was History 102. It was a required class for poli-sci, the school I had spent the past year trying to get into. Within the course of those twelve weeks I felt more challenged

Rachel McMurtry
Winner of the James M. Duenow Scholarship
and inspired then my whole two years at Cal Poly put together. That very same quarter I changed my major to History.

Through the discipline of history my life has changed miraculously. Since that spring quarter two years ago I have received grades of B or better. My excitement and dedication for school is something I never thought I would feel. My direction for the future and my understanding of myself has never been so clear. History has taught me to question and to analyze critically what is presented to me as historical information. I have also learned that there is a great amount of history left uncovered, much of it being my own history as a woman.

Now my plan is to attend Law School after I graduate from Cal Poly. My focus is still within government; I would like to ultimately work in the District Attorney's office. Last summer I interned at the District Attorney's office in Sacramento with the hope that it would either confirm my interest's or lead me in a different direction. The experience ended up both confirming my initial interest, as well as leading me toward a specific goal.

My specific goal is to work with women who are the victims of Domestic Violence. At the D.A.'s office I witnessed day in and day out women stuck in the cycle of abuse, unable to escape mostly because of social and economic needs. If I can help just one woman, with all of my knowledge and compassion from my years of studying history and women's issues (and eventually law), my purpose will be fulfilled. My hope is that my empowerment from my education will help me to empower others.

No other discipline could have prepared me for my future goals as history has. It has given me a firm base in research and writing skills, but history has also supplied me with the human element necessary to relate to and work with all people of different race, class and gender. My eyes have been opened to the world that lies ahead of me through the study of what has past before me and I am excited for the knowledge I have to offer.
WHEREAS, ASI is the recognized spokesperson for the Cal Poly students; and

WHEREAS, The students at Cal Poly are the consumers of their education and have the right to educate themselves on what they are receiving for their money; and

WHEREAS, The Cal Poly student body has expressed a need and a desire for a student-teacher evaluation program; and

WHEREAS, ASI has conducted two pilot programs which have demonstrated the students' desire for this program; and

WHEREAS, The evaluations would be used for student purposes—as a means to "know" about their future professors; and

WHEREAS, ASI would like the help and support of the faculty in the coordinating process of the program; therefore, be it

RESOLVED: That ASI and the Academic Senate create a joint task force of students and faculty to develop an evaluation instrument and method of implementation for the program; and, be it further

RESOLVED: That these so-named evaluations would not be used for tenure, promotion, or layoff of faculty members but be used solely for the benefit of educating the students about future professors and their teaching styles.

Proposed by ASI
May 20, 1993
Academic Senate
Of
California Polytechnic State University
San Luis Obispo, California

Resolution on Budget Expenditures

Background: Due to the continuing erosion of fiscal support for higher education, and the effect this has on Cal Poly's academic and support programs, the highest priority must be given to using general fund monies in ways that directly benefit the most important of our responsibilities as a California State Institution:

Whereas, it is our responsibility to provide the best academic programs possible for our students by recruiting and retaining appropriate faculty.

Whereas, it is our responsibility to find ways to meet the diverse needs of our multicultural society by doing all that we can to encourage the admission and retention of students from underrepresented groups.

Whereas, it is our responsibility to find ways to facilitate the education and movement toward graduation of all students attending Cal Poly.

Whereas, we must prioritize all expenditures from the general fund based on our primary responsibilities; and

Whereas, Intercollegiate Athletics is not one of these primary responsibilities;

Resolved: That all use of monies from the general fund for any aspect of Intercollegiate Athletics should be stopped as soon as current contractual obligations permit.
MEMORANDUM

Date: June 8, 1993

To: Academic Senators

From: Laura Freberg
Marlin Vix

SUBJECT: Academic Senate Recommendations for Accommodating Immediate Budget Reductions

As faculty representatives to the Athletic Governing Board, we would like to take this opportunity to comment on the proposed 50% reduction in state general funds to Athletics. Our third member, Bernard Strickmeier, is currently off-campus at a conference.

At its April 6, 1993 meeting, the Athletic Governing Board unanimously agreed to recommend to President Baker that state funding to Athletics be reduced by 10%, or $123,200, for 1993-94. This recommendation would result in the following sources of income for Athletics:

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The discussion of the budget cuts for Athletics was based on the assumption that progress toward Division I would be continued. AGB faculty reps argued for the largest reduction possible that would not negate our understanding with the students. The result of these negotiations was a reduction that was approximately twice as large as the cuts to be allocated to academic programs. These are permanent reductions in state funding to Athletics. The Board also insisted on maintaining the payback schedule for the one-time state fund loan to Athletics which allowed them to meet their 91-92 budget reduction.
A 50% reduction in state funding of Athletics would amount to $616,000. According to John McCutcheon, Athletic Director, this cut would have the following effects:

1. State money can’t be used for scholarships; therefore, the reduction would have to be met with reductions in salaries and operating expenses.

2. The entire 93-94 operations budget for Athletics is $816,000. Therefore, the reduction would necessitate elimination of entire programs, including salaries.
   
   A. Eliminating football would produce a NET reduction of approximately $375,000 after considering ticket sales ($50,000), the Madden Golf Tournament ($50,000) and donations specific to football.
   
   B. The same NET reduction applies to all programs, so 4-10 entire programs must be eliminated to meet the reduction.

3. If 4-10 sports are eliminated, Division I is not possible, and maintaining Division II participation would be difficult due to NCAA membership requirements.

4. Sport eliminations are complicated by gender equity issues. Cal Poly is a leader in gender equity, but legal action could result from program elimination.

Some final considerations:

1. The student fee was passed to fund a transition to Division I and upgrade Athletics. A 50% reduction in state funding would negate this change. Students should be consulted before this reduction is implemented.

2. Constant discussion of reducing/eliminating Athletics jeopardizes fund-raising efforts.

3. The Senate is to be commended for making recommendations on the overall budget, but this information would be most useful if it were available at an earlier point in the process.

Thank you for your consideration. Please direct your questions and comments to:

Laura Freberg  di309@oasis  x2357
Marlin Vix  x5021
Bernard Strickmeier  di252@oasis  x2072
Memorandum

To: Dr. Jack Wilson, Chair
    Academic Senate

From: Clifton Swanson, Head
    Music Department

Subject: Response to Comments on Music Curriculum made by
         Academic Senate Budget Committee in memo of 5/19/93

Date: May 27, 1993

File No.: 

Copies: E. J. Carnegie
         Tina Bailey
         Craig Russell
         Harry Sharp

In spite of the good intentions of the Academic Senate Budget Committee, the information presented to the Academic Senate regarding the curricular changes and faculty staffing of the Music Department are seriously in error. It is important that the Senate have the correct facts before making any decisions.

Taking the issues raised by Dr. Carnegie in sequence:

1. The implication of Dr. Carnegie's memo is that our proposed changes will have a major impact on our staffing. In reality, the curricular changes proposed by the Music Department and passed at all levels thus far will have little or no impact on staffing. For instance, the Music Department currently teaches class piano in a format where a student can repeat a course until he/she is ready for the next level. This causes too wide a range of students and abilities in each class. Under the new system instead of offering 12 sections of class piano divided into four different levels (Mu 151, 152, 153, 154), we would offer 12 sections divided into 7 different levels in order to group students more effectively. The courses would no longer be repeatable.

   Similarly, our three courses in musicianship are currently repeatable and we offer multiple sections of each level. Our proposal is to offer six discrete courses that are not repeatable, thus enabling us to group students by ability more successfully.

   The only course that is a significant addition to staffing is Piano Practicum (Mu 186/386), a 1.3 WTU course that will be taught each quarter. This course is important for pianists expecting to go to graduate school.

   The remaining courses are either offset by dropped courses or taught alternate years with minor effect on staffing.

2. The rest of the memo is seriously in error with regard to the staffing implications of the curricular changes, the current staffing of the department, and the suggested solution to a falsely perceived "bad situation".

   Attached is an accurate summary of the staffing of the Music Department. The discrepancy can be traced to the fact that computers do not always produce accurate information in a situation where there are variables. In our case, many of our performing ensembles offer a lower division section and an upper division section of the same class.
meeting at the same time. Under those circumstances a faculty member would get 3 units of credit for teaching an ensemble half of which is getting lower division credit because they are new, and the other half of which is getting upper division credit because they have been in the group for several years. The computer interprets the situation as two separate classes and gives the faculty member 6 units of credit. This is adjusted internally and with the knowledge of the Dean. In reality, our staffing is normal for any department. As you can see, the average for the year for all full-time faculty is 36.83 WTU. (not 47, or 75(!).

With regard to the faculty member who taught 1030 SCU one quarter, the memo must be referring to Dr. Craig Russell who does, in fact, teach an enormous number of students and who has received numerous awards for his teaching. The following is a breakdown of how this was accomplished:

MU 320 Music Research & Writing (3 WTU) [23 students] 69 SCU
MU 120 Music Appreciation (4.3 WTU) [110 students] 440 SCU
MU 324 Music & Society (3 WTU) [173 students] 519 SCU
MU 150 Applied Music (.6 WTU) [2 guitar students] 2 SCU

TOTALS: 10.9 WTU 1030 SCU

It should be pointed out that he taught this number of SCU with 10.9 WTU but was given double credit for the course with 173 students. His average teaching load for the year was 13.1 WTU.

It might be further noted that Dr. Russell is secretary of the Academic Senate and has received released time for that responsibility. In light of the spirit of the memo by Dr. Carnegie, I would like to take this opportunity to point out that the responsibilities of Dr. Russell's position in the Academic Senate have been much more inequitable in terms of credit and staffing than have his responsibilities within the Music Department. If there is room for improvement the Academic Senate should perhaps check into this <grin>.

3. Dr. Carnegie's comment "The Music program contains only Music courses and GE&B courses, not a very diverse program" is very perplexing. I'm not sure if this is a budgetary issue or best discussed in another context. If he is referring to the fact that we don't offer courses in other fields, then I would have to take the position that we shouldn't be teaching courses in other fields. If he is referring to the music major curriculum, I would respond that the courses required (as in many other fields that require intensive study such as engineering) are those that are necessary and even required for accreditation. In any event, the music major curriculum allows for 18 totally free electives which the student can use to take a wide range of other courses to allow for at least some diversity.

Finally, Dr. Carnegie's estimate that it will take 3 more faculty members to bring Music Department staffing to a "normal load" is a complete (though honest) mistake. We hope that this is not a factor when considering our request for curriculum changes.
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*Craig Russell (.20 assigned time - excess enrollments)
**Craig Russell (.20 release time Spr. '93 - Academic Senate)
+Clif Swanson (.33 admin. release time per quarter as Dept. Head)

6/8/93
Background: Due to the continuing erosion of fiscal support for higher education and the effect this has on Cal Poly's academic and support programs, consideration for restructuring the university as a charter campus is presently being investigated. A charter campus structure would allow Cal Poly more autonomy in governing its direction and resources. In view of the growing demands being placed on the state's universities, creative approaches are needed to resist the deleterious effects posed by decreasing state support and increasing state legislation. The ability of the university to respond to the fiscal crisis is restrained by the overly centralized, highly bureaucratic system under which it strives. As a charter campus, Cal Poly would remain a state-funded institution but would be relatively free from the bureaucratic constraints in the use of these funds. In addition to helping remedy the restrictions imposed by decreasing state funds, a charter campus structure could also provide opportunities to develop new and innovative ways of delivering education.

WHEREAS, The unique nature of Cal Poly's academic programs and its reputation for distinctive teaching make it an appropriate campus to consider the special opportunities provided under a charter campus structure; and

WHEREAS, Cal Poly's self-design as a charter campus could allow it to enhance its excellent reputation by gaining greater control over the quality of its programs, develop new and innovative ways to promote more learning, and create less burden for its faculty and staff; and

WHEREAS, The desire to consider the benefits of a charter campus have been impeded by faculty concern regarding the manner in which such planning and committee selections to develop this concept have taken place; and

WHEREAS, Protection of existing employee rights and benefits has not been assured in the deliberations regarding charter campus; therefore, be it

RESOLVED: That there be appropriate and substantial faculty involvement in developing principles that would guide the policies of a charter university including principles that would address faculty welfare issues; and, be it further

RESOLVED: That current rights and benefits not be diminished under a charter campus design; and, be it further

RESOLVED: That the charter campus model developed for Cal Poly establish its own internal governance; and, be it further

RESOLVED: That the minutes of all charter campus committees and task groups be sent on a timely basis to the Academic Senate for viewing by faculty; and, be it further
RESOLVED: That Cal Poly confer with the Academic Senate CSU in defining the concept of a charter campus throughout its deliberations; and, be it further

RESOLVED: That the decision to restructure Cal Poly to a charter campus be made only after a positive recommendation has been received from Cal Poly's Academic Senate; and, be it further

RESOLVED: If a positive recommendation has been received from the Academic Senate, that the final draft of the charter campus proposal for Cal Poly be submitted to a vote of the General Faculty and the vote be made on a section-by-section basis, each section requiring a majority of the votes before being sent to the Chancellor and Board of Trustees for approval.

Proposed By the Academic Senate
Executive Committee
May 27, 1993
PLEASE REPLACE THE RESOLUTION OF THE SAME TITLE ON PAGES 16 AND 17 OF YOUR MAY 18, 1993 AGENDA WITH THIS RESOLUTION.

Adopted:

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

AS- -93/
RESOLUTION ON
PRIORITY REGISTRATION

Background Statement: The current registration system recognizes the following priorities (using fall quarter enrollment data):

*Note: The only segment affected by this resolution is the "graduating senior" classification in Group II. All other groups will remain the same.

Group I:
Disabled Students (mandated by law) 500
Athletes during their quarters of competition/ other priority students/ 350
ET and HE students (campus policy)
New Students (Fall Quarter is very high relative to other quarters) 3,100
subtotal 3,950

Group II:
Graduate Students 1,200
Graduating Seniors 2,800
subtotal 4,000

total registered prior to alphabet rotation 7,950

Group III:
Alphabetic rotation of continuing students/former students 7,750

GRAND TOTAL 15,700

Current campus policy, as stated in the Schedule of Classes, states that "all students are entitled to TWO terms of priority registration before they graduate." However, once a student qualifies, senior priority is maintained until graduation.

Due to the variability in the way different departments manage senior project, inequities exist across campus in the number of priority quarters available to students. In some programs, students may only qualify for one quarter, whereas six to seven quarters are common in other programs. The equity designed into the alphabetic rotation is compromised when nearly a third of all seats in classes have been committed prior to the start of Group III registration.

Maintaining accurate records of "trigger courses" when curricula change every two years is a cumbersome task for Records personnel. In addition, Records must process a volume of special requests from department heads regarding individual cases. Simplification and automation of the priority system would increase the efficiency of this department. Current technology already in place allows for students to choose to implement priority registration for a particular quarter via CAPTURE. No other administrative processing would be necessary. Campus registration policy is moving toward student responsibility for enrollment. Allowing students to choose their priority quarters is consistent with this trend. Student representatives to the Registration and Scheduling Committee have expressed their support.

In response to these factors, the Academic Senate Instruction Committee and the University Registration and Scheduling Committee respectfully submit the following resolution.
WHEREAS, Current published policy states that "all students are entitled to TWO terms of priority registration before they graduate;" and

WHEREAS, Students are known to have used "senior priority" for as many as seven quarters; and

WHEREAS, One-quarter to one-third of all resources are committed prior to the opening of the alphabetic rotation during registration; and

WHEREAS, Procedures for qualifying students for "senior priority" are variable and inequitable across campus; and

WHEREAS, Procedures for accurately qualifying students for senior priority are cumbersome to administer; therefore, be it

RESOLVED: That the current practice of awarding senior priority to students with 135 units plus enrollment in a trigger course be discontinued; and, be it further

RESOLVED: That the new order of registration be as follows:

Group I:
- Disabled Students
- Athletes during their quarters of competition/other priority students/
  ET and HE students
- New Students

Group II:
- Graduate Students
- Undergraduate students choosing a priority quarter

Group III:
- Alphabetic rotation of continuing/former students

and, be it further

RESOLVED: That all students in the new Group III shall be eligible for a total of three and only three priority quarters, to be chosen by the student after having completed three quarters in residence; and, be it further

RESOLVED: That the administration shall be directed to implement this resolution no earlier than Winter Quarter 1994.

Submitted by the Academic Senate Instruction Committee and the Registration and Scheduling Committee
April 15, 1993
RESOLVED: That the Academic Senate approve the attached recommendations for accommodating immediate budget reductions; and, be it further

RESOLVED: That the attached recommendations be forwarded to President Baker for his review and consideration.

Proposed By: Academic Senate Executive Committee
March 9, 1993
ACADEMIC SENATE RECOMMENDATIONS
FOR ACCOMMODATING IMMEDIATE BUDGET REDUCTIONS

In planning for the expected 1993/94 budget shortfall, a 7.4+ percent overall reduction is
anticipated for Cal Poly. In an effort to suggest ways of meeting this challenge, the following
recommendations have been adopted by the Academic Senate. In proposing these
recommendations, it is the concern of the Academic Senate that all efforts be made to maintain
the integrity of classroom instruction at Cal Poly.

These recommendations are in addition to the reductions presently being identified by each
divisional area of the university as necessary for meeting that area's portion of the across-the-
board cuts.

RECOMMENDATIONS:
1. Athletics: reduce state funding to Athletics by 50 percent.
   Invite the representatives of the Athletics Governing Board to speak to the Senate on
   June 8, 1993.
2. Transportation Services: reduce state funding to Transportation Services by 100
   percent.
3. University Relations and Development: reduce state funding to University Relations
   and Development by 100 percent. That there be no increase in the general fund
   support over that provided in 1992-1993 for University Relations and Development.
4. Student Affairs:
   A. more student services to be fee-based;
   B. reduce the number of administrators in Student Affairs;
5. Administration: reduce the number of positions at the director's level and above with
   the exception of college deans. With the decreasing number of enrolled students, we
   support continuing reductions in the number of administrators in Student Affairs and in
   administration in general.
6. Computing Services:
   We are concerned with the cost of central computing services provided
   by Information Services. We request that the AACC, IACC, and
   IRMPPC: (1) report to the Academic Senate on what are the essential
   computing functions on campus; and (2) recommend the most cost-
   effective ways of delivering those services.
7. Remedial Courses: remedial courses be offered through Extended Education.
8. Faculty Consultation: faculty to be consulted in each college on the question of total
   personnel costs versus O&E funds.