

FILE COPY

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

Academic Senate Agenda
Tuesday, May 8, 1990
UU 220 3:00-5:00 p.m.

*4.17.90
minutes
removed*

- I. Minutes: Approval of the April 17, 1990 Academic Senate minutes (pp. 2-4).
- II. Communication(s) and Announcement(s):
 - A. Academic Senate Reading List (p. 5).
 - B. Resolution(s) approved by President Baker:
AS-333-90 Resolution on Departmental Support for International Education at Cal Poly
 - C. Academic Senate Election Results for 1990-92 (pp. 6-7).
 - D. Summer 1990 Great Teachers Seminar on General Education (p. 8).
- III. Reports:
 - A. President's Office
 - B. Vice President for Academic Affairs' Office
 - C. Statewide Senators
 - D. ASI Representatives
 - E. Al Amaral, Foundation Executive Director
- IV. Consent Agenda:
- V. Business Item(s):
 - A. Resolution on Audit Policy-Terry, Chair of the Instruction Committee, Second Reading (pp. 9-12).
 - B. Resolution on Academic Minors-Bailey, Chair of the Curriculum Committee, Second Reading (pp. 13-16).
 - C. Resolution on Multi-Criteria Admissions-Boynton, Caucus Chair for SBUS, First Reading (pp. 17-19).
 - D. Resolution on Academic Senate Membership Terms-Academic Senate Executive Committee, First Reading (p. 20).
 - E. Resolution on Change of Department Name for the Metallurgical and Materials Engineering Department-Moustafa, Chair of the SENG Caucus, First Reading (pp. 21-25).
 - F. Resolution on Women's Resource Center and Women's Resource Center Coordinator-Berrio, Chair of the Status of Women Committee, First Reading (pp. 26-29).
 - G. Resolution on the Sale of Complementary Copies of Textbooks-Murphy, Chair of the Personnel Policies Committee, First Reading (p. 30).
 - H. Resolution on Education Department Reorganization-Hagen, Chair of the Long-Range Planning Committee, First Reading (to be distributed).
 - I. Election of Academic Senate Chair, Vice Chair, and Secretary-Pritchard, Chair of the Elections Committee.
- VI. Discussion Item(s):
- VII. Adjournment:

ACADEMIC SENATE READING LIST
SPRING QUARTER 1990

- Dec '89 Civil Rights in Higher Education (Michigan Civil Rights Commission)
- Mar 15 Summary of Academic Senate Presentation, Kennedy Library (David Walch, Dean of Library Services)
- Jan '90 Toward a State of Esteem (The Final Report of the California Task Force to Promote Self-esteem and Personal and Social Responsibility)

ACADEMIC SENATE ELECTION RESULTS FOR 1990-1992

School of Agriculture: 7 positions

Bill Amspacher	Agribusiness	1990-92
Edgar Beyer	Crop Science	1990-92
Robin Grinnell	Agricultural Engineering	1990-92
Mark Shelton	Crop Science	1990-92
James Vilkitis	Natural Resources Management	1990-91
(remaining senators:)		
James Ahern	Agribusiness	1989-91
Terry Smith	Soil Science	1989-91

School of Architecture and Env Design: 6 positions

Mike Botwin	Architectural Engineering	1990-92
VACANCY		1990-92
VACANCY		1990-92
(remaining senators:)		
Jack Blackmon	Architectural Engineering	1989-91
Linda Dalton	City & Regional Planning	1989-91
Howard Weisenthal	Architecture	1989-91

School of Business: 5 positions

Dan Bertozzi	Business Administration	1990-92
VACANCY		1990-92
VACANCY		1990-91
VACANCY		1990-91
(remaining senators:)		
David Peach	Management	1989-91

School of Engineering: 8 positions

K.N. Balasubramanian	Industrial Engineering	1990-92
William Forgeng	Metallurgical & Materials Engineering	1990-92
Charles Lomas	Engineering Technology	1990-92
Cornel Pokorny	Computer Science	1990-92
(remaining senators:)		
James Harris	EL/EE Engineering	1989-91
William Horton	EL/EE Engineering	1989-91
H. Mallareddy	Civil & Environmental Engineering	1989-91
Safwat Moustafa	Mechanical Engineering	1989-91

School of Liberal Arts: 9 positions

George Jercich	Art and Design	1990-92
Norman Lerner	Art and Design	1990-92
Craig Russell	Music	1990-92
Luis Torres	English	1990-92
VACANCY		1990-91
VACANCY	(new position, one-year term)	1990-91
(remaining senators:)		
James Coleman	Social Sciences	1989-91
Manzar Foroohar	History	1989-91
Mary LaPorte	Art and Design	1989-91

School of Prof'l Studies and Education: 7 positions

Laura Freberg	Psychology and Human Development	1990-92
Henry "Red" Heesch	Graphic Communication	1990-92
Nancy Morris	Home Economics	1990-92
VACANCY	(new position, one-year term)	1990-91
(remaining senators:)		
Pat Acord	Physical Education & Recreation Admin	1989-91
Sarah Lord	Home Economics	1989-91
James Murphy	Industrial Technology	1989-91

School of Science and Mathematics: 8 positions

Jay Devore	Statistics	1990-92
John Rogers	Statistics	1990-92
Raymond Terry	Mathematics	1990-92
Ron Zammit	Physics	1990-92
VACANCY		1990-91
VACANCY		1990-91
VACANCY		1990-91
(remaining senators:)		
Tina Bailey	Chemistry	1989-91

Professional Consultative Services: 5 positions

Richard Brumley	Library	1990-92
Lynne Gamble	Library	1990-92
(remaining senators:)		
Polly Harrigan	Housing	1989-91
Sam Lutrin	St Life & Activities	1989-91
Wendy Reynoso	Financial Aid	1989-91

Statewide Academic Senate

James Vilkitis	Natural Resources Management	1990-93
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THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275
(213) 590-

✓
RECEIVED

APR 11 1990

Academic Senate

Code: AAP 90-11

Date: March 28, 1990

To: Presidents

From: Lee R. Kerschner, Vice Chancellor
Academic Affairs

Subject: SUMMER 1990 GREAT TEACHERS SEMINAR ON GENERAL EDUCATION

On the recommendation of the CSU Academic Senate, we have again arranged to support one faculty member from each CSU campus to attend an Intersegmental (CSU-CCC) Faculty Seminar designed to further ongoing efforts to improve teaching in General Education programs. Detailed information and program brochures are being sent from the Academic Senate to campus Senates, and we will be allocating \$495.00 to each campus to cover registration costs.

The Seminar will be held July 16-20 at Bass Lake, near Yosemite. We request that you work with your Academic Senate to identify one faculty member who teaches in, and is committed to, the General Education program to attend the seminar. The funding we are forwarding will cover all conference costs, but not travel. We ask that each campus cover travel costs.

The invitation to the CSU to join again in this year's program and focus on General Education is an important step in ensuring that faculty who share responsibilities for certifying General Education completion have an opportunity to share perspectives and goals.

We would appreciate your sending the name of your campus' representative by May 12, 1990 to Dr. Ray Geigle, Academic Senate.

Thank you.

Distribution:

Vice Presidents, Academic Affairs
Associate Vice Presidents
Deans, Undergraduate Studies
Campus Senate Chairs
Chancellor's Office Staff

Adopted:

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

AS- -90/
RESOLUTION ON
AUDIT POLICY

- WHEREAS, The audit grading symbol may indicate that a contract exists between the student and instructor;
- WHEREAS, The audit grading symbol implies that the auditing student has attended class and that some transfer of learning from instructor to auditor has taken place; and
- WHEREAS, Students who enroll as auditors sometimes stop attending the lectures; and
- WHEREAS, Permission to audit must be granted by the instructor to audit a class, but no option exists on the final grade list for the instructor to change the AU symbol; therefore, be it
- RESOLVED: That an instructor be authorized to submit a change-of-grade form to change a preprinted AU to W//indicating/that/the/student/withdrew/from/the/class//or/to/the/grade/of/NG//indicating/that/the/student/stopped/attending/class/without/explanation NG for students who audit a class but do not meet agreed-upon criteria.

Proposed By:
Academic Senate
Instruction Committee
Date: February 8, 1990
Revised: April 17, 1990

State of California

California Polytechnic State University
San Luis Obispo, CA 93407

M e m o r a n d u m

To: Gerald PUNCHES, Registrar

Date: October 16, 1989

VIA
Kent Butler, Associate Dean
School of Engineering
VIA
Roger Camp, Chair
Computer Science Department

Copies:

From:

John B. Connelly
John B. Connelly, Chair
Curriculum Committee
Computer Science Department, X7179

Subject: Requested Change in University Audit Reporting

There have been a number of instances in which students have signed up to audit computer science classes and then either stopped attending the class or have done little or no work to indicate that any learning has taken place.

Under current circumstances, such students automatically receive the mark of audit on their transcripts.

The Computer Science Department, therefore, unanimously supports the following:

Resolved that faculty be allowed to submit NO GRADE on a change of grade form for students who audit their classes but do not meet agreed upon criteria.

It is our collective intent that faculty should have the authority to refuse audit credit to individual students.

State of California

California Polytechnic State University
San Luis Obispo, CA 93407

NOV 17 1989


MEMORANDUM

PROGRAM

Date: November 15, 1989

To: William Rife
Associate Vice President
Academic Affairs

Copies: K. Butler
R. Camp
J. Connely
W. Mark
R. Swanson

From: Gerald N. Punches 
Registrar

Subj: Audit Grade Symbol Issues

The attached resolution from the Computer Science Department has been forwarded to you with the expectation that the resolution will be referred to other campus groups or individuals for consultation.

My comments. In addition to supporting the resolution to remove AU symbols for the reasons stated, I would also support a change in campus policy which would remove the audit option for students and remove the audit symbol from the Cal Poly grading system as well.
My reasons:

1. To preserve transcript integrity. One engineering student told me that his only purpose for wanting the audit was to convince a potential employer that he had been exposed to the course material. This deceitful misuse of the academic records system is unacceptable and must be prevented.
2. To preserve the rights of students to enroll for credit. Current policy allows students to enroll for credit and then change to audit status by the last day to drop a course (1988-90 Cal Poly Catalog, p. 106). This option effectively allows the student to register for class, prevent another student from adding, and then cause the instructor to lose teaching credit either by dropping the class or by having the audit petition approved. It is unrealistic to assume that another student will be waiting to add or that the instructor would approve an add after two weeks of instruction have passed.
3. To eliminate an unnecessary workload. Who benefits or what purpose is served by having a procedure whose single objective is to report whether 100 or so students are attending classes or not? No FTES is generated, neither the faculty nor the student receives credit, few students pay fees exclusively to audit a class, and lending agencies do not recognize audited classes for awarding funds. It is my opinion that the basic purposes of the audit system must be reexamined.

Please contact me at ext. 2541 if you have questions concerning these issues.

MEMORANDUM

FEB 6 1990

Date: February 6, 1990

To: Philip S. Bailey, Jr. Academic Senate
Interim Vice President for Academic Affairs

From: Gerald N. Punches
Registrar

Copies: School Deans
James Murphy
Roger M. Swanson

Subject: Audit Policy

Attached to this memo is a partial copy of Executive Order 268 concerning grading symbols and copies of two grade changes which were submitted in 1988 but not processed.

The executive order authorizes the campus to decide whether to offer the audit option or not. The grade changes illustrate the attempts of one faculty member to penalize a student who was enrolled as an auditor, first by changing the AU to U and then by attempting to add the course back on the student's record with a U. My reason for refusing these changes was based on the assumption that a student may not be penalized for failure to attend a voluntary activity. My decision was to remove the course entry instead.

Audit grading symbols are not assignable grades. They indicate that a contract exists between the student and the instructor: The student has paid fees to sit in a class and the instructor has no obligation to evaluate any work submitted by the student or to grade exams. Because instructional workload is not involved, neither the instructor nor the department receives teaching credit for audit enrollments. For reasons related to this situation, the Audit symbol must be assigned to the student before the census date, it appears as a preprinted symbol on the final grade list, and no option exists on the final grade list for the instructor to change this symbol.

You wanted to know how the instructor could assign an AU as the result of a positive and deliberate act. Given the complications of the system, this option may not exist. Although I stand by my earlier recommendation to eliminate audit options altogether, the following policy revisions are recommended to the faculty for their consideration:

Retain the present system for approving enrollment as an auditor. Let the instructor decide whether the AU should remain on the student's record or not. The instructor could be authorized to submit a change-of-grade form to change the preprinted AU to W, indicating that the student withdrew from the class. This is a positive act made by the instructor. It preserves the information that the student was enrolled in the class. It should not cause significant problems with fee reconciliations or with academic policies. The instructor would not be allowed to change an AU to a penalty grade and department head approval would not be required.

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

Background Statement:

REPORT ON MINORS
ACADEMIC SENATE CURRICULUM COMMITTEE
February 23, 1990

During the 1988-89 academic year the Curriculum Committee requested that consideration of proposals for new minors be held in abeyance until a study could be completed concerning the issues which had been raised about minors. The Academic Senate rejected the temporary moratorium and delegated to the Curriculum Committee the task of a study of minors with a report on that study due by the end of Winter Quarter 1990. The following is the report requested.

In the discussions of the Curriculum Committee and those of the Academic Senate as a whole, several issues were raised concerning minors. These were: the impact of minors on resources, the effect of minors in delaying the time to graduation, tracking students in a minor, criteria for a minor, and program review for minors.

1. Impact on Resources

Data were collected in April 1989 for students who had graduated or were intending to graduate between Fall 1988 and Summer 1989. We found that of the 3982 degrees granted or applied for during this time period, 235 had declared minors. See Table I at the end of this report. Considering the limited number of students, approximately 6%, who completed minors during this time, it is our opinion that it would be difficult to ascertain the impact of that 6% on resources especially when they are scattered among 16 programs. In addition there exists no baseline accumulated information concerning the numbers of students who have completed minors since the inception of minors. The information which we worked from was tabulated by hand. It is an example of the baseline information to which future data can be compared. It would also be difficult at this time to separate the influence of a minor from other pertinent factors which impact on resources such as natural growth within a new minor program, natural growth within a department or G.E. & B. choices.

However, this does not mean that data collection and consideration of the impact of minors should be neglected. Baseline information should be generated as soon as possible and the progress of minors should be accounted for during mandatory periodic reviews. A base year, such as 1990-91, might be a start. If the populations in established minors swell, a specific case study can then be directed by the Office of Academic Affairs as to the types of students populating a minor, the changes in course offerings required because of the minor, and the resulting strains on faculty and financial resources.

As evidence of the type of information which can be gathered from such data, our brief study gave us access to some interesting comparative items such as, for the time period studied, 47 of 140 Human Development graduates (33.6 %) completed a minor. Of those 47 minors, 45 (95.7 %) were in Psychology. The Human Development curriculum has 198 units required for graduation with 11-14 free elective units. The psychology minor requires 27 units with a possibility of 12 units of that 27 which fit G.E. & B.

In the 853 majors from the School of Engineering, 25 (2.9%) declared a minor, while in the School of Architecture and Environmental Design, 8 of 372 (2.2 %) had minors.

2. Tracking Students Enrolled in Minors

The only official university record of a student's enrollment in a minor is the documentation on his/her transcript. Most programs have their own forms which a student may fill out when entering a minor or sometime before they graduate. We believe it would serve no purpose to initiate a uniform, prospective means of tracking students enrolled in minors. If a student completes the work and follows the specifications made by those administering the minor, certification on the graduation diploma serves the purpose of bookkeeping. In addition the completion of a minor should be computer recorded using a specific code and become part of the graduation statistics generated by Institutional Studies for the university's yearly report. As departments and schools prepare for their 5-year review cycles, they should consider these data. If the number of students in a particular minor shows a significant increase, then an educational impact statement should be required by the office of Academic Affairs in which course enrollments for the minor, as well as impacts on faculty and resource allocations to those courses, should be studied in order to correlate the information. We suggest a baseline academic year of 1990-91 for the beginning of acquiring such data.

In addition to accountability for enrollments at the time of program review, minors with low enrollments should be evaluated and justified just as are majors.

3. Impact on Time Required for Graduation

It is almost impossible at this time to determine the impact of minors on the time (units) required for graduation. We have been pursuing data on the total numbers of units accumulated by past graduates. They are not readily available. And even if such data were available any attempts at interpreting such information are immediately confounded with factors such as the total number of units in a major, problems in scheduling courses (especially G.E.&B.), COOP experiences, poor articulation with community colleges, changes in major, supervised study, study abroad, and individual preferences for workload. According to the data which we have studied for 1988-89, most minors seem to be taken by students enrolled in majors with enough units to absorb a minor.

A more important issue has arisen which we believe should be addressed by the university community. According to most recent data the anticipated rate of student continuation at Cal Poly is estimated to be almost 83% for the coming academic year. If minors are lengthening a student's stay at Cal Poly is priority to be given to the student who is already enrolled? Or is our commitment to the potential student who will not be able to enroll at Cal Poly because of a continuing student filling that slot?

Currently there is no ceiling on the number of units a student can accumulate at Cal Poly. Should such a ceiling be established with an overhead which allows for some of the most obvious contributions to unit inflation such as articulation problems and change of major?

4. Criteria for Minors

C.A.M. describes a minor as "a formal aggregate of classes". This posed a particular problem to the Curriculum Committee's deliberations during the 1990-92 catalog cycle. In reviewing the proposed minors we found that those which presented a clear central theme and justified the choice of courses in relation to that theme were the strongest. In addition interdisciplinary programs were stronger if they included a course or courses which integrated the diverse elements of the program.

The Office of Academic Affairs has been requesting departments proposing new programs to correlated the anticipated student competencies to specific courses using a matrix scheme. We found that this seems to be an effective tool in the review of new curriculum proposals(see attached example).

TABLE I

Minors Applied for and Granted Fall 1988-Summer 1989

Total number of degrees 3982

Number of minors 235 (6% of total)

Minor Program	Number of Students	% of Total Minors
Psychology	86	36.6
English	27	11.5
Agricultural Management	26	11.1
Music	19	8.1
Spanish	18	7.7
International Relations	11	4.7
Philosophy	9	
Speech Communication	8	
French	5	
Packaging	4	
German	3	
Biotechnology	3	
Plant Protection	1	
Political Science	1	
Public Administration	1	
Theater	1	

The first six minors accounted for 80% of the minors awarded.

AS- 90/
RESOLUTION ON MINORS

WHEREAS, the Academic Senate Curriculum Committee has completed a study of minors at Cal Poly as summarized in the Background Statement above; and

WHEREAS, the Academic Senate Curriculum Committee has indicated concerns which should be addressed; therefore, be it

RESOLVED, That the Office of Institutional Studies include information on the numbers of students receiving credit for minors, designated by individual minors, in the annual graduation report statistics and, within the capacity of our data collection software, it should link specific minors with the major of the student enrolled in that minor; and be it further

RESOLVED, That mandatory review of minor programs be included in the 5-year review cycle for departments and schools and that the base academic year 1990-91 be established for the generation of data pertinent to enrollments in minors; and be it further

RESOLVED, That the Academic Senate and University Administration address the issue of commitment to a continuing student population versus new student enrollment through the appropriate standing committees; and be it further

RESOLVED, That the language in C.A.M. be modified as follows:

411.A.3. Minor

~~No minor is required for the bachelor's degree.~~

~~A minor is a formal aggregate of classes in a specific subject area designed to give a student documented competency in a secondary course of study. In contrast to options and concentrations it stands alone and is distinct from and outside the student's degree major.~~ A minor is a group of courses outside the major with a defined purpose or theme which gives documented competency in a secondary course of study. No minor is required for the bachelor's degree; it is intended that the minor will be completed along with the requirements for the bachelor's degree. The student's transcript will certify completion of the minor.

The minor consists fo 24 to 30 quarter units, of which at least half must be upper division. Twelve or more the units in the minor must be specified courses with the remainder, if any, to be chosen from an approved list. Two-thirds of all units counted in the minor must be in courses graded A to F.

Minors require the same academic review process and justification in terms of purpose, resources, need, etc., as do options and concentrations.

and be it further

RESOLVED, That the directions for developing minors which are provided by the Office of Academic Affairs include the requirement that interdisciplinary minors have some coursework which integrates the courses contributed by the departments and relates them to the theme of the minor; and be it further

RESOLVED, That a proposal for a minor program be required to include a brief matrix of competencies provided by the minor correlated with the courses in the minor which will fulfill those competencies.

Approved by Curriculum Committee (8-0-0) 1 nonrespondent; no current student representative
February 23, 1990

Adopted:

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

AS- -90/
RESOLUTION ON
MULTI-CRITERIA ADMISSIONS

WHEREAS, Multi-Criteria Admissions (MCA) II was implemented in the current admissions cycle without adequate consultation with the faculty and the Academic Senate of California Polytechnic State University, San Luis Obispo; and

WHEREAS, The faculty heeded the administration's appeal for acceptance of implementation of the MCA II model as an emergency measure for the 1989-90 academic year only; and

WHEREAS, The Academic Senate's previous resolution on faculty and Senate participation in the governing structure of the multi-criteria admissions system (see AS-117-81/EC approved May 1981, attached) has never been fully implemented; and

WHEREAS, The recently appointed Ad Hoc Committee to Evaluate MCA II did not convene prior to the start of the Spring 1990 Quarter and is unlikely to be able to complete its evaluation on a sufficiently timely basis to permit appropriate review by the academic units and the Academic Senate prior to implementation of any revised model for the admissions cycle during the 1990-91 academic year; and

WHEREAS, MCA II has serious known defects that run counter to the faculty's responsibility to assure the quality of the educational environment and academic programs at Cal Poly, including the faculty's responsibilities in pursuing educational equity and affirmative action goals; therefore, be it

RESOLVED: That the administration commence immediately those actions necessary to reinstate, effective with the next admissions cycle, the faculty approved MCA models for the various schools and departments that were in effect prior to the implementation of MCA II, and that those pre-MCA II models remain in

Resolution on Multi-Criteria Admissions
AS-___-90/SBUS

Page Two

effect until such time as a replacement model or models have been approved by the appropriate faculty units and the Academic Senate.

Proposed By:
The School of Business
Caucus
Date: April 3, 1990

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY

AS-117-81/EC
May 26, 1981

RESOLUTION ON MULTI-CRITERIA ADMISSIONS (Executive Committee)

- WHEREAS, It appears that California Polytechnic State University, San Luis Obispo will be implementing a multiple criteria system for admission of undergraduate students; and
- WHEREAS, The specific criteria used in such a system and the relative importance of each criterion will affect the academic qualifications of incoming students; and
- WHEREAS, The non-academic criteria used in such a system will affect the overall character of the student body and the character of student life at Cal Poly; and
- WHEREAS, The faculty via its Academic Senate has a responsibility for assuring the quality of the educational environment at California Polytechnic State University, San Luis Obispo; and
- WHEREAS, The faculty via its Academic Senate has a responsibility for maintaining and improving the quality of the various academic programs on the campus; therefore be it
- RESOLVED: That the governing structure of the multiple criteria admissions system include seven, four-member committees (one from each School), appointed by the Executive Committee of the Academic Senate upon recommendation of the caucus of each respective School. Each committee shall recommend appropriate criteria for admission to its School to the Vice President for Academic Affairs; and be it
- RESOLVED: That the governing structure of the multiple criteria admissions system include a four-member ad hoc committee of the Academic Senate, appointed by the Chair of the Academic Senate, to review all proposals for criteria and their relative importance to insure the integrity of the admissions criteria university-wide. The recommendations of this committee are to be forwarded to the Vice President for Academic Affairs and the Chair of the Academic Senate.

APPROVED

May, 1981

Adopted:

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

Background Statement: The term of office for elected senators is two years; however, if a senator is required to vacate her/his position before the end of the completed term, then the individual appointed to fill the temporary vacancy can only "serve until the next regular election."

AS- -90/
RESOLUTION ON
ACADEMIC SENATE MEMBERSHIP TERMS

- WHEREAS, Over a period of years the need to fill two-year vacancies with one-year appointments has unbalanced the term-endings within each school/Professional Consultative Services caucus; therefore, be it
- RESOLVED: That during this year's elections, permanent term-endings be assigned to each member's position; and, be it further
- RESOLVED: That when a vacancy occurs in the Academic Senate, the individual appointed to fill such vacancy shall serve for the remainder of the term instead of only serving "until the next regular election;" and, be it further
- RESOLVED: That the Academic Senate Constitution and Bylaws Committee be instructed to draft this Bylaw modification and prepare procedures for its implementation.

Proposed By: The
Academic Senate Executive
Committee
Date: April 3, 1990

Adopted:

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

AS- -90/
RESOLUTION ON
CHANGE OF DEPARTMENT NAME FOR THE
METALLURGICAL AND MATERIALS ENGINEERING DEPARTMENT

- WHEREAS, The Metallurgical and Materials Engineering Department requests that its department name be changed to the MATERIALS ENGINEERING DEPARTMENT; and
- WHEREAS, The request for a department name change has been approved by the Dean for the School of Engineering, the School of Engineering Council, and the Academic Senate School of Engineering Caucus; therefore, be it
- RESOLVED: That the name of the Metallurgical and Materials Engineering Department be changed to the MATERIALS ENGINEERING DEPARTMENT.

Proposed By: The
Metallurgical and
Materials Engineering
Department
April 24, 1990

MEMORANDUM

RECEIVED

To: Peter Y. Lee, Dean
School of Engineering

FEB 7 1990

From: Safwat Moustafa, Chair
SENG Academic Senate Caucus



METALLURGICAL
AND MATERIALS
ENGINEERING
DEPT.

RECEIVED
MAR 28 1990

Date: February 6, 1990

Copies: SENG Senators
B. Heidersback ✓

VICE PRESIDENT
ACADEMIC AFFAIRS

Subject: Metallurgical and Materials Engineering Department Name Change

This is with reference to your memo dated January 30, 1990, regarding the request submitted by the Metallurgical and Materials Engineering Department that its name be changed to the Materials Engineering Department.

The Academic Senate Caucus for the School of Engineering met on February 5, 1990 and approved the requested name change.

RECEIVED

State of California

FEB 7 1990

California Polytechnic State University
San Luis Obispo, CA 93407

M e m o r a n d u m

METALLURGICAL
AND MATERIALS
ENGINEERING
DEPT.


To: Phil Bailey, Interim Vice President
for Academic Affairs

Jim Murphy, Chair, Academic Senate

Date: January 30, 1990

File: namechg.met.sg

Copies: ~~R. Heidersbach~~
S. Moustafa

From: Peter Y. Lee, Dean 
School of Engineering

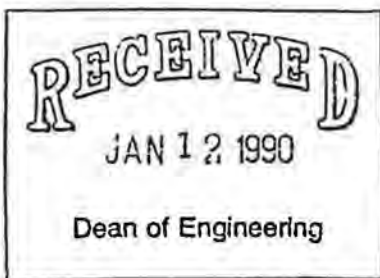
Subject: CHANGE OF DEPARTMENT NAME

The Engineering School Council endorsed this department and degree name change. The School Curriculum Committee and School Caucus have also given their approval to this change.

I concur with this recommendation.

State of California

California Polytechnic
State University-SLO



MEMORANDUM

TO: P. Bailey, Acting Vice President for
Academic Affairs

THRU: P. Lee, Dean, SENG *P.L.*

COPIES:
M&ME Faculty
S. Moustafa

FROM: *R. Heidersbach*
R. Heidersbach, Head, M&ME

DATE: January 9, 1990

SUBJECT: Change of Department Name

A. The Metallurgical and Materials Engineering Department requests that our name be changed to the Materials Engineering Department. In support of this request we offer the following information:

1. The term "materials engineering" is a broader term and covers the entire spectrum of materials--metals are merely one of the four major classifications of materials used by society.
2. The present name creates confusion. Other departments that have "and" in their names offer two degrees, e.g. Civil and Environmental Engineering, Electronic and Electrical Engineering, etc. Our program offers one broad degree, and the proposed name will cover this broad field better than the current name.
3. The universities in the United States that offer degrees in materials engineering are:

<u>University</u>	<u>Name of Department or Program*</u>
Alabama-Birmingham	Materials Engineering
Dayton	Materials Engineering
Drexel	Materials Engineering
Georgia Tech	Materials Engineering
Maryland	Engineering Materials
Rensselaer Polytechnic	Materials Engineering
San Jose State	Materials Engineering**

Universities with materials science or materials science and engineering programs include:

<u>University</u>	<u>Name of Department*</u>
Arizona	Materials Science and Engineering
California-Los Angeles	Materials Science and Engineering
Caltech	Materials Science
Case Western Reserve	Materials Science and Engineering
Cincinnati	Materials Science and Engineering
Cornell	Materials Science and Engineering
Delaware	Materials Science
Florida	Materials Science and Engineering
Illinois	Materials Science and Engineering
Iowa State	Materials Science and Engineering
Johns Hopkins	Materials Science and Engineering
Lehigh	Materials Science and Engineering
MIT	Materials Science and Engineering
Michigan	Materials Science and Engineering
SUNY-Stony Brook	Materials Science and Engineering
North Carolina State	Materials Science and Engineering
Northwestern	Materials Science and Engineering
Notre Dame	Materials Science and Engineering
Oregon Graduate Center	Materials Science and Engineering
Pennsylvania	Materials Science and Engineering
Southern California	Materials Science and Engineering
Stanford	Materials Science and Engineering
Tennessee	Materials Science and Engineering
Texas	Materials Science and Engineering
Utah	Materials Science and Engineering
Virginia	Materials Science and Engineering
Washington	Materials Science and Engineering
Wisconsin-Milwaukee	Materials
Wright State	Materials Science and Engineering

* Source: Metallurgy/Materials Education Yearbook, June 1988, ASM International, Metals Park, Ohio

** This is the only other program in the CSU system.

- B. You are reminded that we were informed at the SENG Council meeting this morning that the policy attached had been adopted as university policy effective last quarter.

Adopted:

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

Background Statement: Cal Poly currently has a number of activities designed to encourage personal and academic growth of women. Survival of these activities is dependent on permanently established programs with institutional support.

Women's Programming ("Women's Week") is a case in point. This annual event began in 1982 and has been funded since 1986/87 through lottery proposals. The event has been well-attended; participation rose between 1982 and 1988 from 500 to 3,000. While successful, Women's Programming is now beginning to suffer from volunteer exhaustion, since the funding has not included faculty or staff release time. Moreover, funding itself is problematic as the event no longer qualifies for lottery seed money. University commitment is now needed to ensure the future of this event.

Several other groups provide services and programs of interest to women, among these the Academic Senate Status of Women Committee, the Afro-American Women's Support Group, and the Hispanic Women's Support Group. However, each of the groups works independently and without coordination; their activities would be enhanced by increased cooperation and communication.

The need for coordinated services is increasing as the number of women grows. One important aspect of women's services is the need for greater attention to issues of diversity. As the composition of students and faculty changes, it is important to have institutional structures in place to meet the needs of these groups.

Cal Poly is not alone in recognizing a need for coordinating services to women. Of the 20 CSU campuses, 17 have already established a Women's Center and/or Reentry Center. Not surprisingly, the Board of Trustees, in adopting the CSU Educational Support Services Master Plan in 1989, designated these centers as "basic services" to be provided on each CSU campus.

AS- -90/
RESOLUTION ON
WOMEN'S RESOURCE CENTER AND WOMEN'S RESOURCE
CENTER COORDINATOR

WHEREAS, Cal Poly is committed to providing an environment which would encourage and support the personal and

academic growth of women on campus; and

WHEREAS, In particular, an important aspect of women's services is to provide a supportive environment for women of ethnically diverse populations; and

WHEREAS, Current programs such as Women's Programming are in need of permanent staff and funding to ensure their continuation; and

WHEREAS, The changing composition of students and faculty at Cal Poly is resulting in an even greater need for services for women; and

WHEREAS, Cal Poly needs a Resource Center to provide information to the growing population of women; and

WHEREAS, The Board of Trustees has designated Women's Centers as a "basic service"; and

WHEREAS, 17 of the 20 CSU campuses have already established such centers; and

WHEREAS, Cal Poly needs a full-time professional to:

- (1) direct the Resource Center;
- (2) coordinate the various activities on campus of interest to women, with a particular focus on ethnic diversity;
- (3) work with the Coordinator of Women's Studies to encourage the integration of women's material into the curriculum;
- (4) work with existing campus groups to more effectively implement the sexual harassment policy; and
- (5) represent the university as a campus governing board member on the Women's Council of the State University; therefore, be it

RESOLVED: That the Academic Senate support the proposal for a Women's Resource Center and a Women's Resource Center Coordinator.

Proposed By: The
Academic Senate Status of
Women Committee
April 24, 1990

California Polytechnic State University - San Luis Obispo

GENERAL FUND - BUDGET PROPOSAL FOR SUPPORT OF UNMET NEEDS
NARRATIVE SUMMARY
Fiscal Year: 90 - 91

1. Program area: University wide Priority*: _____ Date: _____
2. Title of proposal: Coordinator for Women's Resources & Women's Center
3. Prepared by: Mary Whiteford Date: 1-23-90
4. Department: Academic Programs School/Division: Academic Affairs
5. Type of proposal (check one):
 Support of existing levels of services or programs; or
 Improve/increase the base level of services or programs; or
 Implement new programs/new services.
6. Effective dates: From: 7-1-90 To: continuing
7. Summary description of the proposal:
 (Describe the program/service, objectives, current budget support, implementation plan, and proposed equipment acquisitions. Provide relevant workload/productivity measures and statistical data.)

The primary functions of the Coordinator for Women's Resources and the Women's Center will be to provide an environment which encourages and supports the personal and academic growth of women on the Cal Poly campus, and to sponsor and co-sponsor programs which will assist in this growth. A Women's Center, with a full-time professional director, will send a visual, positive message to the campus and community that Cal Poly is interested in the well-being and education of its women.

The Coordinator of Women's Resources will be responsible for evaluating the needs of women on campus and for developing a coordinated program to meet these needs. Examples include: to work to increase cooperation and communication among different on-campus groups who provide services and programs of special interest to women; to work with the Coordinator of Women's Studies to encourage the integration of women's material into the curriculum; to work with existing campus groups to more effectively implement the sexual harassment policy; and to be a campus governing board member of the Women's Council of the State University (WCSU).

While not wishing to be segregated from the university mainstream, women welcome opportunities for interaction and interchange with other women; such informal relationships and signs of recognition, which are so much a part of university life for the scholar, whether student or faculty member, are often not available to women in a polytechnic university setting. The concept of a Women's Center with a coordinator is not new. 17 of the 19 CSU campuses have a Women's Center and/or Re-entry Center; 14 of these programs have their own operating budgets, and most have existed for 10 to 20 years.

The attached budget summary includes funding for the Coordinator, student assistant help, Women's Week programming, and operating expenses for the Center. The Center will need to include office space for the Coordinator and a reception/meeting area. An annual stipend is requested for honoraria for distinguished speakers; additional funding will be sought annually through lottery proposals. In-state travel funds are needed for the Coordinator to attend four WCSU meetings/year.

* Where priority number one signifies the greatest need.

California Polytechnic State University - San Luis Obispo

GENERAL FUND - BUDGET PROPOSAL FOR SUPPORT OF UNMET NEEDS
BUDGET SUMMARY*

Fiscal Year: 90 - 91

1. Personal Services:

<u>Proposed Position Classification</u>	<u>Person- Years</u>	<u>Effec. Dates</u>	<u>Proposed Dollars</u> \$
Student Services Professional	FT	7-1-90	28,776
Step 1, 12 mo			
Student Assts. (<u>1200</u> hrs @ \$ <u>5.00</u> /hr)			6,000
Overtime (<u> </u> hrs @ \$ <u> </u> /hr)			_____
Totals, Positions			\$ 34,776
Staff Benefits @ 29% (Exclusive of St. Assts and Overtime)			\$ <u>8,345</u>
Totals, Personal Services			\$ 43,121

2. Operating Expenses and Equipment:

Supplies and Services	\$ 2000
Chargebacks (Monthly calendars, Women's Week Schedules)	2000
Travel In-State	700
Contractual Services (Speakers)	2000
Equipment (PC & printer, one-time purchase)	6000
Other: <u>Printing (posters)</u>	2000

Totals, Operating Expenses and Equipment	\$ 14,700

3. Grand Total Proposed: \$ 57,821

* If budgets in subsequent fiscal years differ from the first year (other than salary cost-of-living adjustments), please attach additional Budget Summary sheets. Subsequent year costs of non-faculty position reclassifications are the financial responsibility of the program administrator that receives the allocation.

Adopted:

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

Background Statement:

Publishers of textbooks provide complementary copies to faculty members with the understanding that these copies will not become part of the wholesale or retail market. Revenues lost through the sale of complementary copies have two direct negative effects:

1. Authors (usually faculty members) are deprived of legitimate royalties; and
2. Publishers compensate for lost revenues by raising prices and thereby inflating the cost of all textbooks.

AS- -90/
RESOLUTION ON
THE SALE OF COMPLEMENTARY COPIES OF TEXTBOOKS

WHEREAS, Complementary copies of textbooks are not intended to be sold; and

WHEREAS, Complementary copies are an important resource in the selection of quality textbooks; therefore, be it

RESOLVED: That the buying and selling of complementary textbooks be prohibited at Cal Poly.

Proposed By:
Academic Senate Personnel
Policies Committee
Date: April 24, 1990

The memo from the Long-Range Planning Committee has the concurrence of that body. This resolution was drafted by the chair of the Long-Range Planning Committee based on the information in that memo.

Min - Exec/Senate 5.8.90

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

AS- -90/LRPC
RESOLUTION ON
EDUCATION DEPARTMENT REORGANIZATION

- WHEREAS, The Interim Vice President for Academic Affairs, in consultation with the Education Department, has proposed a reorganization of teacher education on campus;
- WHEREAS, The proposal involves a departure from the University's normal organizational structure; and
- WHEREAS, The proposal puts an academic unit under the immediate supervision of the associate vice president for academic affairs, thereby changing the character of that position; and
- WHEREAS, A small unit of the kind proposed will lack fiscal flexibility and will in fact face considerable fiscal vulnerability; and
- WHEREAS, The proposal as it stands does not discuss the precise nature and role of the All-University Advisory Committee on Teacher Education; and
- WHEREAS, RPT procedures for those involved with the new unit need to be clarified, since the levels of review specified depart from normal University practice; and
- WHEREAS, The proposal does not explain what the role and status of members of the current Education Department who are not directly involved in teacher education will be when there is no longer an Education Department as such; and
- WHEREAS, The proposal focuses exclusively on administrative structure without addressing issues of program content and quality; therefore, be it
- RESOLVED: That, if the proposal is implemented, it be done on an interim basis; and be it further
- RESOLVED: That the performance of the proposed unit be reviewed annually by a broad-based, independent committee which includes members who are not connected either with Cal Poly or with local school districts; and be it further
- RESOLVED: That the Liberal Studies and Counseling programs be retained in the School of Professional Studies and Education, with the Counseling program being moved to the Department of Psychology and Human Development.

Academic Senate Long-
Range Planning Committee
May 3, 1990

Senex - Exec/Senate 5/8/90

State of California

RECEIVED

CAL POLY
SAN LUIS OBISPO
CA 93407

Memorandum

MAY 4 1990

Academic Senate

To : James Murphy, Chair
Academic Senate and
Senate Executive Committee

Date : May 3, 1990

File No.:

Copies : Constitution and
Bylaws Committee

From : Gerald DeMers, Chair *GD*
Constitution and Bylaws Committee

Subject: Senate Appointed Replacement Membership Terms

The Constitution and Bylaws Committee has reorganized and is now operable. A meeting was conducted May 3, 1990 to discuss the charge to the committee relating to Appointed Senator Membership Terms. Several alternatives were discussed.

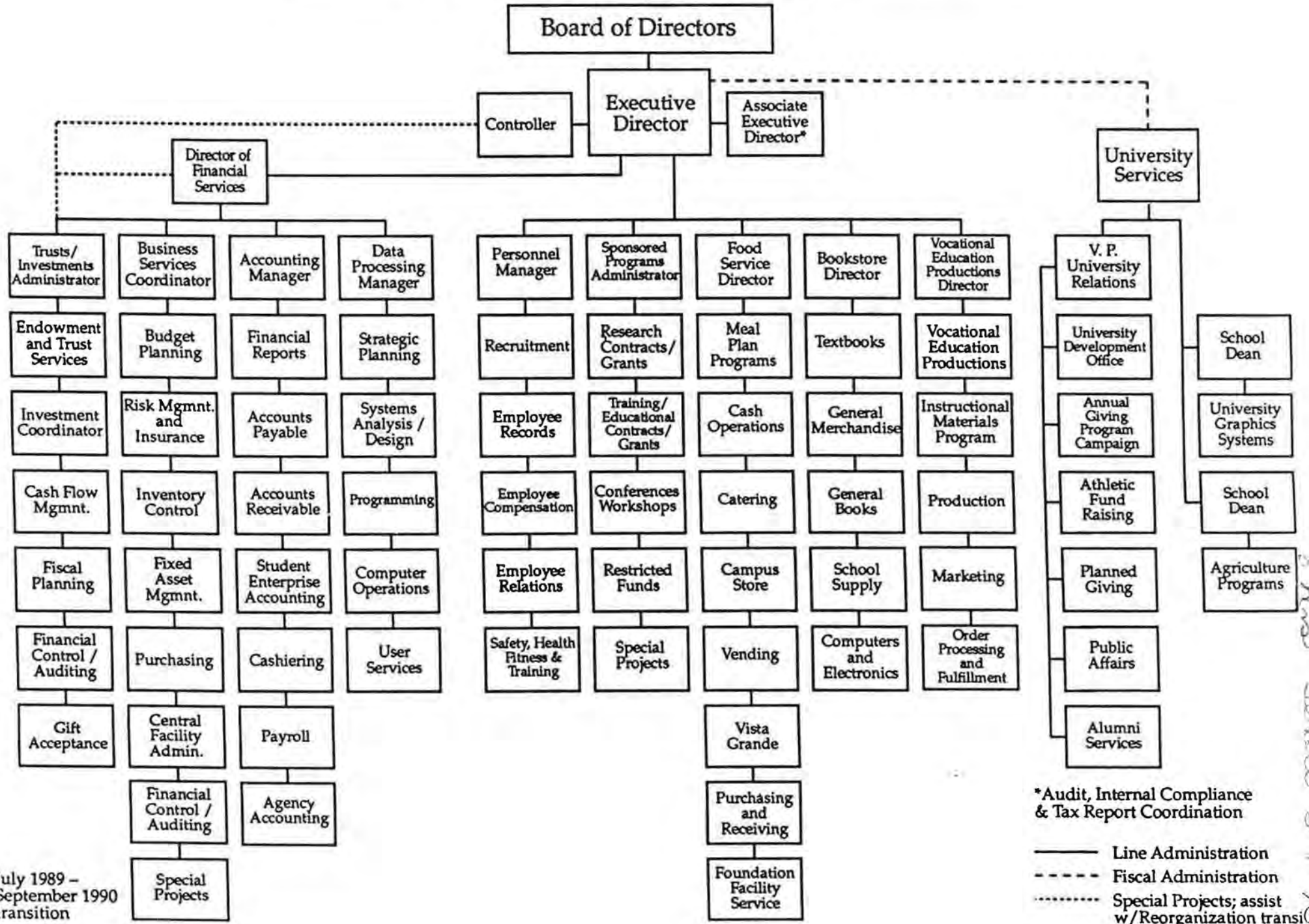
The Committee approves the recommendations presented by James Murphy to the Senate Executive Committee stating that during this year's elections, permanent term-endings be assigned to each member's position (see memo, March 2, 1990).

Furthermore, the Constitution and Bylaws Committee recommends that Appointed Senators remain in office until the term of election is completed.

If you have any questions, please feel free to contact me at 2288 or leave a message at 2545.

California Polytechnic State University Foundation

San Luis Obispo, California



*Audit, Internal Compliance & Tax Report Coordination

— Line Administration

- - - Fiscal Administration

..... Special Projects; assist w/Reorganization transi

July 1989 - September 1990 transition

Sharon Sontak 5.11.90

John - Exec/Senate 5.8.90

RECEIVED

MAY 4 1990

State of California

California Polytechnic State University
San Luis Obispo, California 93407
Academic Senate

MEMORANDUM

To: James L. Murphy, Chair
Academic Senate

Date: May 3, 1990

Copies: Brown, Dalton, Hood,
Mark, Nulman,
O'Keefe, Stover,
Weatherford,
White

CH
From: Charles Hagen, Philosophy, Chair
Academic Senate Long-Range Planning Committee

Subject: Proposal to Reorganize Teacher Education

The Long-Range Planning Committee has reviewed the teacher education re-organization proposal set out in Vice President Bailey's memo of April 23, 1990. While commending the efforts of all parties involved, the Committee feels that there are several questions which merit examination:

1. The proposal envisions a departure from the University's normal organizational structure as a solution to certain administrative problems. Those problems could perhaps be solved just as effectively in ways which would set fewer precedents in the event that similar problems arise with other programs and departments. At any rate, the impact on the University's overall structure and mode of operation needs to be carefully evaluated in advance.
2. The proposal puts an academic unit under the immediate supervision of the associate vice president for academic affairs. Such a staff position would not ordinarily have responsibilities of that kind. The added duties will change the character of that position and the qualifications needed to fill it in the future.
3. In the Committee's opinion, the Liberal Studies and counseling programs should be retained in the School of Professional Studies and Education, with the counseling program being moved to the Department of Psychology and Human Development.

4. A small unit of this kind will lack fiscal flexibility and will in fact face considerable fiscal vulnerability.
5. The proposal as it stands does not discuss the precise nature and role of the All-University Advisory Committee on Teacher Education.
6. RPT procedures for the new unit need to be clarified, since the levels of review specified depart from normal University practice. Also, in the case of members of other departments who are involved with the proposed center, how will their teacher education performance be incorporated into the RPT process in their home departments?
7. Some members of the current Education Department are not directly involved with teacher education. The proposal does not explain what their role and status will be when there is no longer an Education Department as such.
8. The proposal focuses exclusively on administrative structure. A thoroughgoing approach to reforming teacher education at Cal Poly would also address issues of program content and quality.

If the proposal is implemented, we recommend that it be done on an interim basis. It should be reviewed annually by a broad-based, independent committee. This committee should include representatives who are not connected either with Cal Poly or with local school districts.