ACADEMIC SENATE AGENDA
November 13, 1973
3:15 p.m., University Union 220

1a. Announcement on Electric Power - Andrews

I. Approval of Minutes

II. Committee Reports

A. Budget - Clerkin
B. Constitution and Bylaws - Johnson
C. Curriculum - Weatherby
D. Election - Hooks
E. Instruction - Fierstine
F. Personnel Policies - Coyes
G. Student Affairs - Sandlin
H. General Education - Scheffer
J. Personnel Review - Johnston
K. Research - Savaker
L. Fairness Board
M. Faculty Library - Krupp
N. Senate Directions - Weber (Attachment II-M)
O. Student Evaluation of Faculty - Burton
P. Distinguished Teaching Awards Committee - Alberti (Attachment II-O)

III. Business Items

3. Administrative Reorganization-Vice Presidents

4. Teaching for Instructional Deans and Rank and Class Administrators
   (Attachment III-B)

IV. Announcements and Information Items

5. New Senate and Executive Committee Members
6. Vice Chancellor Sherriffs' Visit
   Intent but not letter to be implemented this year

Statewide Senate Report
Since April, 1973, the committee has met regularly and has considered several aspects of the "organization and effectiveness of the Academic Senate," including the following:

1) **Statement of Goals**  (Thinking out loud!):

The purpose of the Academic Senate at California Polytechnic State University is to represent and voice the opinions of the University faculty on issues determined by the Senate to be of importance to the structure and function of the University. To that end, the Academic Senate functions:

a) to be the (primary?) policy body of the University (on academic matters?).

b) to speak and act on behalf of the faculty in matters it considers to be of concern to the faculty.

c) to approve systems and procedures necessary in the implementation of its policies.

2) **Committee Structure:**

A sub-committee presented the pros and cons of a standing committee structure as compared with having ad hoc committees. The entire committee has not yet considered this aspect in detail; however, general agreement seems evident on the importance of "quality committees" that would feed "quality information" into the Senate. The need for meeting times is critical. Unless a campus-wide time can be set aside for such activity, as a minimum, departments should make every effort to schedule classes so that members of prime Senate committees are free at specified hours. One obvious difficulty is that frequently schedules are prepared prior to committee appointments. Senate committees should be functional.

3) **Senate Membership:**

A considerable amount of the committee's time has been spent on this topic. Several areas are as yet unresolved; however, the following motion was passed with one abstention: that the bylaws be amended to read, "No department within the school can have more than one senator until all departments within that school have at least one." (Some provision might be needed to accommodate departments not wanting to participate.) No firm conclusions have been reached regarding representation of department heads, deans, professional consultative services, etc.

**Terms of Office:** The committee suggests that no senator should serve more than two consecutive terms. Advantages of both two and three-year terms have been discussed.

**Participation of Members:** Attendance should be required. A record of both attendance and voting records of Senate members should be made.
available to the faculty-at-large.

Some committee members believe that the Senate Chairman should serve a two-year term.

4) Improved Communication:

This aspect has not, as yet, been discussed in detail. Some suggestions include a Senate newsletter; improved minutes including votes of senators, when possible; frequency and thoroughness of committee reports; and preparation of a faculty handbook.
STATEMENT ON TEACHING FOR CERTAIN ADMINISTRATIVE PERSONNEL

Since some instructional deans and rank and class administrators have tenure as members of the faculty and,

since many of the instructional deans and rank and class administrators have areas of scholastic expertise and,

since some of the instructional deans and rank and class administrators were at one time outstanding teachers and,

since most of the instructional deans and rank and class administrators are indirectly involved in the teaching process,

then we, the Academic Senate of California Polytechnic State University, strongly encourage the instructional deans and rank and class administrators to voluntarily make themselves available as resource personnel or as guest participants for lecture classes or other modes of instruction. Those administrators that choose to participate in these classroom activities should annually make known their names and areas of expertise in the first fall issue of the Cal Poly Report.

We think this use of the administrative personnel would:

(a) Enrich the curriculum
(b) Increase student feedback to the administrators
(c) Bring closer the student-administrator relationship
(d) Bring closer the faculty-administrator relationship
(e) Encourage each administrator to remain current in his/her field of academic knowledge (a very important point for those who should choose or be forced to return to teaching)
(f) Make the administrators more informed about the specific class he/she visits
(g) Encourage the appointment of administrators with excellent academic backgrounds

We strongly urge the faculty to take advantage of the opportunity to use these volunteers in the classroom.

We recognize that the most favorable situation would allow each administrator to teach at least one class per year. However, with current administrative work loads and responsibilities, we realize that it is too difficult a task for an administrator to be responsible for an entire course. However, as a goal, we would like to go on record as supporting the concept of a "teaching administrator" and we suggest that the administration explore ways to make this concept a reality.