

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

FILE COPY

Academic Senate Executive Committee Agenda
September 21, 1993
UU 220 3:00-5:00 p.m.

*8.17 and 8.24.93
minutes were
removed*

- I. Minutes:
 - Approval of the August 17 and August 24, 1993 Academic Senate Executive Committee minutes (pp. 2-3).
- II. Communication(s) and Announcement(s):
 - Academic Senate Executive Committee listing [please check information for accuracy] (p. 4).
- III. Reports:
 - A. Academic Senate Chair
 - B. President's Office
 - C. Vice President for Academic Affairs' Office
 - D. Statewide Senators
 - E. CFA Campus President
 - F. ASI Representatives
- IV. Consent Agenda:
 - A. Resolution on Paper Use (p. 5).
 - B. Resolution on Faculty Evaluations (p. 6).
 - C. Resolution on Programs to be Reviewed During 1993-1994 (p. 7).
- V. Business Item(s):
 - A. Approval of Academic Senate assigned time allocations for 1993-1994 (p. 8).
 - B. Academic Senate/university-wide committee assignments (pp. 9-14).
 - C. Curriculum proposals-Morrobél-Sosa, Chair of the Curriculum Committee (pp. 15-43).
 - D. Resolution on Establishing the Educational Equity Commission as a Standing University-wide Committee-Armstrong/Fetzer (pp. 44-45).
 - E. Resolution on Targeting Underrepresented Populations at Cal Poly-Armstrong/Fetzer (p. 46).
 - F. Resolution on Promoting Sensitivity of Diversity Issues-Armstrong/Fetzer (pp. 47-48).
 - G. Resolution on Faculty and Student Awareness of Ethnic Diversity-Vanasupa, Chair of the Student Affairs Committee (pp. 49-52).
 - H. Resolution on Evaluation of College Deans or Equivalent Administrators-Terry, Chair of the Personnel Policies Committee (pp. 53-56).
 - I. Resolution on Vote of Confidence for Administrators-Terry, Chair of the Personnel Policies Committee (pp. 57-62).
 - J. Cal Poly Instructional Computing Strategic Plan-Mueller, past Chair of the Instructional Advisory Computing Committee (pp. 63-68).
- VI. Discussion Item(s):
 - A. Change in time base for Office Administrator.
 - B. Invitation to Molly Broad to address the Academic Senate (p. 69).
 - C. Request for clarifying and amending program review procedures: Establish task force (from membership of Constitution & Bylaws Committee and the Executive Committee) to draft procedures for secondary level of program review (pp. 70-74).
- VII. Adjournment:

EXECUTIVE COMMITTEE MEMBERS: PLEASE LET ME KNOW IF ANY CHANGES SHOULD BE MADE TO THE INFORMATION ON THIS PAGE

09/14/93

**CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

**ACADEMIC SENATE
EXECUTIVE COMMITTEE
1993-1994**

<u>Position</u>	<u>Name</u>	<u>Dept</u>	<u>Ofc/Dept</u>	<u>Term Ends</u>	<u>e-mail #</u>
Chair	Jack Wilson	MechEngr	1258/5703	1995	DI465@oasis
Vice Chair	Craig Russell	Music	1547/2406	1994	
Secretary	VACANT				
Stwd Senator	Reginald Gooden	PoliSci	2895/2984	1994	
Stwd Senator	Timothy Kersten	Econ	2555/2783	1995	DI539@oasis
Stwd Senator	James Vilkitis	NRM	1262/2702	1996	DI459@oasis
YPAA	Robert Koob	Admin	2186/2186	ExOff	DU521@oasis
Past Chair	N/A				
 <u>Caucus Chairs</u>					
CAGR	David Hannings	OH	2870/2279	1994	DI735@oasis
CAED	David Dubbink	C&R Plg	1474/1315	1995	
CBUS	Dan Bertozzi	BusAdm	2874/2704	1994	
CENG	Charles Dana	CompSci	1331/2824	1994	CHDANA@oobe
CLA	Philip Fetzer	PoliSci	6147/2984	1994	
CSM	Ronald Brown	Physics	2439/2448	1995	RBROWN@nike
PCS	Julia Waller	FinAid	5889/2927	1995	DU087@oasis

Margaret Camuso (x1258, DU067@oasis)

cc: Warren Baker
Glenn Irvin
Dennis Nulman (UCTE rep)
Howard West
ASI rep
ASI rep

Adopted:

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

AS- -93/
RESOLUTION ON
PAPER USE

- WHEREAS, The need for reducing the amount of paper used is well-established; and
- WHEREAS, The need for recycling the maximum amount of paper which is used is also well-established; and
- WHEREAS, Certain types of recyclable paper bring a higher price than other types and is thus more in demand; therefore, be it
- RESOLVED: That the following guidelines be instituted across the campus:
1. That those distributing reports and other publications consider ways for reducing the number of copies disseminated (e.g., having a single copy placed on reserve in each department and having the department chair/head decide whether printing other copies is warranted);
 2. That both sides of a sheet of paper be used when reports and other publications run two or more sides;
 3. That university personnel consider using paper smaller than 8-1/2 x 11 where the information can be conveyed in a lesser space;
 4. That the university gradually increase the use of electronic mail;
 5. That recycled paper be purchased (and used) when feasible;
 6. That the university generally refrain from using non-recyclable paper; and
 7. That white paper which is more highly valued by recyclers be given preference by users over colored paper.

Proposed By: The Resource Use
Committee
May 11, 1993

Adopted:

ASSOCIATED STUDENTS, INC.
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

93- _____

RESOLUTION ON
FACULTY EVALUATIONS

- 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

Adopted:

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

AS- -93/
RESOLUTION ON
PROGRAMS TO BE REVIEWED DURING 1993-1994

- WHEREAS, The Program Review and Improvement Committee of 1992-1993 recommended the following departments for review during 1993-1994: Agricultural Education, Agricultural Engineering/AET, Art and Design, Biological Sciences, Construction Management, Dairy Science, Industrial Engineering, Industrial Technology, Journalism, Landscape Architecture, Liberal Studies, Ornamental Horticulture, Physical Education and Kinesiology, and the University Center for Teacher Education; and
- WHEREAS, These departments were identified using a variety of criteria (programs for which accreditation is possible but is not being pursued, first-time freshman SAT scores, first-time freshman reported GPA, number of applications, number admitted of those that applied, SCU generated/taught, and SCU/faculty); and
- WHEREAS, Indicators considered but found to be inapplicable were: gender, grading distribution, diversity, and time to graduation; and
- WHEREAS, The quantitative data used was from Institutional Studies and the financial data from Academic Resources; and
- WHEREAS, All parties undergoing review will have the opportunity to discuss the data with the Program Review and Improvement Committee; and
- WHEREAS, The Academic Senate Executive Committee endorses the recommendation and concurs with the departments identified therein for review; therefore, be it
- RESOLVED: That the following programs be reviewed by the Program Review and Improvement Committee during the 1993-1994 academic year:

Agricultural Education
Agricultural Engineering/AET
Art and Design
Biological Sciences
Construction Management
Dairy Science
Industrial Engineering
Industrial Technology
Journalism
Landscape Architecture
Liberal Studies
Ornamental Horticulture
Physical Education and Kinesiology
University Center for Teacher Education

Proposed by the Academic Senate
Executive Committee
April 27, 1993

Academic Senate Assigned Time

	FTEF	WTU's	
<u>1990-91</u>			
Chair	0.600	27	
Vice Chair	0.200	9	
Secretary	(granted by Dean of Library)		
Budget Chair	0.200	9	
Curriculum Chair	0.200	9	
Fairness Board Chair	0.067	3	
GE&B Chair	<u>0.133</u>	<u>6</u>	
	1.400	63	
<u>1991-92</u>			
Chair	0.555	25	
Vice Chair	(granted by Dean of Library)		
Secretary	0.067	3	
Budget Chair	0.180	8	
Curriculum Chair	0.200	9	
GE&B Chair(s)	0.133	6	
Fairness Board Chair	0.067	3	
Long-Range Plg Chair	0.090	4	
Reserved	<u>0.110</u>	<u>5</u>	(unused)
	1.400	63	
<u>1992-93</u>			
Chair	0.545	24	
Vice Chair	(granted by Dean of Library)		
Secretary	0.067	3	
Budget Chair	0.180	8	
Curriculum Chair	0.220	10	
GE&B Chair(s)	0.200	9	
Fairness Board Chair	0.090	4	
Long-Range Plg Chair	<u>0.090</u>	<u>4</u>	
	1.392	62	
<u>1993-94</u>			
Chair	0.500	22.5	
Secretary	0.133	6	
Budget Chair	0.100	4.5	
Curriculum Chair	0.200	9	
GE&B Chair(s)	0.400	18	
Fairness Board	<u>0.067</u>	<u>3</u>	
	1.400	63	

10/05/93

**ACADEMIC SENATE/COMMITTEE VACANCIES
FOR 1993-1994**

Academic Senate vacancies

Academic Senate	Secretary-elect	
CAGR	replacement for Khalil during Fall Quarter	
CBUS	one representative	ANTHONY RANDAZZO
CLA	replacement for Forster	KENNETH WALKER

Academic Senate Committee vacancies

CAGR	Elections Committee
	Personnel Policies Committee
	Status of Women Committee
	University Professional Leave Committee

CAED	Budget Committee
	Constitution & Bylaws Committee
	Curriculum Committee
	Elections Committee
	General Education & Breadth Committee
	Instruction Committee
	Library Committee
	Long-Range Planning Committee
	Personnel Policies Committee
	Research Committee
	Student Affairs Committee
	University Professional Leave Committee
	Cultural Pluralism Subcommittee

CBUS	Constitution & Bylaws Committee
	Elections Committee
	General Education & Breadth Committee
	Long-Range Planning Committee
	Status of Women Committee

**CLIFFORD BARBER
WALTER PERLICK
ROBERT SATER**

CENG	Fairness Board
	General Education & Breadth Committee
	Instruction Committee (replcmt for Zia)
	Long-Range Planning Committee
	Personnel Policies Committee
	University Professional Leave Committee

CLA	Fairness Board
	Long-Range Planning (replcmt for Engle, '93-94)

KEITH DILLS

CSM	Budget Committee
	Constitution & Bylaws Committee
	Curriculum Committee
	Elections Committee
	General Education & Breadth Committee
	Status of Women Committee
	Student Affairs Committee
	University Professional Leave Committee

PCS

Curriculum Committee
Elections Committee
Instruction Committee
Library Committee
Long-Range Planning Committee

ALL COLLEGES

GE&B Subcommittee, Area A (Lang & Crit Thking)
two vacancies **WILLIAM AMSPACHER**

GE&B Subcommittee, Area E (Lifelong Undrstg/Dev)
one vacancy

Animal Welfare Committee
(one Academic Senate representative whose primary concerns are in a
nonscientific area; i.e., ethicist, lawyer, clergy)
one vacancy

Instructionally Related Activities (IRA)
one vacancy

July 1993

1993 - 1994

**CAL POLY
UNIVERSITY-WIDE COMMITTEES**

C.A.M. COMMITTEES with vacancies

172.29

ANIMAL WELFARE COMMITTEE

Senate nominations: 1 Academic Senate representative (whose primary concerns are in a nonscientific area; i.e., ethicist, lawyer, clergy).

VACANCY:

replacement for Steven Daugherty (AniSci). Dr. Daugherty is the present Academic Senate representative to this committee (1992-1995). However, the Senate representative must be from a nonscientific area. Dr. Daugherty's position on the committee must be replaced as soon as possible for immediate certification renewal which continues grant funding presently in place.

172.4

CAMPUS PLANNING COMMITTEE

Senate nominations: 1 Academic Senate representative

VACANCY: ONE VACANCY - all instructional colleges/PCS

Biggs, Joseph	(CBUS)	
Freeman, Jo Anne	(CENG)	3 of 3
Harris, John	(CAGR)	2 of 2
O'Keefe, Tim	(CAGR)	3 of 3
Osbaldeston, Roger	(CAED)	
Stefanco, Carolyn	(CLA)	2 of 2

172.28

CHILD CARE ADVISORY COMMITTEE

Senate nominations: 1 Academic Senate representative

VACANCY: ONE VACANCY - all instructional colleges/PCS

Stefanco, Carolyn	(CLA)	1 of 2
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172.9

DISABLED STUDENTS ADVISORY COMMITTEE

Senate nominations: 4 Academic Senate representatives (with expertise/special interest in physical and learning disabilities).

VACANCIES: TWO VACANCIES - all instructional colleges/PCS

Bentley, Scott	(CLA)
Federer, Dale	(CLA)
Grant, Brad	(CAED)
Harrington, Mary Kay	(CLA)

172.10

EL CORRAL BOOKSTORE ADVISORY COMMITTEE

Senate nominations: 2 Academic Senate representatives

VACANCIES: ONE VACANCY - all instructional colleges/PCS

Locker, Jeannette	(CAGR)
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172.15 FOUNDATION FOOD SERVICE ADVISORY COMMITTEE
Senate nominations: 1 Academic Senate representative

VACANCY: ONE VACANCY - all instructional colleges/PCS

Lambert, Walt	(PCS)	
Vance, Robert	(CAGR)	

172.22 PUBLIC SAFETY ADVISORY COMMITTEE
Senate nominations: 2 Academic Senate representatives

VACANCIES: ONE VACANCY - all instructional colleges/PCS

Borland, Jim	(CAED)	2 of 2
Cavaletto, Richard	(CAGR)	
Elimimian, Isaac	(CLA)	1 of 1
Kellogg, Bill [incumbent]	(CAGR)	
Plummer, Bill	(CAGR)	2 of 2
Wheatley, JoAnn	(CAGR)	

172.11 RESOURCE USE COMMITTEE
Senate nominations: 3 Academic Senate representatives

VACANCIES: ONE VACANCY - all instructional colleges/PCS

Freberg, Laura	(CLA)	
Waller, Julia	(PCS)	2 of 2

172.25 STUDENT AFFAIRS COUNCIL
Senate nominations: 1 Academic Senate representative and the chair of the Academic Senate Student Affairs Committee

VACANCY: ONE VACANCY - all instructional colleges/PCS

Jones, Carolyn	(PCS)	1 of 2
Vanasupa, Linda	(CENG)	2 of 4

172.30 SUBSTANCE ABUSE ADVISORY COMMITTEE
Senate nominations: 1 Academic Senate representative

VACANCY: ONE VACANCY - all instructional colleges/PCS

Jones, Carolyn	(PCS)	2 of 2
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172.27 UNIVERSITY UNION ADVISORY BOARD
Senate nominations: 1 Academic Senate representative

VACANCY: ONE VACANCY - all instructional colleges/PCS

Troxel, Patricia	(CLA)	2 of 2
Walters, Robert	(PCS)	

July 1993

1993 - 1994

**CAL POLY
UNIVERSITY-WIDE COMMITTEES**

NON-C.A.M. COMMITTEES with vacancies

AFFIRMATIVE ACTION FACULTY DEVELOPMENT PROGRAM PROPOSAL REVIEW COMMITTEE

(This committee is responsible for reviewing proposals for the Affirmative Action Faculty Development Program and evaluating the CSU Forgivable Loan/Doctoral Incentive Program for minorities and women.)

M: 1 Academic Senate representative (must be tenured)

T: 1 year

VACANCY: ONE VACANCY - all instructional colleges/PCS

O'Keefe, Tim (CAGR)

Ortiz, Maria Elena (CSM)

Waller, Julia (PCS)

ASI STUDENT SENATE

(The Student Senate is the governing board of Associated Students, Inc. of Cal Poly. The Academic Senate representative must attend its Wednesday night meetings.)

M: 1 Academic Senate representative

T: 1 year

VACANCY: ONE VACANCY - all instructional colleges/PCS

no nominations received

CONFERENCE AND WORKSHOP ADVISORY COMMITTEE

(The function of this committee is to advise on policy issues regarding conferences and workshops, interpret the Administrative Bulletin to resolve problems which may arise, and to review and evaluate fiscal activities.)

M: 2 Academic Senate nominees

T: 1 year

VACANCY: TWO VACANCIES - all instructional colleges/PCS

Field, Gary (CLA)

Levenson, Harvey (CLA)

INFORMATION RESOURCES MANAGEMENT POLICY AND PLANNING COMMITTEE

(This committee is charged with the ongoing assessment of strategic plans and policies related to the campus-wide management and use of existing and planned information systems and services.)

M: 3 faculty--who have a professional interest and expertise in information systems--appointed by the President in consultation with the Academic Senate Chair

T: 3 years, two terms maximum

VACANCY: ONE VACANCY - all instructional colleges/PCS

Morrison, Kent (CSM)

Tseng, James (CENG)

INSTRUCTIONALLY RELATED ACTIVITIES ADVISORY (IRA)

(The IRA advises the President regarding both the level of student fees and allocation of fee revenue.)

M: 1 Academic Senate representative

T: 1 year

VACANCY: ONE VACANCY - all instructional colleges/PCS
no nominations received

UNIVERSITY UNION EXECUTIVE COMMITTEE (UEC)

(The UEC provides student input to Union management, provides "direct supervision of the Union Director, and checks and balances of adherence to Union policy by management.")

M: 1 Academic Senate representative

T: 1 year

VACANCY: ONE VACANCY - all instructional colleges/PCS
McNeil, Marilyn (PCS)

AGRICULTURAL EDUCATION DEPARTMENT

1994-96 CATALOG PROPOSALS

VP	AS	CC	VP = Vice President Academic Affairs, AS = Academic Senate, CC = Curriculum Committee A = Approved, A* = Approved pending technical modification, AR = Approved with Reservation (see Committee Comments), T = Tabled (see Committee Comments), D = Disapproved
		A	I. NEW COURSES 1. AGED 330 FFA and Supervised Agriculture Programs (6) 3 act , 3 supv C13/36 (replaces AGED 303, AGED 339, AGED 350/351).
		A A	II. DELETED COURSES 1. AGED 303 FFA Programs and Activities (2) 2 act C8 (replaced by AGED 330). 2. AGED 339 Supervised Agricultural Experiences (2) 2 act C8 (replaced by AGEd 330).
		A	III. CHANGES TO EXISTING COURSES 1. AGED 461 Senior Project (3) 1 sem 2 supv C3/36 to (2) supv C36.
		A ↓	IV. CURRICULUM CHANGES Major courses: 1. left blank 2. Move AE 121 Agricultural Mechanics (2) (from Support area). 3. Move AE 141 Agricultural Machinery Safety (3) (from Support area). 4. Move AGB 201 Agribusiness Sales and Services (3) (from Support area). 5. Move FRSC 230 California Fruit Growing or VGSC 230 General Vegetable Crops (4) (from Support area). Agricultural Mechanics Concentration 6. DE AE 131 from choice of AE 131 or AE 237. Agricultural Supplies and Services Concentration 7. DE AGB 203 Agribusiness Organizations (3). 8. ADD AGB 101 Introduction to Agribusiness and Agricultural Economics (4). 9. Reduce AGB electives from 10 to 8 units, and delete (1 unit at 300--400 level). Animal Production Concentration 10. DE ASCI 240 Applied Feeds and Feeding (2). 11. DE ASCI 260 Preparation of Livestock for Shows and Sales (2). 12. ADD ASCI 476 Issues in Animal Agriculture (3). 13. For electives, change from 7 to 4 units at 300-400 level.

		A ↓	<p>Ornamental Horticulture Concentration</p> <p>14. Increase OH electives from 8 to 9 units.</p> <p>15. For CRSC 230/FRSC 230/VGSC 230, select course not taken in major column.</p> <p>Support courses:</p> <p>16. ADD Life or Physical science elective (3).</p> <p>17. Change from "elective areas" to "32 units of advisor approved electives"</p>
			<p>V. CURRICULUM COMMITTEE COMMENTS</p> <p>1.</p>

ANIMAL SCIENCE DEPARTMENT

1994-96 CATALOG PROPOSALS

VP	AS	CC	VP = Vice President Academic Affairs, AS = Academic Senate, CC = Curriculum Committee A = Approved, A* = Approved pending technical modification, AR = Approved with Reservation (see Committee Comments), T = Tabled (see Committee Comments), D = Disapproved
		A ↓ ✓	<p>I. NEW COURSES</p> <ol style="list-style-type: none"> 1. ASCI 141 Market Beef Production (4) 3 lec, 1 lab C2/16 (<u>replaces ASCI 111 (3) and ASCI 241 (2)</u>). 2. ASCI 142 Swine Science (4) 3 lec, 1 lab C2/16 (<u>replaces ASCI 112 (3) and ASCI 242 (2)</u>). 3. ASCI 143 Systems of Sheep Production (4) 3 lec, 1 lab C2/16 (<u>replaces ASCI 113 (3) and ASCI 243 (2)</u>). 4. ASCI 220 Introductory Animal Nutrition and Feeding (4) 3 lec, 1 lab C2/16 (<u>replaces ASCI 202 (3) and ASCI 240 (2)</u>). 5. ASCI 231 General Animal Science (3) 3 lec C2 (<u>replaces ASCI 230 (4)</u>). 6. ASCI 290 Livestock Management Enterprise (2-4) supv S36 CR/NC (<u>replaces ASCI 100 (1-4)</u>). 7. ASCI 344 Equine/Human Communication (3) 3 lab C16 (<u>replaces ASCI 434 (4)</u>). 8. ASCI 345 Equine Behavior Modification (3) 3 lab C16 (<u>replaces ASCI 435 (4)</u>). 9. ASCI 410 Ultrasonography (1) 1 lab C16. 10. ASCI 420 Animal Nutrition (3) 3 lec C2 (<u>replaces ASCI 402 (4)</u>). 11. ASCI 421 Animal Nutrition for Pre-Vet/Grad Students (3) 3 lec C2 (<u>replaces ASCI 402 (4)</u>). 12. ASCI 476 Issues in Animal Agriculture (3) 3 sem C5 . 13. ASCI 490 Advanced Livestock Management Enterprise (2-4) supv S36 CR/NC (<u>replaces ASCI 100 (1-4)</u>). 14. PM 230 Poultry Industry Survey (3) 3 lec C2 (<u>replaces PI 121 (4), PI 230 (3) and PI 233 (2)</u>). 15. PM 290 Poultry Management Enterprise (2-4) supv S36 CR/NC (<u>replaces PI 100 (1-4)</u>). 16. PM 310 Poultry Anatomy, Physiology and Diseases (4) 3 lec, 1 lab C2/16 (<u>replaces PI 231 (3) and PI 323 (4)</u>). 17. PM 320 Poultry Production Management (4) 3 lec, 1 lab C2/16 (<u>replaces PI 122 (4), PI 133 (3), PI 221 (3) and PI 331 (3)</u>). 18. PM 330 Poultry Processing (3) 2 lec, 1 lab C2/16 (<u>replaces PI 222 (3)</u>). 19. PM 340 Poultry Business Management (3) 3 lec C2 (<u>replaces PI 322 (4)</u>). 20. PM 350 Applied Poultry Feeding and Nutrition (3) 3 lec C2 (<u>replaces PI 333 (4)</u>). 21. PM 360 Poultry Industry Seminar (3) 3 sem C5 (<u>replaces PI 422 (3) and PI 463 (2)</u>). 22. PM 490 Advanced Poultry Management Enterprise (2-4) supv S36 CR/NC (<u>replaces PI 100 (1-4)</u>). 23. VS 312 Production Medicine (3) 3 lec C2 (<u>replaces VS 302 (3)</u>).

A

II. DELETED COURSES

1. ASCI 100 Enterprise Project (1-4) supv S36 (replaced by ASCI 290 and ASCI 490).
2. ASCI 111 Market Beef Production (3) 3 lec C2 (replaced by ASCI 141).
3. ASCI 112 Elements of Swine Production (3) 3 lec C2 (replaced by ASCI 142).
4. ASCI 113 Elements of Sheep Production (3) 3 lec C2 (replaced by ASCI 143).
5. ASCI 131 Beginning Western Riding (3) 3 lab C16.
6. ASCI 202 Feeds and Feeding (3) 3 lec C2 (replaced by ASCI 220).
7. ASCI 230 General Animal Science (4) 3 lec 1 lab C2/16 (replaced by ASCI 231).
8. ASCI 240 Applied Feeds and Feeding (2) 1 lec, 1 act C2/13 (replaced by ASCI 220).
9. ASCI 241 Applied Beef Cattle Practices (2) 1 lec, 1 act C2/13 (replaced by ASCI 141).
10. ASCI 242 Applied Swine Management Practices (2) 1 lec, 1 act C2/13 (replaced by ASCI 142).
11. ASCI 243 Applied Sheep Management Practices (2) 1 lec 1 act C2/13 (replaced by ASCI 143).
12. ASCI 260 Preparation of Livestock for Shows and Sales (2) 2 lab C16.
13. ASCI 302 Applied Animal Nutrition (3) 2 lec, 1 lab C2/16.
14. ASCI 323 Beef Husbandry (4) 3 lec, 1 lab C2/16.
15. ASCI 402 Animal Nutrition (4) 3 lec, 1 lab C2/16 (replaced by ASCI 420 and ASCI 421).
16. ASCI 434 Advanced Western Riding (4) 4 lab C16.
17. ASCI 435 Advanced Western Training (4) 4 lab C16.
18. ASCI 475 The Practice of Animal Science (2) 2 sem C13.
19. PI 100 Enterprise Project (1-4) supv S36 (replaced by PM 290 and PM 490).
20. PI 121 Poultry Industry Development (4) 3 lec, 1 lab C2/16 (replaced by PM 230).
21. PI 122 Replacement Programs/Broilers (4) 3 lec, 1 lab C2/16 (replaced by PM 320).
22. PI 133 Poultry Incubation (3) 2 lec, 1 lab C2/16 (replaced by PM 320).
23. PI 221 Poultry Selection and Egg Production (3) 2 lec, 1 lab C2/16 (replaced by PM 320).
24. PI 222 Poultry Products and Processing (3) 2 lec, 1 lab C2/16 (replaced by PM 330).
25. PI 230 General Poultry Production (3) 2 lec, 1 lab C2/16 (replaced by PM 230).
26. PI 231 Poultry Anatomy and Physiology (3) 2 lec, 1 lab C2/16 (replaced by PM 310).
27. PI 233 Poultry Plant Design (2) 1 lec, 1 lab C2/16 (replaced by PM 230).
28. PI 322 Poultry Business Organization (4) 3 lec, 1 lab C2/16 (replaced by PM 340).
29. PI 323 Poultry Diseases and Hygiene (4) 3 lec, 1 lab C2/16 (replaced by PM 310).
30. PI 331 Turkey Industry (3) 2 lec, 1 lab C2/16 (replaced by PM 320).
31. PI 333 Applied Poultry Feeding/Nutrition (4) 3 lec, 1 lab C2/16 (replaced by PM 350).
32. PI 422 Advanced Poultry Enterprise Supervision (3) 3 lec C2 (replaced by PM 360).
33. PI 431 Applied Poultry Breeding (4) 3 lec, 1 lab C2/16.
34. PI 461 Senior Project (2) supv S36 (replaced by ASCI 461).
35. PI 462 Senior Project (2) supv S36 (replaced by ASCI 462).
36. PI 463 Undergraduate Seminar (2) C5 (replaced by ASCI 463).
37. VS 241 Veterinary Technology (2) 2 act C13.

A

- 38. VS 302 Animal Hygiene (3) 3 lec C2.
- 39. VS 310 Zoonosis (2) 2 lec C2.
- 40. VS 341 Veterinary Technology - Advanced (2) 2 act C13.

III. CHANGES TO EXISTING COURSES

- 1. Change Poultry Industry (PI) rubric to Poultry Management (PM).
- 2. ASCI 114 Elements of Horse Production (3) 3 lec C2 to ASCI 144 Equine Science.
- 3. ASCI 401 Reproductive Physiology (4) 3 lec, 1 lab C2/16 . Description change.
- 4. ASCI 461 Senior Project (3) supv S36 to (2) 2 sem C5.
- 5. ASCI 462 Senior Project (3) supv S36 to (2) 2 supv S36.
- 6. PI 200 Special Problems for Undergraduates (2-3) supv S36 to PM 200.
- 7. PI 400 Special Problems for Advanced Undergraduates (2-4) supv S36 to PM 400.
- 8. PI 581 Graduate Seminar in Poultry (3) 3 sem C5 to PM 581.

IV. CURRICULUM CHANGES

B.S. Poultry Industry:

- A. Discontinue BS degree program in Poultry Industry

B.S. Animal Science:

- A. Reduce total units for the B.S. in Animal Science to 186 from 198.
- B. Reduce Major Core from 64 to 55 units.
 - 1. DE ASCI 111, ASCI 112, ASCI 113, ASCI 114.
 - 2. DE ASCI 202, ASCI 240, ASCI 241, ASCI 242, ASCI 243.
 - 3. DE ASCI 302, ASCI 402.
 - 4. AD ASCI 141, ASCI 142, ASCI 143, ASCI 144.
 - 5. AD ASCI 202.
 - 6. AD ASCI 420/421.
 - 7. AD ASCI 476.
 - 8. AD PM 230.
 - 9. AD: Choose 2 of the following: ASCI 311, ASCI 312, ASCI 313, ASCI 314, PM 320, PM 340.
 - 10. Move FSN 211 to Major Core (from Support Courses).
 - 11. Move VS 123 to Major Core (from Support Courses).
- C. Reduce Support from 53 to 20 units.
 - 1. DE AE 121 and SS 121.
 - 2. DE CRSC 123.
 - 3. DE CHEM 328.
 - 4. DE BACT 221.
 - 5. DE VS 203 and VS 302.

		A ↓	<p>6. DE AGB 321.</p> <p>7. Change ZOO 131/BIO 151 to BIO 151/101, 105.</p> <p>8. AD to CHEM 121: "or" CHEM 127 (CHEM 121/127).</p> <p>9. AD to CHEM 122: "or CHEM 128" (CHEM 122/128).</p> <p>10. AD to CHEM 326: "or CHEM 316" (CHEM 326/316).</p> <p>D. Add 36 units of advisor approved electives.</p>
			<p>V. CURRICULUM COMMITTEE COMMENTS</p> <p>1. The CC expresses concern over the deletion of science in the support area. As we understand it, there will be a small number of students who will not follow this route.</p> <p>The department has agreed to monitor the choices for advisor-approved electives.</p>

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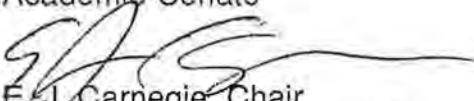
San Luis Obispo
California 93407

Memorandum

Academic Senate

To : Jack Wilson, Chair
Academic Senate

Date : 26 May 1993

From : 
E. J. Carnegie, Chair
Academic Senate Budget Committee

Copies : T Bailey

Subject : Budget Implications from the Animal Science Proposal

The Animal Science Proposal is a well-thought-out effort to simplify and shorten the departments offerings. The proposal is to delete 47 courses, replace them with 23 new courses, and drop the Poultry Industry Major. The most important part of the package is a reduction in the units required for the B.S. degree from 198 to 186. The department estimates an annual reduction of 60 WTUs. The Budget Committee sees a large net decrease in resource needs.

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN

1994-96 CATALOG PROPOSALS

VP	AS	CC	VP = Vice President Academic Affairs, AS = Academic Senate, CC = Curriculum Committee A = Approved, A* = Approved pending technical modification, AR = Approved with Reservation (see Committee Comments), T = Tabled (see Committee Comments), D = Disapproved
		A A D D	I. NEW COURSES 1. EDES 113 Graphic Analysis and Communication Skills (3) 3 lab (from ARCH 113, sections for ARCE students) 2. EDES 311 Construction Contract Documents (5) 5 lab C16. 3. EDES 408 Sustainable Architecture (3) 3 lec C2. 4. EDES 479 Urban Design for Environmental Design Professionals (1)1 lec C2.
			II. DELETED COURSES 1. None
			III. CHANGES TO EXISTING COURSES 1. None
			IV. CURRICULUM CHANGES 1. None
			V. CURRICULUM COMMITTEE COMMENTS 1.

ARCHITECTURAL ENGINEERING DEPARTMENT

1994-96 CATALOG PROPOSALS

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		A A*	I. NEW COURSES 1. ARCE 224 Mechanics of Structural Members Laboratory (1) 1 lab C16. 2. ARCE 457 Structural Computer Aided Design (2) 1 lec 1 lab C4/16, MCF.
			II. DELETED COURSES 1. None
			III. CHANGES TO EXISTING COURSES 1. None
		A ↓ ✓	IV. CURRICULUM CHANGES Major: 1. Increase Major Core from 67 to 71 units. 2. DE ARCH 112 Basic Graphics (3). 3. ADD ARCE 224 Mechanics of Structural Members Laboratory (1). 4. ADD ARCE 403 Advanced Steel Structures Laboratory(3) or ARCE 407 Advanced Reinforced Concrete Laboratory (3). 5. ADD ARCE 445 Prestressed Concrete Design Laboratory (3) or ARCE 446 Advanced Structural Systems Laboratory (3). 6. ADD ARCE 457 Structural Computer Aided Design (2). 7. Reduce approved technical electives from 10 to 4 units. Support: 8. Reduce Support from 85 to 81 units. 9. Replace ARCH 208 and ARCH 209 (2) (2) Architectural Design Basics with EDES 221 and EDES 222 (3) (3) Architectural Design Basics..
			V. CURRICULUM COMMITTEE COMMENTS 1.

ARCHITECTURE DEPARTMENT

1994-96 CATALOG PROPOSALS

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		A ↓ T	I. NEW COURSES <ol style="list-style-type: none"> 1. ARCH 157 Basic Computing Skills in Architecture (1) 1 act C13, GEB F.1. 2. ARCH 257 Computing Concepts in Architecture (2) 1 lec 1 act C2/13, GEB F.1. 3. ARCH 221, 222 Architectural Design Fundamentals (3)(3) 3labs (replaces ARCH 208, 209) 4. ARCH 420 Seminar in Architectural History (3) sem
		A A	II. DELETED COURSES <ol style="list-style-type: none"> 1. ARCH 208 and ARCH 209 Architectural Design Basics (2) (2) (<u>replaced by ARCH 221 and ARCH 222 Architectural Design Fundamentals (3) (3)</u>). 2. ARCH 250 (3) (<u>replaced by ARCH 157 (1) and ARCH 257 (2)</u>).
		A A D	III. CHANGES TO EXISTING COURSES <ol style="list-style-type: none"> 1. ARCH 101 Survey of Architectural Education and Practice (2) 2 lec C1 <u>to</u> CR/NC grading. 2. ARCH 357 Computer Graphics in Architecture (4) 2 lec 2 lab C4/16 <u>to</u> 2 lec 2 act C2/13. 3. ARCH 481 Senior Architectural Design Thesis Project (6) 6 lab C16 <u>to</u> ARCH 521 (5) 5 lab .
		A ↓ D A ↓	IV. CURRICULUM CHANGES <ol style="list-style-type: none"> 1. Decrease total for B.Arch degree from 248 to 247 units. Major: <ol style="list-style-type: none"> 2. Increase Major units from 85 to 87. 3. ADD ARCH 157 Basic Computing Skills in Architecture (1). 4. ADD ARCH 257 Computing Concepts in Architecture (2). 5. Change ARCH 481 Senior Architectural Design Thesis Project (6)(6)(6) to ARCH 521 (5)(5)(5). 6. ADD ARCH 491 Design Project (2). Support: <ol style="list-style-type: none"> 7. Reduce Support units from 96 to 93. 8. DE ARCH 250 Computer Applications (3).

			V. CURRICULUM COMMITTEE COMMENTS 1.
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CONSTRUCTION MANAGEMENT DEPARTMENT

1994-96 CATALOG PROPOSALS

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		A	I. NEW COURSES 1. CM 364 Project Administration (3) 3 act C13.
			II. DELETED COURSES 1. CM 201 Introduction to Construction Management (3) 3 lec C2. 2. CM 322 Concrete Technology Laboratory (1) 1 lab C16 (<u>replaced by CM 321; see changes</u>).. 3. CM 351 Building Support Systems Construction Practices (3) 3 act C13 (<u>replaced by CM 352 and CM 353; see changes</u>)..
			III. CHANGES TO EXISTING COURSES 1. CM 321 Concrete Technology (2) 2 lec C2 <u>to</u> (3) 2 lec 1 lab C2/16. Lab unit from deleted course CM 322. 2. CM 352 Building Support System Construction Practices (3) 3 act C13 <u>to</u> (5) 5 act C13. 2 additional activity units from deleted course CM 351 (3). 3. CM 353 Building Support System Construction Practices (3) 3 act C13 <u>to</u> (5) 5 act C13. 2 additional activity units from deleted course CM 351 (3).
			IV. CURRICULUM CHANGES Major: 1. DE CM 201 Introduction to Construction Management (3). 2. DE CM 322 Concrete Technology Laboratory (1). 3. DE CM 351 Building Support System Construction Practices (3). 4. DE ARCH 112 Basic Graphics (3).. 5. DE ARCH 231 Architectural Practice (3). 6. ADD CM 364 Project Administration (3). 7. ADD EDES 311 Construction Contract Documents(5). Support: 8. DE ARCH 208 Architectural Design Basics (2). 9. DE ARCH 209 Architectural Design Basics (2). 10. ADD ACTG 211 Financial Accounting for Nonbusiness Majors (4).

		D D A	GEB courses: 11 Specify ARCH 318 History of Architecture (3) for Area C.3. 12. Specify ARCH 319 History of Architecture (3) for Area C (arts and humanities elective). 13. DE ECON 201 Survey of Economics (3) from D.3.
			V. CURRICULUM COMMITTEE COMMENTS 1. The disapproval of GEB requests is for the restriction of a GEB choice in a program that is highly restricted to begin with.

LANDSCAPE ARCHITECTURE DEPARTMENT

1994-96 CATALOG PROPOSALS

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		A	I. NEW COURSES 1. LA 320 Design Theory for Landscape Architects (3) 3 lec C2.
			II. DELETED COURSES 1. LA 112 Graphic Communication Techniques for Landscape Architects II (3) 3 lab C16. 2. LA 152 Fundamentals of Design and Planning in Landscape Architecture (4) 4 lab C16. 3. LA 247 Landscape Plant Composition (3) 3 lab C16. 4. LA 341 Landscape Architecture Construction II (3) 3 lab C16. 5. LA 342 Landscape Architecture Construction III (3) 3 lab C16. 6. LA 348 Advanced Landscape Plant Composition (3) 3 lab C16. 7. LA 463 Undergraduate Seminar (2) 2 sem C5.
			III. CHANGES TO EXISTING COURSES 1. LA 111 Three Dimensional Graphics for Landscape Architects (3) 3 lab C16 <u>to</u> (4) 4 lab. Descr. change/incorporate subject matter from LA 112. 2. LA 153 Fundamentals of Design and Planning in Landscape Architecture (3) 3 lab C16 <u>to</u> LA 251 (4) 4 lab. Prereq change from LA 110 <u>to</u> LA 110, LA 111, LA 114. Descr change/incorporate partial subject matter from LA 152. MCF 3. LA 202 Fundamentals of Design and Planning in Landscape Architecture (3) 3 lab C16 <u>to</u> LA 252 (4) 4 lab. Descr change/incorporate subject matter from LA 247. MCF. 4. LA 203 Applied Design and Planning Fundamentals (3) 3 lab C16 <u>to</u> LA 253 (5) 5 lab. Descr change/incorporate subject matter from LA 341. MCF. 5. LA 353 Design for Landscape Architects (5) 5 lab C16 <u>to</u> (6) 6 lab. Descr change/incorporate subject matter from LA 348. MCF.
			IV. CURRICULUM CHANGES B.S. Landscape Architecture: 1. Delete the program. Bachelor of Landscape Architecture: 2. Reduce units for major courses from 122 to 118. 3. DE LA 112 Graphic Communication Techniques for Landscape Architects II (3). 4. DE LA 152 Fundamentals of Design and Planning in Landscape Architecture (4).

		A ↓ V	<ol style="list-style-type: none">5. ADD LA 201 Survey of Landscape Architecture (2)..6. DE LA 247 Landscape Plant Composition (3).7. ADD LA 320 Design Theory for Landscape Architects (3).8. DE LA 341 Landscape Architecture Construction II (3).9. DE LA 342 Landscape Architecture Construction III (3).10. DE LA 348 Advanced Landscape Plant Composition (3).11. DE LA 463 Undergraduate Seminar (2).12. ADD LA 464 Senior Seminar (1)(1)(1).13. ADD 3 LA elective units. <p>Support:</p> <ol style="list-style-type: none">14. Increase Support units from 47 to 49.15. Change OH 238 Landscape Plants I (3) to OH 231 Plant Materials (4) (OH course number change; see memo to OH).16. Change OH 308 Landscape Plants II (3) to OH 232 Plant Materials (4) (OH course number change; see memo to OH). <p>Electives:</p> <ol style="list-style-type: none">17. Increase free electives from 9 to 11 units.
			<p>V. CURRICULUM COMMITTEE COMMENTS</p> <ol style="list-style-type: none">1.

COLLEGE OF ENGINEERING

1994-96 CATALOG PROPOSALS

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			I. NEW COURSES 1. None
			II. DELETED COURSES 1. None
			III. CHANGES TO EXISTING COURSES 1. None
			IV. CURRICULUM CHANGES Joint MCRP/MS Engineering with Specialization in Transportation Planning 1. Increase Core courses units from 67 to 68. 2. Reduce Emphasis Area units from 15 to 14. <i>Urban Land Planning Emphasis</i> 3. Reduce Urban Land Planning electives from 4 to 3 units. <i>Environmental Planning Emphasis</i> 4. DE CRP 407 Environmental Law (3). 5. DE CRP 505 Principles of Regional Planning (4). 6. ADD CRP 404 Environmental Law (3). 7. ADD CRP 545 Environmental Planning Policies and Principles (4). 8. Reduce Environmental Planning electives from 4 to 3 units.
			V. CURRICULUM COMMITTEE COMMENTS 1.

AERONAUTICAL ENGINEERING

1994-96 CATALOG PROPOSALS

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		A A	I. NEW COURSES 1. AERO 501 Aircraft Gas Turbine Engines (4) 4 lec C4. 2. AERO 565 Advanced Topics in Aircraft Design (3) 3 lec C4.
			II. DELETED COURSES 1. None
		AR A A A A	III. CHANGES TO EXISTING COURSES 1. AERO 435 Composite Structures Analysis and Design (4) 3 lec 1 lab C4/16 <u>to</u> AERO 532 Advanced Composite Structures Analysis and Design. Descr change, prereq change. 2. AERO 456 Aircraft Vibration and Flutter (3) 3 lec C4 <u>to</u> AERO 434 Structural Dynamics Analysis (4) 3 lec 1 lab C4/16. Descr change, prereq change. 3. AERO 526 Computational Fluid Dynamics I (3) 3 lec C4. Descr change, prereq change. 4. AERO 527 Computational Fluid Dynamics II (3) 3 lec C4 <u>to</u> 2 lec 1 lab C4/16. Descr change. 5. AERO 551 Advanced Topics in Estimation and Control (3) 3 lec C4 <u>to</u> 2 lec 1 lab C4/16.
			IV. CURRICULUM CHANGES 1. None
			V. CURRICULUM COMMITTEE COMMENTS 1. AERO 435 to 532. Please explain why the change to graduate level.

COMPUTER ENGINEERING

1994-96 CATALOG PROPOSALS

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		A A A A	I. NEW COURSES 1. CPE 200 Special Problems for Undergraduates (1-2) supv C36. 2. CPE 400 Special Problems for Advanced Undergraduates (1-2) supv C36. 3. CPE 410 Performance Analysis (4) 3 lec 1 lab C4/16. 4. CPE 470 Selected Advanced Topics (1-3) 1-3 lec C4.
			II. DELETED COURSES 1. None
		A A A A A A A A A A A A A	III. CHANGES TO EXISTING COURSES Change the following courses' prefixes from CSC to CPE: 1. CSC 315 Computer Architecture II (4) <u>to</u> CPE 315. 2. CSC 316 Computer Architecture III (4) <u>to</u> CPE 316. 3. CSC 353 Computer Systems Programming (3) <u>to</u> CPE 353. 4. CSC 415 Advanced Computer Architecture I (4) <u>to</u> CPE 415. Change the following courses' prefixes from EE to CPE: 5. EE 404 Microprocessor System Design Methodologies (3) <u>to</u> CPE 406. 6. EE 408 Digital Computer Systems (3) <u>to</u> CPE 408. 7. EE 409 Computer Peripheral Interfacing (3) <u>to</u> CPE 409. 8. EE 427 Digital Computer Subsystems (3) <u>to</u> CPE 407. 9. EE 446 Microprocessor Interfacing Laboratory (1) <u>to</u> CPE 446. 10. EE 448 Digital Computer Systems Laboratory (1) <u>to</u> CPE 448. The following courses will be cross-listed with Computer Engineering and Computer Science: 11. CPE 215 Computer Architecture I (4) (Also listed as CSC 215). Descr change (content unchanged). 12. CPE 404 Computer Networks (4) (Also listed as CSC 404). 13. CPE 405 Computer Networks II (4) (Also listed as CSC 405).

			<p>The following courses will be cross-listed with Computer Engineering and Electrical Engineering:</p> <ol style="list-style-type: none">14. CPE 219 Logic and Switching Circuits (3) (Also listed as EE 219).15. CPE 259 Logic and Switching Circuits Laboratory (1) (Also listed as EE 259).16. CPE 319 Digital System Design (3) (Also listed as EE 319).17. CPE 359 Digital System Design Laboratory (1) (Also listed as EE 359).
			<p>IV. CURRICULUM CHANGES</p> <ol style="list-style-type: none">1. None
			<p>V. CURRICULUM COMMITTEE COMMENTS</p> <ol style="list-style-type: none">1.

COMPUTER SCIENCE DEPARTMENT

1994-96 CATALOG PROPOSALS

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		D A A A D	I. NEW COURSES 1. CSC 241 Advanced Topics in UNIX (3) 3 lec C4. 2. CSC 349 Theory and Analysis of Algorithms (3) 3 lec C4. 3. CSC 458 Computer Graphics Seminar (2) 2 sem C5. 4. CSC 472 Object Oriented Design (3) 2 lec 1 lab C4/16. 5. CSC 484 Computer Vision (3) 3 lec C4.
		A A A A A A A A A	II. DELETED COURSES 1. CSC 315 Computer Architecture II (4) 3 lec 1 lab C4/16 (replaced by CPE 315). 2. CSC 316 Computer Architecture III (4) 3 lec 1 lab C4/16 (replaced by CPE 316). 3. CSC 353 Computer Systems Programming (3) 3 lec C4 (replaced by CPE 353). 4. CSC 410 Computer Fundamentals for Educators (3) 2 lec 1 act C4/13 (F.1.). 5. CSC 411 Advanced Programming for Educators (3) 3 lec C4. 6. CSC 413 Authoring Languages (4) 3 lec 1 lab C4/16. 7. CSC 415 Microcomputer Systems (4) 3 lec 1 lab C4/16. 8. CSC 416 Computer Applications in School Administration (3) 3 lec C4. 9. CSC 559 Practicum in Computer Science I (1) 1 act C13.
		A A*	III. CHANGES TO EXISTING COURSES 1. CSC 215 Computer Architecture I (4) (Also listed as CPE 215). Descr change; content unchanged. 2. CSC 414 prereq of CSC 413 deleted.
		AR A A A	IV. CURRICULUM CHANGES <u>B.S. COMPUTER SCIENCE</u> 1. Reduce total units required from 198 to 192. Major: 2. Reduce total units from 87 to 85. 3. Change CSC 332 Numerical Analysis II (3) to include: <u>or</u> CSC 349 Theory and Analysis of Algorithms (3) 4. ADD EE 259 Logic and Switching Circuits Laboratory (1).

	A	<p>5. Reduce adviser approved technical electives from 15 to 12 units. Electives:</p> <p>6. Reduce free electives from 15 to 11 units.</p> <p><u>COMPUTER SCIENCE MINOR</u></p> <p>7. Change total units required from 24-28 to 24-30. Tracks:</p> <p style="padding-left: 40px;"><i>Computer Architecture Track</i></p> <p>8. Reduce total units from 14 to 12.</p> <p>9. ADD EE 259 Logic and Switching Circuits Laboratory (1).</p> <p>10. DE Upper-division restricted electives (3). <i>Computer Based Training Track (11)</i></p> <p>11. DE entire track. <i>Graphics Track</i></p> <p>12. DE CSC 456 Computer Graphics II (4).</p> <p>13. Increase Upper-division restricted electives from 3 to 8 units.</p> <p><u>M.S. COMPUTER SCIENCE</u></p> <p>14. DE CSC 559 Practicum in Computer Science I (1) as choice among thesis, project or practicum (6).</p>
		<p>V. CURRICULUM COMMITTEE COMMENTS</p> <p>1. CSC 241 and 484 disapproved. Courses are elective, not required. Suggest offering as X course to establish student interest.</p> <p>2. CSC 414 no longer has a prereq. Please add prereq.</p> <p>3. We applaud the reduction in total units, is it possible to decrease total to 186?</p>

ELECTRONIC AND ELECTRICAL ENGINEERING DEPARTMENT

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			<p>I. NEW COURSES</p> <p>1. None</p>
		<p>A A A A A A A A</p>	<p>II. DELETED COURSES</p> <p>1. EE 423 Microwave Electronics (3) 3 lec C4. (Merged into EE 402.)</p> <p>2. EE 451 Solid State and Microelectronics Laboratory (1) 1 lab C16.</p> <p>3. EE 404 Microprocessor System Design Methodologies (3) 3 lec C4 (<u>replaced by CPE 406</u>).</p> <p>4. EE 408 Digital Computer Systems (3) 3 lec C4 (<u>replaced by CPE 408</u>).</p> <p>5. EE 409 Computer Peripheral Interfacing (3) 3 lec C4 (<u>replaced by CPE 409</u>).</p> <p>6. EE 427 Digital Computer Subsystems (3) 3 lec C4 (<u>replaced by CPE 407</u>).</p> <p>7. EE 446 Microprocessor Interfacing Laboratory (1) 1 lab C16 (<u>replaced by CPE 446</u>).</p> <p>8. EE 448 Digital Computer Systems Laboratory (1) 1 lab C16 (<u>replaced by CPE 448</u>).</p>
		<p>A A A A A A</p>	<p>III. CHANGES TO EXISTING COURSES</p> <p>1. EE 311 Electric Circuit Theory (3) 3 lec C4 <u>to</u> EE 201.</p> <p>2. EE 351 Electric Circuits Laboratory (1) 1 lab C16 <u>to</u> EE 251.</p> <p>3. EE 487 Cooperative Education Experience (6) C36 <u>to</u> EE 485 CR/NC.</p> <p>4. EE 497 Cooperative Education Experience (12) C36 <u>to</u> EE 495 CR/NC.</p> <p>5. EE 587 Cooperative Education Experience (6) C36 <u>to</u> EE 585 CR/NC.</p> <p>6. EE 597 Cooperative Education Experience (12) C36 <u>to</u> EE 595 CR/NC.</p>
		<p>A A A A</p>	<p>IV. CURRICULUM CHANGES</p> <p><u>B.S. ELECTRONIC ENGINEERING</u></p> <p>1. Combine B.S. Electronic Engineering with B.S. Electrical Engineering, into one degree, B.S. Electrical Engineering.</p> <p><u>B.S. ELECTRICAL ENGINEERING</u></p> <p>Major:</p> <p>1. Increase total units from 86 to 89.</p> <p>2. DE EE 303 Power Transmission (3).</p> <p>3. DE EE 406 Power System Analysis I (4).</p>

		<p style="text-align: center;">Approved restricted technical electives (10 units)</p> <p>A 4. Add choice of Power or Electronic technical electives. To be approved by major adviser:</p> <p>A 5. Electronic (10 units)</p> <p>A 6. EE 313, EE 353 Signal Transmission and Laboratory (3,1)</p> <p>A 7. EE 401 Electromagnetic Fields II (3)</p> <p>A 8. EE 414 Introduction to Communication Systems (3)</p> <p>A 9. Power (10 units)</p> <p>A 10. EE 303 Power Transmission (3)</p> <p>A 11. EE 406 Power System Analysis I (4)</p> <p>A 12. ME 341 Fluid Mechanics (3)</p> <p style="text-align: center;">Approved technical electives (13 units)</p> <p>A 13. A minimum of two senior design laboratories with EE prefix and two design lecture courses in the major is required. To be approved by major adviser.</p> <p>Support:</p> <p>A 14. Reduce total units from 69 to 66.</p> <p>A 15. DE ME 341 Fluid Mechanics (3).</p> <p style="text-align: center;"><u>M.S. ELECTRONIC AND ELECTRICAL ENGINEERING</u></p> <p>A 16. Change from M.S. Electronic and Electrical Engineering to M.S. Electrical Engineering.</p> <p>A 17. DE Specialization in Computer Engineering.</p> <p>A 18. DE Specialization in Electrical Engineering.</p> <p>A 19. DE Specialization in Electronic Engineering.</p> <p>Core courses:</p> <p>A 20. Reduce units from 19 to 16.</p> <p>A 21. ADD EE 563 Graduate Seminar (1)(1)(1)</p> <p>A 22. Change EE 599 Design Project (Thesis) (2)(2)(5) <i>or</i> 9 units of approved technical electives <i>and</i> a comprehensive written examination <u>to</u> EE 599 Design Project (Thesis) (2)(2)(5) <i>or</i> 9 units of major field graduate level courses <i>and</i> a comprehensive written examination.</p> <p>A 23. DE Approved courses from: MATH, STAT, CSC (6).</p> <p>Approved technical electives (400-500 level):</p> <p>A 38. Increase units from 12 to 17.</p> <p>A 39. ADD: May be selected from the course list above and other adviser approved technical electives.</p>
		<p>V. CURRICULUM COMMITTEE COMMENTS</p> <p>I.</p>

ENGINEERING SCIENCE

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		A* A* A*	I. NEW COURSES 1. ENGR 110 Engineering Science I (3) 3 lec C4 (F.2.) MCF. 2. ENGR 111 Engineering Science II (3) 3 lec C4 (F.2.) MCF. 3. ENGR 112 Engineering Science III (3) 3 lec C4 (F.2.) MCF.
			II. DELETED COURSES 1. None
			III. CHANGES TO EXISTING COURSES 1. None
		A A A A A A A A A A A A A A A	IV. CURRICULUM CHANGES 1. Reduce total units required for B.S. Engineering Science from 204 to 197-198. Major: 2. Reduce total units from 91 to 84-85. 3. DE CE 205, CE 206 Strength of Materials and Laboratory (2,1). 4. DE CSC 112 Pascal Programming (3). 5. Change CSC 204 C and UNIX <i>or</i> CSC 251 Digital Computer Applications (F.1.) (2) to CSC 204 C and UNIX <i>or</i> CSC 118 Fundamentals of Computer Science I (F.1.) (3/4). 6. DE CSC 332 Numerical Analysis I (3). 7. DE EE 112 Electric Circuit Analysis I (2). 8. ADD EE 201 Electric Circuit Theory (3). 9. DE EE 208, EE 248 Electronic Devices and Laboratory (3,1). 10. DE EE 211, EE 241 Electric Circuit Analysis and Laboratory II (3,1). 11. DE ETME 141 Applied Descriptive Geometry (2). 12. DE ETME 240 CAD Project Laboratory (1). 13. ADD ENGR 110 Engineering Science I (3). 14. ADD ENGR 111 Engineering Science II (3). 15. ADD ENGR 112 Engineering Science III (3).

	A	16. DE MATE 401 Electronic Properties of Materials (3).
	A	17. DE ME 318 Mechanical Vibrations (4).
	A	18. Increase technical electives from 13 to 22 units.
		Support:
	A	19. DE MATH 317 Topics in Engineering Mathematics (4).
	A	20. ADD Upper division math elective (4).
		V. CURRICULUM COMMITTEE COMMENTS
		1. ENGR 110, 111, 112 Engineering Science I, II, III. The use of "I, II, III" is confusing and seems to imply that the courses need to be taken in sequence, while actually they are "stand-alone" courses. Pending GEB approval.
		2. We applaud you for decreasing the total number of units. Have you notified the other departments that you will no longer be requiring the specific courses?

MECHANICAL ENGINEERING DEPARTMENT

1994-96 CATALOG PROPOSALS

VP	AS	CC	VP = Vice President Academic Affairs, AS = Academic Senate, CC = Curriculum Committee A = Approved, A* = Approved pending technical modification, AR = Approved with Reservation (see Committee Comments), T = Tabled (see Committee Comments), D = Disapproved
		A	I. NEW COURSES 1. ME 405 Mechatronics (4) 3 lec, 1 lab C4/16
		A A A A A A A A	II. DELETED COURSES 1. ME 350 Thermal Environmental Engineering (4) 4 lec C4. 2. ME 351 Active Solar System Analysis and Design (4) 4 lec C4. 3. ME 420 Kinematics Analysis and Design (3) 3 lec C4. 4. ME 425 Design of Piping Systems II (4) 3 lec 1 lab C4/16. 5. ME 448 Cooling of Electronic Equipment (3) 3 lec C4. 6. ME 451 Passive Solar System Analysis and Design (3) 3 lec C4. 7. ME 452 Solar Engineering Design (2) 1 lec 1 lab C4/16. 8. ME 455 Thermal Environmental Experimentation (2) 1 lec 1 lab C4/16.
		A A A	III. CHANGES TO EXISTING COURSES 1. ME 456 HVAC System Design (3) 1 lec 2 lab C4/16 <u>to</u> (4) 2 lec 2 lab. Prereq change. 2. ME 457 HVAC System Design (3) 1 lec 2 lab C4/16 <u>to</u> (4) 2 lec 2 lab. Prereq change. 3. ME 458 HVAC System Design (3) 1 lec 2 lab C4/16 <u>to</u> (4) 2 lec 2 lab . Prereq change.
		A A A A A A A A A	IV. CURRICULUM CHANGES Major: 1. Reduce total units from 84 to 80. 2. ADD ME 329 Intermediate Design (4). 3. ADD ME 428 Design (4). 4. ADD ME 440 Thermal System Design (4). 5. ADD Approved elective courses (12). Concentrations: 6. DE General Mechanical Engineering Concentration (28). 7. DE Heating, Ventilating, Air Conditioning, and Solar Concentration (28). 8. DE Petroleum Concentration (28).

			Support:
		A	9. Reduce total units from 80 to 73.
		A	10. Move BIO 220 Physiology and Biological Adaptation (B.1.b., E.2.) (4) to GEB Requirements.
		A	11. Move ECON 201 Survey of Economics (D.3.) (3) to GEB Requirements.
		A	12. ADD EE 325, EE 326 Energy Conversion Electromagnetics (3,1).
		A	13. Move ENGL 218 Professional Writing: Argumentation and Reports (A.4.) (4) to GEB Requirements.
			V. CURRICULUM COMMITTEE COMMENTS
			1.

PHILOSOPHY DEPARTMENT

1994-96 CATALOG PROPOSALS

VP	AS	CC	VP = Vice President Academic Affairs, AS = Academic Senate, CC = Curriculum Committee A = Approved, A* = Approved pending technical modification, AR = Approved with Reservation (see Committee Comments), T = Tabled (see Committee Comments), D = Disapproved
		D D A ↓	I. NEW COURSES 1. PHIL 320 Asian Philosophy (3) 3 lec C4 C.3. 2. PHIL 325 Philosophy of Language (3) 3 lec C4. 3. PHIL 340 Environmental Ethics (3) 3 lec C4 C.3. 4. PHIL 351 Traditional Theories of Aesthetics (3) 3 lec C4 C.3. (<u>replaces PHIL 341</u>). 5. PHIL 352 Contemporary Problems in Aesthetics (3) 3 lec C4 C.3. (<u>replaces PHIL 341</u>).
		↓ V	II. DELETED COURSES 1. PHIL 341 Philosophy of Art (3) 3 lec C2 C.3. (<u>replaced by PHIL 351 and PHIL 352</u>).
			III. CHANGES TO EXISTING COURSES
			IV. CURRICULUM CHANGES
			V. CURRICULUM COMMITTEE COMMENTS

Adopted:

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

AS- -93/
RESOLUTION ON
ESTABLISHING THE EDUCATIONAL EQUITY COMMISSION
AS A STANDING UNIVERSITY-WIDE COMMITTEE

After several meetings between the Academic Senate and concerned students, it was agreed that a summer task force would be formed (three faculty and three students) to draft recommendations for implementing diversity goals during the 1993-1994 academic year.

In support of the "Implementation Strategies for the Educational Equity Goals and Objectives of the Strategic Planning Document" prepared by the Educational Equity Commission during Spring 1992, and in compliance with Section 5 DIVERSITY of the Cal Poly Strategic Plan, the following recommendations are set forth.

WHEREAS, Numerous activities and efforts have been made by various campus constituencies to develop and maintain an integrated multicultural university community, but these efforts have not always had far-reaching effects because the activities and services have not been centralized; therefore, be it

RESOLVED: That the Equal Opportunity Advisory Council remain intact as an advisory body to the President on issues related to affirmative action and equal opportunity as prescribed in the Campus Administrative Manual; and, be it further

RESOLVED: That, pursuant to the recommendation in the "Implementation Strategies for the Educational Equity Goals and Objectives of the Strategic Planning Document" report prepared by the Educational Equity Commission during Spring 1992 (page 29), the Educational Equity Commission be established as a standing university-wide committee charged with the oversight of educational equity and diversity goals at Cal Poly; and, be it further

RESOLVED: That the Educational Equity Commission exist as a body of campus representatives charged with the responsibility of coordinating and facilitating the creation of a multicultural, multiracial campus that is committed to providing a nurturing, supportive environment conducive to the success of all students, faculty, and staff. The Commission shall develop and recommend policies and programs to achieve educational equity goals and objectives; and, be it further

RESOLVED: That the Educational Equity Commission be charged with the following responsibilities:

1. **Monitor campus programs on educational equity/diversity goals and objectives.** This includes the hiring, retention, and promotion of underrepresented faculty, staff, and administration; outreach, recruitment, retention, and graduation of a diverse student body; education of the Cal Poly community on cultural and gender issues; and development of a multicultural curriculum;

2. Identify and take initiative in addressing future issues related to educational equity and cultural, racial, and gender pluralism;
3. Assume oversight responsibilities for the campus in the area of educational equity/diversity and make recommendations that will foster progress in this area;
4. Monitor the coordination of educational equity/diversity efforts on campus;
5. Publicize successful educational programs to inspire further campus initiatives in this area;

and, be it further

RESOLVED: That the Educational Equity Commission evaluate the development and achievement of educational equity/diversity goals and objectives, in quantifiable terms, for each academic and administrative unit on campus. Such goals shall include, but not be limited to, those relating to:

- recruitment, hiring, development and retention of underrepresented faculty and staff;
- recruitment and admission of underrepresented students;
- progress toward graduation and graduation rates of underrepresented students;
- inclusion of multicultural issues in the curriculum;
- effectiveness of programs and efforts to achieve campus-wide sensitivity towards diversity issues and underrepresented students;

and, be it further

RESOLVED: That the quantified evaluations be forwarded to the Vice President for Academic Affairs and the Deans' Council as input into the budget allocation process; and, be it further

RESOLVED: That the membership of the Educational Equity Commission be as follows:

1. two faculty representatives nominated by the Academic Senate;
2. one representative from the Academic Deans' Council;
3. one representative from the staff;
4. the Director of Affirmative Action (CHAIR);
5. the Director of Ethnic Studies;
6. one representative from the Cal Poly Foundation; and
7. one ASI student representative chosen from among the cultural clubs;

and, be it further

RESOLVED: That to ensure the makeup of the Educational Equity Commission complies with the intent of the Educational Equity Commission report, final approval of Commission appointments will rest with the Affirmative Action Director; and, be it further

RESOLVED: That the Affirmative Action Director be the Chair of the Educational Equity Commission in order to provide the continuity and clerical support needed for its work; and, be it further

RESOLVED: That the Affirmative Action Office receive adequate funding and clerical support in order to provide the centralization of information and services recommended by this resolution.

Proposed by the Diversity Summer Task Force
September 7, 1993

Adopted:

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

AS- -93/
RESOLUTION ON
TARGETING UNDERREPRESENTED POPULATIONS AT CAL POLY

- WHEREAS, Throughout this past decade, the State of California has been reviewing and implementing state policies to increase the participation of its growing ethnic populations;
- WHEREAS, The Strategic Plan for Cal Poly, Section 5, defines diversity in terms of "differences in age, country of origin, creed, economic background, ethnicity, gender, physical ability, race, and sexual orientation"; and
- WHEREAS, The Strategic Plan for Cal Poly, Section 5.2, further states that "the composition of the Cal Poly community shall reasonably reflect the cultural diversity of those Californians qualified for enrollment or employment at Cal Poly"; and
- WHEREAS, There is a disturbingly low representation of African-American, Latino-American, and Native-American individuals enrolled or employed at Cal Poly; and,
- WHEREAS, Other institutions of higher education (e.g. UCLA's graduate programs) have focused their attention on those groups most seriously underrepresented; and
- WHEREAS, A common response from individuals of these underrepresented groups who have left Cal Poly indicates "cultural isolation" and "lack of content" in Cal Poly's environment as significant reasons for their leaving; and
- WHEREAS, In an effort to promote the representation of these underrepresented groups and to create a community environment which enhances their success and sense-of-belonging; therefore, be it
- RESOLVED: That the university make a concerted effort to attract and retain individuals from the following underrepresented groups: African-American, Latino-American, and Native-American; and, be it further
- RESOLVED: That departments be encouraged to target individuals from these underrepresented groups in their diversity efforts.

Proposed by the Diversity Summer Task Force
September 7, 1993

Adopted:

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

AS- -93/
RESOLUTION ON
PROMOTING SENSITIVITY of DIVERSITY ISSUES

- WHEREAS, Section 5 of the "Strategic Plan for Cal Poly" states, "Diversity enhances the quality of life and education for all members of the Cal Poly community"; and
- WHEREAS, Section 5 of the "Strategic Plan for Cal Poly" further states, "to achieve a truly integrated multicultural campus, members of the faculty, staff, and student body must participate in academic and cultural programs that promote the sensitivity, understanding, and appreciation necessary for the successful attainment of this ideal"; and
- WHEREAS, The "WASC Draft Statement on Diversity" (July 29, 1993) states, "Such changes are often awkward and sometimes difficult. But these changes also bring new intellectual challenges and can contribute mightily to educational quality by offering a more profound understanding of ourselves and our world and an education of greater relevance in a multicultural society"; therefore, be it
- RESOLVED: That the Academic Senate support the creation of a sensitivity task force whose responsibilities include campus-wide workshops held regularly for all faculty, staff, and students which promote the sensitivity and skills necessary for integrating a multiculturally diverse campus; and, be it further
- RESOLVED: That these workshops provide staged demonstrations of appropriate and inappropriate interactions between faculty and students both in the classroom and during advisement; and, be it further
- RESOLVED: That multiple copies of the "Bridges" video (described on Attachment I to this resolution) be reproduced and circulated to all units on campus for viewing by all employees; and, be it further
- RESOLVED: That academic departments encourage Senior Projects that provide practical research or activities which aid appreciation and/or implementation of diversity goals at Cal Poly; and, be it further
- RESOLVED: That colleges and departments develop programs that include strategies for student retention and learning assistance (e.g., "intrusive" advisement, specialized counseling, tutoring programs, etc.); and, be it further
- RESOLVED: That colleges and departments actively support the efforts of various campus entities that contribute to Cal Poly's education on diversity, such as the Center for Women & Ethnic Issues and underrepresented student groups, with financial support for speakers and programs as well as encouraging faculty to volunteer their participation with these groups; and, be it further
- RESOLVED: That a "Multicultural Visiting Professors Program" be funded wherein distinguished faculty from underrepresented groups be invited to Cal Poly as visiting professors. (These distinguished faculty could be offered positions for one to three quarters to teach classes, lead seminars, serve as advisors to students, serve as a resource in recruitment of underrepresented faculty, and participate in campus conferences and talks.) Distinguished faculty from all disciplines should be considered.

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ATTACHMENT I

Bridges Video Project

Academic Senate

Introduction

"Bridges", a 15-20 minute video focusing on the ethnic cultural climate at Cal Poly San Luis Obispo, is being developed to serve as an educational tool for faculty, staff, and students and to help those constituencies better understand the unique challenges and experiences of underrepresented students. The goal of the video is to portray ethnic student life in both a positive and challenging manner through honest statements from faculty, staff, and students on campus. The objectives of the video are to serve as some measure of validation for an ethnic student's experience at Cal Poly, to sensitize the campus while provoking thought on issues of diversity, and to offer approaches/solutions to address the concerns expressed in the video. Hopefully, this will stimulate discussion which focuses on developing strategies to create a campus environment that is open and hospitable to all students.

Cal Poly San Luis Obispo is a predominantly homogeneous campus reflective of a homogeneous community. The video focuses on the distinct experiences of four ethnic groups: African-Americans, Asian-Americans, Native Americans, and Latinos/Hispanics. While the producers understand other groups face unique challenges, the intent of the video is to focus on ethnic groups historically underrepresented in institutions of higher education. Views expressed by those in the video should not be taken as reflective of all members of their respective ethnic group.

The first meeting for implementing a production of "Bridges" was held in the September 1992. Once a decision was made to create the video, an original committee consisting of representatives from the Department of Residential Life and Education, The Center for Women and Ethnic Issues, the Department of Ethnic Studies, the Department of English, and the Office of Student Affairs convened to discuss strategies. A coordinator was designated and another committee was formed consisting of professional staff and Cal Poly students. The original committee consisting of both faculty and staff decided to serve in an advisory capacity. Production for "Bridges" began January 1993. The production committee decided to meet on a weekly basis. Decisions regarding format, script, interviews, and publicity were made by the beginning of March and interviews started at the end of March. All filming was completed by late May. The editing process started in May and will continue throughout the summer. The video is expected to be completed by early October 1993.

The total cost to produce the video is expected to be roughly \$4,500-\$5,000. Financial support is being provided by the Office of Student Affairs and the Department of Residential Life and Education.

Adopted:

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

AS- -93/
RESOLUTION ON
FACULTY AND STUDENT AWARENESS OF
ETHNIC DIVERSITY CONCERNS

- RESOLVED: That the Academic Senate approve the attached report and recommendations entitled "A RECOMMENDATION TO THE ACADEMIC SENATE ON FACULTY AND STUDENT AWARENESS OF ETHNIC DIVERSITY CONCERNS FROM THE STUDENT AFFAIRS COMMITTEE"; and, be it further
- RESOLVED: That the attached report and recommendations entitled "A RECOMMENDATION TO THE ACADEMIC SENATE ON FACULTY AND STUDENT AWARENESS OF ETHNIC DIVERSITY CONCERNS FROM THE STUDENT AFFAIRS COMMITTEE" be forwarded to President Baker for his consideration and implementation.

Proposed By: The
Academic Senate Student
Affairs Committee
May 11, 1993

**A Recommendation to the Academic Senate
on
Faculty and Student Awareness of Ethnic Diversity Concerns
from the
Student Affairs Committee**

President Baker announced at Fall Conference that the issue of educational equity and cultural diversity will be the top priority of his Administration this year. In a related action, the Academic Senate passed a resolution last year to address concerns over ethnic diversity (AS-369-91/EX). To this end, the Academic Senate requested that the Student Affairs Committee study ways and means of promoting ethnic and cultural diversity among the student body and faculty and make appropriate recommendations. This issue has been investigated during the 92/93 Academic Year. The conclusions of the committee are summarized in the following recommendations to the Academic Senate.

Background

The resolution of the Academic Senate identified six areas of concerns:

1. "the low graduation rate of ethnic minorities
2. the need to increase the number of underrepresented students
3. the need to create ways to retain underrepresented students
4. a need to increase the number of underrepresented faculty
5. the need for curriculum changes to reflect ethnic diversity; and
6. the need for faculty cultural sensitivity."

Many of these issues have been addressed by the university Educational Equity Committee in their report "Education of the Cal Poly Community of Cultural and Gender Issues." They outline existing campus programs aimed at educational equity and recommend strategies to improve respect for ethnicity. The Student Affairs Committee strongly agrees with their conclusions, especially those pertaining to administrative leadership and fiscal support to ensure measurable change.

Though each of the six areas is important, the Student Affairs Committee felt that some of these concerns are problems of a structural nature in society and the local

community. For instance, the unalterable fact that San Luis Obispo is so overwhelmingly European-American and affluent creates a foreign atmosphere for some ethnic groups. Additionally, our ability to recruit underrepresented faculty is very limited given the budgets and competition for a very small pool of candidates in many specializations. The Committee felt that the University should focus its earliest efforts on the current faculty and classroom environment.

We believe that the role of faculty as instruments of change cannot be underestimated. They are most influential as role models and the foundation on which all other areas of concern (items 1-5) rest in some way. To quote from the Educational Equity Committee report, ". . . developing a sensitive and collegial community that is knowledgeable, respectful and appreciative of differences among cultural and gender groups is crucial to the ultimate success of all Educational Equity goals and objectives." Significant strides have been made raising awareness of gender-based issues, however, there is inadequate faculty awareness of problems involving student diversity. Recent ethnic harassment incidents on the Cal Poly campus have underscored this view and heightened the urgency for action. Incidents have involved both students and faculty.

In one widely known case, a black female was approached by a group of white students in a classroom context and threatened with abusive racial remarks and told that "her type" do not belong at Cal Poly . Fear combined with the night class environment drove the woman to drop the class and seriously consider leaving Cal Poly. This incident occurred at the end of a class where the instructor had begun with a brief class discussion of the significance of Martin Luther King Day at which he was booed. Although the instructor responded forcefully to overcome the outburst, the instructor was dismayed and uncertain as to the appropriate ways in which to deal with such blatant and reprehensible behavior.

A prevailing attitude exists that such overt expressions of prejudice do not occur at Cal Poly. Complacency is tantamount to approval. An immediate and forceful response by the Administration and faculty is necessary. Faculty must be made aware of the seriousness of this issue and armed with means for creating an environment that maximizes the chances of success for all students.

Recommendation

The committee recommends that

1. President Baker appoint a Diversity Awareness coordinator who will develop programs designed to heighten faculty understanding of multicultural situations that occur in a learning environment. This should include a survey to determine the causes of retention problems among underrepresented groups.
2. The coordinator will cooperate with the deans to conduct semi-annual workshops during which faculty are provided with the necessary knowledge and skills to serve an increasingly diverse student body.
3. Possible formats for such a Diversity Awareness program include live staged situations in which students from various ethnic backgrounds participate. The proposed staged situations might include examples of both successful and unsuccessful interaction between students and faculty.
4. The faculty be fully informed by competent authorities as to what their prerogatives are in maintaining a classroom atmosphere in which cultural differences are respected by all students.
5. The university provide the needed funds to successfully implement the proposed Diversity Awareness program.
6. The university institute a Diversity Awareness program for incoming students. Planned activities in association with WOW might be an appropriate vehicle for the proposed program.

Concurrent with increased faculty and student awareness of diversity, the committee recommends that the university expand its efforts to improve recruitment and retention of underrepresented students through programs such as MESA and START.

Adopted:

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

AS- -93/PPC
RESOLUTION ON
EVALUATION OF COLLEGE DEANS OR
EQUIVALENT ADMINISTRATORS

- WHEREAS, The dean/equivalent administrator has primary responsibility for leadership of the college/equivalent academic unit in the allocation and utilization of financial resources, quality of academic programs, admission and dismissal of students, appointment, retention, tenure and promotion action, long-range direction of the college/equivalent academic unit, development of external financial resources and the representation of the college/equivalent academic unit both internal to the university and to external constituents; and
- WHEREAS, The faculty of a college/equivalent academic unit are directly affected by the dean/equivalent administrator's performance in meeting these responsibilities; and
- WHEREAS, The dean/equivalent administrator's evaluation by the faculty is utilized for the purpose of providing evaluative information to the dean/equivalent administrator and the Vice President for Academic Affairs; and
- WHEREAS, Each probationary and tenured faculty member, regardless of time base, including those persons in the Faculty Early Retirement Program (FERP), has a professional responsibility to complete the evaluation form in order to provide useful and timely input to the Vice President for Academic Affairs; and
- WHEREAS, The Vice President for Academic Affairs evaluates the deans/equivalent administrators every three years; therefore, be it
- RESOLVED: That the attached evaluation form be adopted for use by the faculty in evaluating the dean/equivalent administrator of each college/equivalent academic unit annually; and, be it further

RESOLUTION ON EVALUATION OF COLLEGE DEANS
OR EQUIVALENT ADMINISTRATORS

AS- -93/PPC

Page Two

- RESOLVED: That the Library may develop an evaluation form appropriate for its use subject to the approval of the Academic Senate and the Vice President for Academic Affairs; and, be it further
- RESOLVED: That the Academic Senate recommend that said evaluation results be a major part of the Vice President for Academic Affairs' evaluative consideration of each dean/equivalent administrator; and, be it further
- RESOLVED: That the Vice President for Academic Affairs report to each college/equivalent academic unit's faculty the number and percentage of faculty in that college/equivalent academic unit that responded to the dean/equivalent administrator's evaluation and that a summary of the evaluation results be placed in the dean/equivalent administrator's personnel file.

Proposed by the Academic
Senate Personnel Policies
Committee

ANNUAL EVALUATION OF COLLEGE DEANS and EQUIVALENT ADMINISTRATORS

Faculty completion of this evaluation form is of utmost importance if it is to be given serious consideration by the Vice President for Academic Affairs in his evaluation of the dean/equivalent administrator. Good performance should be recognized and inadequate performance should be identified.

DEAN/EQUIVALENT ADMINISTRATOR: _____

Please rate your dean/equivalent administrator's performance this academic year, using the scales provided for each item. Respond on the enclosed scantron form.

Scale: Outstanding = A, Good = B, Fair = C, Poor = D

1. Engages in effective strategic planning
2. Promotes improvements in goals, objectives, policies and procedures
3. Supports and recognizes professional development and accomplishments of faculty
4. Recognizes and rewards faculty service
5. Recognizes and rewards excellence in teaching
6. Recognizes and rewards effective student advising
7. Effectively advocates college/equivalent academic unit's positions and concerns to the university administration
8. Encourages and supports affirmative action and cultural diversity in recruiting and retention of high quality faculty, staff, and students
9. Demonstrates sensitivity to student needs in a multi-cultural educational environment
10. Fosters effective communications with alumni and community
11. Administers established policy fairly
12. Adequately explains decisions which reverse or modify established college/department policy
13. Makes reasoned decisions in a timely manner
14. Plans and allocates budget resources openly and fairly
15. Provides faculty with periodic (at least annually) reports of the allocations and uses of funds
16. Actively seeks supplemental financial support for new and existing programs
17. Manages personnel relations effectively
18. Handles conflicts and differences diplomatically and effectively
19. Communicates effectively
20. Solicits input and consults with faculty when appropriate
21. Is willing to consider alternative points of view
22. Provides opportunities to make her/himself available to the faculty
23. How do you rate the dean/equivalent administrator overall

Please provide written comment in response to the following:

24a. Please describe any actions by your dean/equivalent administrator that you have been especially pleased with during the year:

24b. Please describe any actions by your dean/equivalent administrator that you have been especially displeased with during the year:

25. What suggestions do you have for how your dean/equivalent administrator could improve her/his functioning:

Adopted:

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

AS- -93/
RESOLUTION ON
VOTE OF CONFIDENCE FOR ADMINISTRATORS

- WHEREAS, At the present time there is no formal process for a Vote of Confidence for administrators at Cal Poly, and
- WHEREAS, Such a process is appropriate for a university; therefore, be it
- RESOLVED: That the following procedure be adopted by the Academic Senate:

PROCEDURE FOR VOTE OF CONFIDENCE FOR ADMINISTRATORS

1. If a Vote of Confidence for any administrator is to take place it should not be a regular periodic event but should be considered an extraordinary measure.
2. Campus-wide official petition forms will be created for the administration of a Vote of Confidence. The forms shall include spaces for printed names, signatures, and employee identification numbers.
3. It will be left to each department to establish its own policy about a Vote of Confidence for its chair/head.
4. The following procedure will be followed for college deans:
 - 4.1 A petition signed by at least 25 percent of a college's tenured and tenure-track faculty is presented to the college caucus chair. Simultaneously, a notification of the petition is presented to the Chair of the Academic Senate.
 - 4.2 Upon receipt of the petition, the caucus chair shall present it to the Chair of the Academic Senate in a timely manner.
 - 4.3 Within five (academic year) working days (excluding summer quarter), from the date the petition was presented to the college caucus chair, the Chair of the Academic Senate and the caucus chair will verify with the assistance of the Faculty Affairs Office that the

people who signed the petition constitute at least 25 percent of the tenured and tenure-track faculty of the college.

- 4.4 The names of the people who signed the petition will be kept confidential by those who have access to it. The petition will be destroyed after the Vote of Confidence is conducted.
- 4.5 Within ten (academic year) working days (excluding summer quarter) from the date of the petition verification, the Chair of the college caucus shall hold an open forum of tenured and tenure-track faculty for the purpose of allowing the dean to respond to the petition.
- 4.6 The Academic Senate Elections Committee shall conduct the Vote of Confidence within five (academic year) working days (excluding summer quarter) from the date of the open forum. Those eligible to vote shall consist of the college's tenured and tenure-track faculty.
- 4.7 The results of the Vote of Confidence for a college dean will be distributed by the Chair of the Academic Senate to the President, the Vice President for Academic Affairs, the dean, and the faculty of the college.
5. The following procedure will be followed for the President and vice presidents:
 - 5.1 The process to administer a Vote of Confidence for the President or vice presidents can be initiated by one of the following two alternatives:
 - 5.1.1 Alternative 1: A petition, signed by at least 10 percent of the constituency who are represented by the Academic Senate, is presented to the Chair of the Academic Senate.
 - 5.1.1.1 The Chair of the Academic Senate presents the petition to the Academic Senate Executive Committee after the petition was handed to the Chair.
 - 5.1.1.2 The Academic Senate Executive Committee will verify with the assistance of the Faculty Affairs Office that the people who signed the petition constitute at least 10 percent of the constituency represented by the Academic Senate.

- 5.1.1.3 The names of the people who signed the petition will be kept confidential by those who have access to it. The petition will be destroyed after the Vote of Confidence is conducted.
- 5.1.1.4 Within ten (academic year) working days (excluding summer quarter) from the date the petition was presented to the Academic Senate Executive Committee, the Chair of the Academic Senate shall hold an open forum of the Academic Senate constituency for the purpose of allowing the President/Vice President to respond to the petition.
- 5.1.1.5 The Academic Senate Elections Committee shall conduct the Vote of Confidence within five (academic year) working days (excluding summer quarter) from the date of the open forum. Those eligible to vote shall consist of the voting membership of the General Faculty as defined in Article I of the Constitution of the Faculty.
- 5.1.2 Alternative 2: A motion to administer a Vote of Confidence for the President or vice presidents is passed by the Academic Senate by simple majority.
 - 5.1.2.1 Within ten (academic year) working days (excluding summer quarter) from the date the Academic Senate passed the resolution to conduct a Vote of Confidence, the Chair of the Academic Senate shall hold an open forum of the Academic Senate constituency for the purpose of allowing the President/Vice President to respond to the vote.
- 5.2 The Academic Senate Elections Committee shall conduct the Vote of Confidence within five (academic year) working days (excluding summer quarter) from the date of the open forum. Those eligible to vote shall consist of the voting membership of the General Faculty as defined in Article I of the Constitution of the Faculty.
- 5.3 The results of the Vote of Confidence for the President or vice presidents will be distributed by the Academic Senate Executive Committee to the President, the vice presidents, the college deans, all personnel

represented by the Academic Senate, and the Chancellor of The California State University system.

- 5.4 In the case of exceptional circumstances, the Academic Senate Executive Committee may modify the timelines, but not the procedures, provided in this document.
- 5.5 The Academic Senate Executive Committee may by a two-thirds vote enlarge upon the list of administrators affected by this resolution.

Proposed By: The
Academic Senate Personnel
Policies Committee

VOTE OF CONFIDENCE PETITION

I, the undersigned, request that the Executive Committee of the Academic Senate initiate the procedure for a Vote of Confidence for _____ as stated in C.A.M. _____. It is understood that the names of all of the petitioners will be confidential.

PRINT NAME	SIGNATURE	FACULTY I.D.# (Social Security No.)
_____	_____	_____

 * Academic Senate Executive Committee only: *
 * * * * *
 * valid signature: _____ verified by: _____ *
 * * * * *

VOTE OF CONFIDENCE PETITION

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PRINT NAME	SIGNATURE	FACULTY I.D.# (Social Security No.)
_____	_____	_____

 * Academic Senate Executive Committee only: *
 * * * * *
 * valid signature: _____ verified by: _____ *
 * * * * *

Adopted:

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

AS- -93/
RESOLUTION ON
"CAL POLY INSTRUCTIONAL COMPUTING STRATEGIC PLAN:
A NETWORKED INSTRUCTIONAL ENVIRONMENT"

- WHEREAS, The Instructional Advisory Computing Committee (IACC) has been asked to write a strategic plan to address instructional computing and information needs in the future; and
- WHEREAS, The IACC has consulted with various interested faculty and staff on the contents of the strategic plan; therefore, be it
- RESOLVED: That the Academic Senate endorse and support, in concept, the IACC "Cal Poly Instructional Computing Strategic Plan: A Networked Instructional Environment."

Proposed by the
Instructional Advisory
Computing Committee
April 27, 1993

Instructional Advisory Computing Committee

John Cotton, College of Architecture
Mark Edson, Students
Wayne Montgomery, Library
Kent Morrison, College of Science and Mathematics
Wes Mueller, College of Agriculture, *Chair*
Doug Smith, College of Liberal Arts
Ed Sullivan, College of Engineering
Allan Weatherford, College of Business

send comments by email to iacc@oboe.calpoly.edu

Cal Poly Instructional Computing Strategic Plan: *A Networked Instructional Environment*

In the next decade, computing technology will provide us with even greater teaching, learning, and research opportunities than it has in the last. For most instructors and students, the computing revolution of the last decade was symbolized by desktop computers: isolated machines loaded with word-processors, spreadsheets, graphics and computation programs. This first revolution is not complete: many of our faculty and students still do not have easy access to such machines, or the opportunity to learn to use them fully.

But the next computer revolution already is underway. Instructional computing in the next decade will be symbolized not by isolated desktop machines, but by communication between those machines, among office and office, classroom and library, teacher and student, the campus and the world. The next revolution will be less about the technology of computation than about access to information, and ways of sharing information. Consequently, the next revolution will involve most members of the University community, not just those who have been the traditional users and beneficiaries of technology.

With planning, Cal Poly can not only participate in the next revolution in instructional computing, but help lead it, to the great advantage of our students and faculty. Our plan centers on four major goals:

GOAL 1: NETWORK. A networked instructional environment, based on universal email, shared information resources, and computerized classrooms.

GOAL 2: ACCESS. Easy access to workstations and networked information services.

GOAL 3: SUPPORT. Institutional support for faculty and student development of computer-based communication skills.

GOAL 4: SIMPLICITY. Simplified interfaces, procedures, and documentation.

We do not envision achieving these goals all at once. Instead, we intend to proceed deliberately, with a careful eye on changes in technology that may change our goals, and on vicissitudes in the economy that enables them. Still, we feel that we must begin proceeding now toward a networked instructional environment if we are to deliver the sort of education our students will need as we move into the next century.

Achieving these goals will require coordinated planning and implementation at the departmental, college and university levels. We envision that Academic Computing Services, subject to review by the Instructional Advisory Computing Committee, will be the entity that coordinates instructional computing planning throughout the University.

Discussion of each of our four goals follows.

GOAL 1: NETWORK. A networked instructional environment, based on universal email, shared information resources, and computerized classrooms.

We intend to work toward a networked instructional environment. In this environment, every instructor and every student, working alone at his or her office desk, or with others in any campus classroom, will have access not only to the powerful tools of the desktop, but also to the networked applications and information resources of the entire campus, and the world beyond.

We envision students and faculty accessing the University's shared resources from network ports distributed throughout campus, in classrooms, laboratories, library facilities, and faculty offices. We envision them accessing shared resources from off-campus sites or residences. We envision every classroom being equipped with a large-screen display system into which instructors can plug their own portable computers, and through which they can display not only prepared lecture materials but also shared information resources.

We envision a University in which all faculty, staff, and students are connected through email. We envision vastly increased use of information services such as Cal Poly Network News (CPNN) and email, both to improve speed and convenience of communication and to save resources now devoted to paper and mail delivery. We envision that most written staff communication (memos, announcements, etc.) will occur electronically. We envision that many of the documents that pass between teachers and students (syllabi, "handouts," even examinations) will become computer-based. We envision instructors recording, calculating, and storing grades, and submitting them to the registrar, through an electronic gradebook that links with enrollment rosters and other pertinent student records.

We envision not only plain-text documents flowing between desktops, but multimedia documents, including color graphics, sophisticated formatting, interactivity, hypertext, animation, sound, and video. We envision instructors and students increasingly competent not only in receiving and reading multimedia and hypertext documents but in producing them.

We envision increasingly more powerful library retrieval capacity, including full text and multimedia retrieval to the individual user's desktop or to classroom display systems, with the ability to search and manipulate retrieved documents. We envision increasing desktop access to international journals, data bases, reference works, and scholarly discussion groups.

Using these electronic resources, we intend to create a new methodology for doing research and for publishing it, for creating and delivering lectures, and for interacting with students, not replacing the techniques of the traditional classroom but enhancing them.

GOAL 2: ACCESS. Easy access to workstations and networked information services.

We envision a campus community in which adequate, connected workstations are accessible to every student, faculty member, and staff member. An adequate workstation is one capable of receiving, processing, and displaying multimedia, including color graphics, sound, and video. Over time, of course, the concept of what is adequate will change. For example, we expect adequate workstations to become increasingly portable.

Faculty should be provided workstations as part of the ordinary instructional equipment they need for their jobs. Students should enter the University with an adequate computer, and with software sufficient for participating in their majors and in the campus electronic community. The policy which requires students to own computers also must include provision for a financial program enabling students to purchase computers.

Connections between faculty and student workstations will depend on the campus network, which will require additional file and application servers, additional storage, and improved performance, if it is to handle both an increased population of users and continually improving quality. Moreover, the physical process of connecting to the network needs to be improved, both from on campus and from off campus. To improve connections on campus, broad band connections must be supplied to faculty offices, most of which have only serial connections now, and to classrooms, most of which are not connected at present, and to many more study sites throughout the campus. To improve connections from off campus, in the short run, more modems should be installed, but in the long run, broad band links through telephone service need to be established.

Computer labs will continue to be a feature of the campus, but their nature will change. Since all students and faculty already will have adequate workstations, computer labs will provide for advanced, specialized, or particularly expensive hardware and software needed for particular disciplines or tasks. Coordination and management of computer labs will increasingly fall under the purview of Academic Computing Services, rather than individual departments or schools, so as to avoid duplication of effort and enhance efficiency of use.

GOAL 3: SUPPORT. Institutional support for faculty and student development of computer-based communication skills.

Part of the revolution we envision entails the installation of hardware and software, but even more of it depends on motivating and training the members of the academic community. We envision that the responsibility for learning and teaching the skills necessary to use the new research, writing, and presentation tools will increasingly be recognized not as the special duties of a few instructors or a few academic departments, but as part of the regular duties of the majority of instructors and of all departments, across the curriculum. We will all be using computerized classrooms; we will all be communicating through email. But most faculty members do not have these skills now, and often the time and effort required by their other professional obligations prevent them from obtaining these skills.

The speed and scope of change in instructional methods promised by the new technology is unprecedented in educational history, and will require unequivocal institutional support. No graduate school yet teaches what we expect our faculty to achieve. For many of our colleagues, the initial learning curve will be dauntingly steep, and advantages of undertaking the task unclear. We cannot expect that faculty will be able to upgrade their instructional computing skills on the scale we envision without institutional assistance—not just through special grants or pilot programs but through regularized, ongoing, easily accessible mechanisms.

To meet the unprecedented need for motivation and training, we envision a clear institutional policy that encourages the individual faculty member to make the required investment of time and effort. This policy should provide incentives for faculty development, including, for example, release time or direct pay to implement training seminars for other faculty, and release time or direct pay to attend such seminars. This policy also should explicitly regard improvement of an instructor's instructional computing skills as useful and appropriate professional development worthy of consideration during the retention, promotion, and tenure process.

Besides providing opportunity for basic training, the university should support innovative, advanced faculty projects—particularly those designed to enhance or improve the utility of new technologies within the teaching, learning, and research processes.

GOAL 4: SIMPLICITY. Simplified interfaces, procedures, and documentation.

The system must be simple and easy to use. Students, faculty and staff should have simple, intuitive, and uniform access and interfaces to information resources that enhance teaching and learning, research, professional development, and communication. They should have simple networked tools which allow them to work through the bureaucratic processes of the university, such as registration and grading, with a minimum of frustration.

We recognize that one of the most burdensome impediments to our plan for a networked campus is that not all current systems are "user-friendly," and that the multiplicity of systems now on campus requires users to learn many different interfaces and command sets. To help remove that impediment, we envision a conscious, cooperative effort by administration, staff, and faculty to demystify computer use by discussing it and documenting it in plain English, not in jargon and acronyms. We envision a conscious, continuing effort by Information Systems personnel to simplify and standardize interfaces between people and machines. We envision an explicit policy of procurement and growth which holds consistency and ease of use to be as important as computing power.

To some experienced users this need to simplify language and interface may seem trivial, or of secondary importance, but it is not. Without it our effort to spread the advantages of instructional computing throughout the university will surely fail. Realizing, however, that complex technology will always present some difficulty, we envision a growing role for Academic Computing Services as an expert consultation service for faculty and students.

Date _____

Molly Broad
Senior Vice Chancellor,
Administration and Finance
Office of the Chancellor
The California State University
400 Golden Shore
Long Beach, CA 90802-4275

Dear Vice Chancellor Broad:

On behalf of our Academic Senate, I would like to extend an invitation to you to speak to our Academic Senate some time during fall quarter. Our Senate meetings for fall are scheduled for: _____, _____, _____; however, if you are not available on any of these dates, we can schedule a special meeting of the Senate on another Tuesday between 3 and 5pm.

I am sure many of our members would appreciate the opportunity to discuss the issues and conditions affecting higher education today. It would also be helpful to hear what the philosophies and goals of the Chancellor's Office are for the CSU and the long-term strategic plan for minimizing administrative centralization of the individual CSU campuses.

I appreciate your willingness to speak to our Senate and I look forward to hearing from you soon. I can be reached on campus at 805/756-1258.

Sincerely,

Jack Wilson
Chair, Academic Senate

RECEIVED

State of California

California Polytechnic State University
San Luis Obispo, CA 93407

AUG 26 1993

Academic Senate

MEMORANDUM

Date: August 27, 1993

To: Jack Wilson, Chair
Academic Senate

Copies: A.S. Executive Committee
R. Koob
H. Sharp
P. Engle

From: *Basil*
Basil A. Fiorito, Coordinator
M.S. Psychology

Re: Request for Clarifying and Amending Program Review Procedures

At its August 17, 1993 meeting the Academic Senate Executive Committee voted not to require an additional program review of the M.S. in Psychology. This decision did not address the more fundamental issue brought forward by this particular program evaluation, i.e. the need for a secondary level of review when questions of prejudice or bias are raised. Given the Executive Committee's understandable reluctance to stand in judgment of the program review committee's procedures and report, we are more convinced than ever of the need for a formal, institutionalized secondary level of review to evaluate the validity of any charges of bias or prejudice in a program evaluation. Without such recourse, a single senate committee has absolute power in determining a program's reputation on campus and with the Vice President of Academic Affairs.

A secondary issue that needs clarification to avoid future bias charges deals with point 4 under "Implementation of Review and Report Format" in the senate's document, Academic Program Review and Improvement. This item reads,

The evaluation process shall be a review and assessment of the materials pertaining to a program. The committee will prepare a list of findings based on the materials contained in the package submitted.

This item is unclear as to whether the committee is restricted to basing its findings on only the materials submitted by the program and information gathered in meetings with the program administrator/faculty or whether the committee can obtain

information from faculty outside the program, perhaps even outside the department. This matter needs clarification because the committee could be provided biased information from an individual who, unbeknown to the committee, is unhappy with a program. If the committee is permitted to use information provided by individuals other than the program administrator/faculty, it would seem wise to do a general survey of knowledgeable individuals to ensure a balanced sampling of opinions. To accept information from just one individual outside the program, allows for the risk of incorporating a biased or prejudiced perspective into the review process.

To illustrate how bias entered into the M.S. Psychology program review we cite the following facts. It is a known fact that one member of the Psychology and Human Development Department, Dr. Laura Freberg, who is not a member of the M.S. program faculty, contacted the program review committee, both orally and in writing, and provided the committee with information about the program. Dr. Freberg has separated herself from the department for over a year, not attending faculty meetings and not participating in any department committees. It is also a well-known fact that she waged a strong campaign in the senate during the 1992-93 academic year to defeat the department's proposal for an undergraduate Psychology major. Given her criticism of the department, its faculty, programs, and proposals, any information she provided the committee was almost certain to be negative. Program faculty believe that negative information provided by Dr. Freberg was used in the preliminary report and retained in the program's final report.

To illustrate this, listed below are two statements, one taken from the preliminary report, the second from a memo Dr. Freberg sent to all department faculty and copied to the Program Review Committee.

Draft Preliminary Report - M.S. in Psychology, Finding 17: "Demand for the program is questionable. Some San Luis Obispo residents drive to Santa Barbara to take masters program in psychology at UCSB."

The above statement could not be derived from any materials submitted by the program to the review committee. This information had to come from some other source.

In her May 24, 1993 memo, MS Psychology Evaluation (attached) Dr. Freberg wrote, "Why are local agency workers willing to drive to Santa Barbara for MFCC coursework in order to avoid this program? Why are some local agencies unwilling to take MFCC interns anymore? (I can document both of these.)"

We believe Dr. Freberg provided this information to Dr. Bob Heidersbach, a neighbor of hers, early in the review process. Dr. Heidersbach was the committee member responsible for developing the first version of the preliminary report on the M.S. in Psychology. The use of information provided by Dr. Freberg was damaging to the program's review process and because the committee did not survey other

department faculty for their assessment of the program, the committee's preliminary report was highly critical in both content and tone.

In conclusion, we believe the above facts demonstrate how biased information can be incorporated into the review process and its documents. We believe program review procedures need to more clearly specify what information sources the committee is permitted to access in order to evaluate programs. Lastly, we believe the senate needs to institute a formal review procedure to investigate the validity of bias or prejudice charges in program evaluations.

State of California

California Polytechnic State University
San Luis Obispo, CA 93407

MEMORANDUM

Date: May 24, 1993

cc: Charles Andrews, Chair
Program Review and Improvement
Committee

To: Psy/HD Faculty

From: Laura Freberg

SUBJECT: MS Psychology Evaluation

I hope that everyone took a few minutes to read the Program Review report on the MS program. In spite of conclusions that the report was "unfounded and outrageous," I found several points that are worthy of further discussion:

- 1) I think that asking for the GRE or some other standardized test has merit. I recognize one of our current Psy grad students as a previous HD major who received a D from me in Learning and Memory. In double-checking my memory against his transcript, I find he also received a D in Experimental Psych and C's in most of his core Psych classes. He is a really nice guy, but this leads me to question the rigor of the admission process.
- 2) We seem to have 20-25 more units in the program than we need to have, based on comparable CSU programs. According to the report, we "spend" 2.5 positions/year on the MS, although only one position (Marilynn) came over from Education. If we can possibly reduce the cost of the MS, it would greatly benefit the undergraduate program.
- 3) I clearly recall the circumstances surrounding the name change to MS Psychology from MS Counseling. The MS faculty had wanted to distinguish themselves from Education, so had proposed "Counseling Psychology" to Long Beach. Long Beach said that we must be one or the other. We came back with Psychology, but there was considerable concern among the MS faculty that this would mislead students into believing that this program would serve as a stepping stone towards a Ph.D. in Psychology. Apparently, Program Review shares this concern.
- 4) Comments regarding outside accreditation are reasonable and expected.

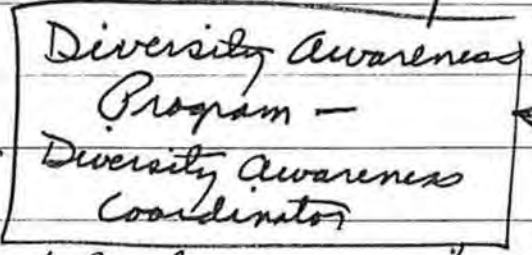
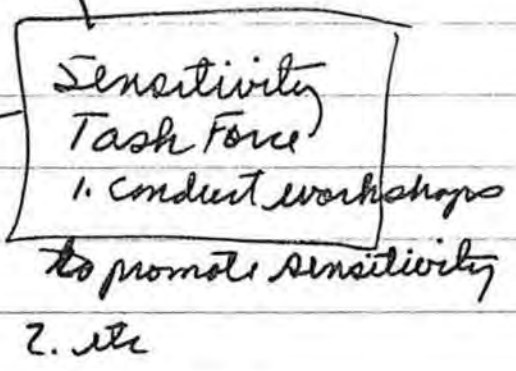
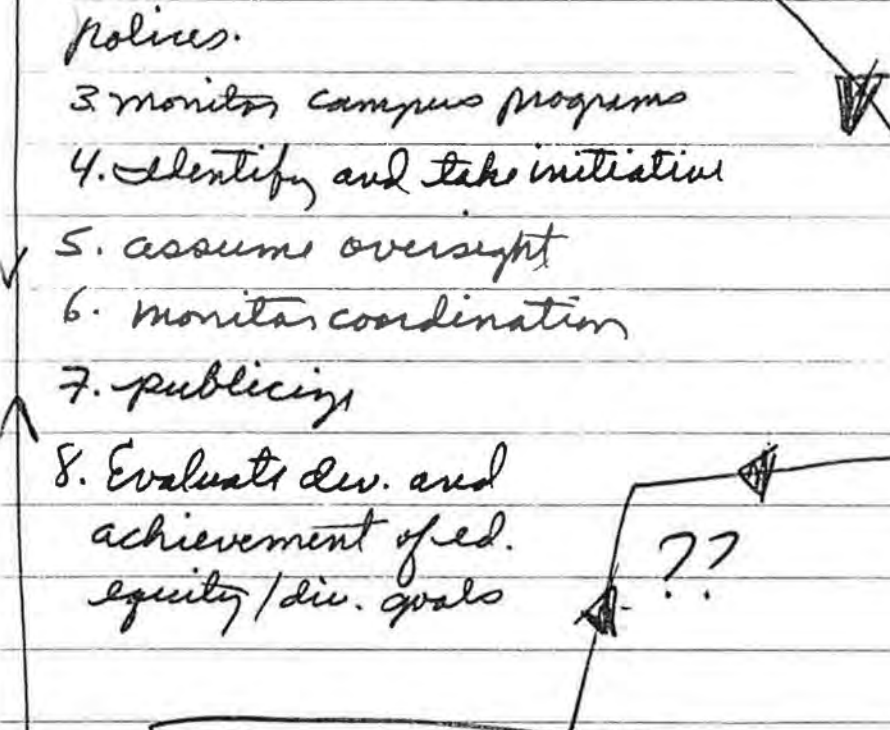
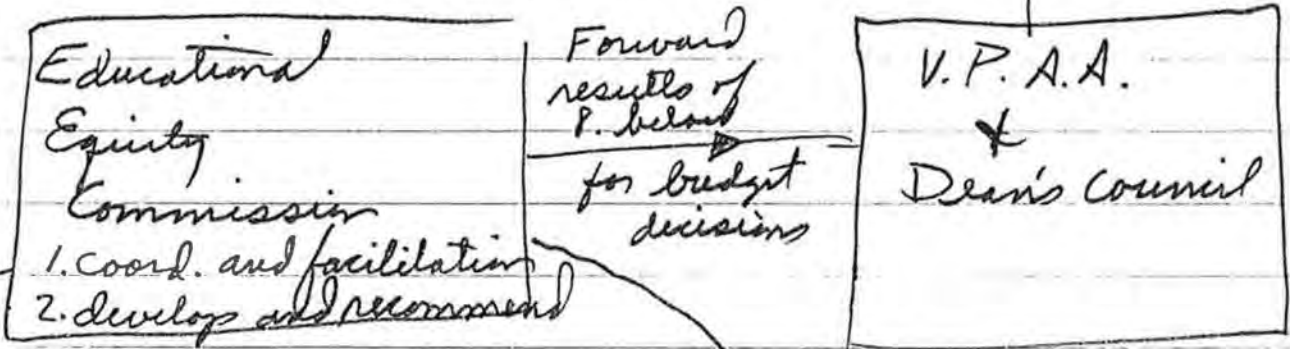
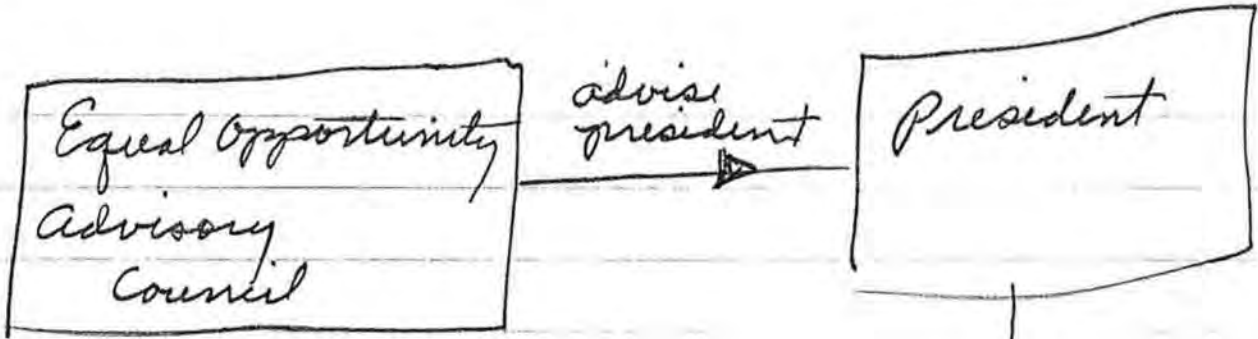
5) The idea of an MSW has been floating around for a long time. There are relatively few MSW programs in the state, and it would provide students with an opportunity to find work in San Luis Obispo.

6) I concur with the need for some evidence of quantitative skills as a prerequisite, especially given the graduate Statistics course requirement.

7) I suspect that one of the comments triggering the "outrageous" comment is the reference to lack of "formal training and/or backgrounds in psychology." Program Review appears to be taking the typical outside accreditation tack of looking at faculty terminal degrees for those teaching the bulk of the coursework with an eye toward the Psychology label. Counseling and Psychology are not at all synonymous, as evidenced by the wide variety of degrees held by people licensed to counsel. Cal Poly has a long tradition of emphasizing terminal degrees as evidence of ability to teach in a particular course prefix.

In conclusion, I am puzzled by the defensive emotional posture regarding this report. There are issues that could have been raised here that weren't. Why are local agency workers willing to drive to Santa Barbara for MFCC coursework in order to avoid this program? Why are some local agencies unwilling to take MFCC interns anymore? (I can document both of these.) I have personally overheard Psy/HD faculty recommending that particularly talented HD majors NOT consider applying to the MS program. In order to regain an objective perspective, perhaps we should all review the Minutes of our meetings back in 1990-91 when the suggestion of moving the MS first took place.

We probably shouldn't forget that Home Ec resisted similar recommendations for at least ten years, also claiming bias and lack of understanding, before the axe finally came down. With the current budget climate, nobody will get ten years. The Program Review Committee definitely has the ear and confidence of the Senate and the Administration, and its conclusions shouldn't be taken lightly. I would appreciate a rational and realistic point-by-point analysis of the report with associated action steps from the MS faculty at their earliest opportunity.



- 1. develop programs for sensitivity
- 2. " workshops

Proposed by Student Affairs Committee

??

3. Whom does the curriculum serve?
4. Who are the stakeholders?
5. What are the expectations of the students?
6. What does breadth of education mean?
7. How can the curriculum be constructed to offer a high-quality education to the students while keeping faculty workloads at a level that provides time for scholarship, creative activity, and development of new courses and instructional techniques?

Challenging ↔

Can the curriculum be configured into a base workload (required courses) and a supplemental workload (elective courses)?

8. How can the curricula of degree programs combine science and technology, and the arts and humanities, without treating these as two separate cultures?
9. How can the co-curriculum best be integrated in the baccalaureate degree?
10. What should the curricular structure be? Should it differ from program to program?

concentrations?

sub-concentrations?

units in program & Title 5

structure as major and prerequisites, general education, free electives
minors only where there are sufficient free electives (or eliminate from the campus?)

(Arrange by required core, blocks of restricted electives? Configure blocks of electives into concentrations, etc? Avoid rigid structures that spell out every course? Use umbrella courses to avoid a lot of paperwork as subject matter changes.

11. What is the best way to handle the cultural pluralism requirement?
12. What elements should be included across the "curriculum"? Multi-culturalism and gender issues? Internationalism? Computing? Writing? Computation? Speaking & listening? Can writing best be taught from a disciplinary base, especially at the upper division?

13. How will Cal Poly's curriculum be reconciled with the demands of specialized accrediting agencies?
14. How will we know when we've met our curricular goals?
15. What renewal strategies will be adopted to be certain the curriculum remains vital?
16. What faculty development activities will be necessary to support curricular revision?

Some reading:

Gaff, Jerry G. "General Education at the Decade's End." *CHANGE*, July/August 1989.

Boyer, Ernest and Arthur Levine. *A QUEST FOR COMMON LEARNING*. Princeton, N.J., Carnegie, 1981.

Featherstone, Joseph. "A Note on Liberal Learning." unpublished mss.

Levine, Arthur. "Program: A Focus on Purpose and Performance," in Greem, J., Levine, A., and asoc. *OPPORTUNITY IN ADVERSITY: HOW COLLEGES CAN SUCCEED IN HARD TIMES*. San Francisco: Jossey-Bass, 1985, 126-136.

Levine, Arthur. "Curriculum Change." unpublished mss.

Boyer, Ernest. *COLLEGE*. Princeton, Carnegie,

Charter Task force statements.

These have some weight already?????
without consultation??

Schedule

Fall 1993:

- 1 October: Appoint "thought leaders" to develop a planning template for curricular revision, and to guide calendar change.
- Visits to or by other institutions that have undergone a calendar change.
- 1 November: Initial sessions with staff who will be involved with calendar change.
- 11 December Draft of planning template complete.

Winter 1994:

- 3 January: Distribute template.
Begin explanations and conversations with campus groups:
Academic Senate and committees (curriculum, instruction, GE&B).
Staff Council.
College and Dept. curriculum committees.
IDHC.
Student Affairs.
College councils.
Deans Council.
ASI.
- 15 February Colleges begin working on principles and objectives within the guidelines of the template.
- Appoint a group to work on GE&B if necessary.
- 18 March College principles and objectives to university.

Spring 1994:

University reviews and revises principles.

1 June University principles for curriculum established, recognizing the individuality of each college.

Summer 1994:

Fall 1994:

Colleges and departments redesign degree programs based on university principles.

Winter 1995:

Continue revision.

Spring 1995:

Revised degree programs approved by Senate and university.

Summer 1995:

Fall 1995:

Catalog preparation.

Winter 1996:

Spring 1996:

Summer 1996:

Fall 1996:

Implementation of revised curricula.

mins 9-21-93 Exec

Memorandum

To: Interested Persons
From: David T. Dubbink
Date: September 16, 1993
Subject: Resolution on Cultural Diversity

Background: During the summer a subcommittee of the Academic Senate worked with concerned students to develop resolutions for consideration at the Senate's first Fall meeting. As the summer progressed the participants shifted. In my case, I was gone for the final two weeks of activity when the specific wording for the resolutions was determined. In looking over the resolution drafts I feel that the need for coordinated university wide programs and funding is understated. I would like to see the resolution calling for a continuation of the Educational Equity Commission specifically charge the Commission with oversight responsibilities in this area. This is not inconsistent with any of the other assignments suggested for the Commission.

A good deal of the discussion over the summer was focussed on how university-wide resources could be brought to bear on the recruitment, and retention of under-represented students and faculty. We talked about how empty dorm rooms and offices could be used by students needing housing subsidies and student groups involved in peer counseling. We had looked at the University's effective athletic recruitment program as a model of a successful program of personalized outreach, scholarships, individual attention and academic advisement - and an example of how university resources can be directed to the achievement of a specific goal. Allied organization such as the Foundation have participated along with alumni groups and fund raisers. A similar commitment to cultural diversity goals is appropriate.

The following additional "resolve" statement is suggested among the charges to the continuing EEC.

Promote university-wide programs to deliver the personnel, fiscal and physical resources to assist academic units and student organizations in pursuit of equity and diversity goals including support from associated Foundation and alumni sources.

Additionally, it should be made clear that all elements of the Cal Poly community are to be considered in the development of action and oversight programs - not just colleges and departments. Some minor editorial changes are needed to accomplish this.

The report prepared by the Educational Equity Commission in 1992, titled "Implementation Strategies for the Educational Equity Goals and Objectives of the Strategic Planning Document" contains multiple proposals for increased university funding and support for achievement of diversity goals.

The EEC report includes a call for the university to support for increasing the numbers and graduation rates of under-represented groups "in spirit and resources, [and] provide incentives for major efforts and programs...." It calls for a "strategic outreach coordinating committee" to recruit promising students and "early financial aid". A campus center including classroom, lab and residential facilities would be developed for visiting prospective students. Coordinated peer tutoring would be available on a broader basis than presently and there would be "centralized advising centers" to assist in academic matters and job placement.

To attract under-represented faculty the EEC report called for visits of campus officials to schools that graduate significant numbers of potential faculty members and the targeting of promising candidates prior to graduation. Summer teaching assignments would be available to interests these students in future Cal Poly employment. The university would provide departmental support and "a more flexible salary schedule", and "affordable housing". It calls for special teaching schedules, money for research equipment, release time for scholarly work or professional development, and staff assistance in developing grant proposals.

The present set of resolutions looks to departments and colleges to make the transformations with oversight by the Educational Equity Commission. But the proposals from the EEC report can't be effectively achieved only at the department or college level. Concerted university-wide programs are required; innovations in hiring practices to allow for special treatment of target faculty and staff groups, provision of physical facilities for housing and offices, incentives for students and faculty to bring them to Cal Poly and to insure their success once they are here. Certainly the thoughtful proposals in the EEC recognized this essential ingredient. The summer discussions with the students also included much discussion of how university resources could be better directed to achievement of diversity goals. I believe the Academic Senate resolution should include this recognition.