Meeting of the
Academic Senate
Tuesday, December 2, 1997
UU220, 3:00-5:00pm

I. Minutes: none.

II. Communication(s) and announcement(s):
   A. All electronic mail is being sent to your OpenMail account. If you do not have an
      OpenMail account, mail will be directed to your UNIX account. However, if you
      have a UNIX account and an OpenMail account, Academic Senate communications
      will automatically be sent to your OpenMail account.
   B. The Academic Senate is now on the World Wide Web. Information regarding
      meetings, agenda, minutes, resolutions, etc. can be viewed at
      http://www.calpoly.edu/~acadsen.

III. Reports:
   (Reports should be limited to 2-5 minutes. If a report is expected to exceed 5 minutes, please
   prepare the information in written form for distribution instead.)
   A. Academic Senate Chair:
   B. President’s Office:
   C. Provost’s Office:
   D. Statewide senators:
   E. CFA campus president:
   F. Staff Council representative:
   G. ASI representatives:
   H. Other:

IV. Consent agenda:

V. Business item(s):
   A. Resolution on Final Exam: Freberg/Keese, Chairs of the Instruction and
      Curriculum Committees, first reading (p. 8-9 of your 11.18.97 agenda).
   B. Resolution on the Search Process and Qualifications for the New CSU
      Chancellor: Executive Committee, first reading (pp. 10-11 of your 11.18.97 agenda).
   C. Resolution on Future Cal Poly Budgets: Hood, Chair of the Budget and Long-
      Range Planning Committee, first reading (p. 12 of your 11.18.97 agenda).
   D. Resolution on Faculty Governance of Mode of Instruction: Laura Freberg, Chair
      of the Instruction Committee, first reading (p. 13 of your 11.18.97 agenda).
   E. Resolution on CSU Presidents’ Pay Raises: Lewis, Caucus Chair for CSM, first
      reading (p. 14 of your 11.18.97 agenda).
   F. Resolution on 1996/97 Program Review and Improvement Committee Report of
      Findings and Recommendations: Riner, Chair of the Program Review and
      Improvement Committee, first reading (pp. 15-50 of your 11.18.97 agenda).

VI. Discussion item(s):

VII. Adjournment:
California Education Technology Initiatives

CSU

Commission on Technology Infrastructure and Partnerships

CSU

CSU Auxiliary

CETI, LLC

CSU Campuses

External Groups

Lease/Operating Agreement

Master Services Agreement
The process for moving forward with the public/private partnership called CETI involves three phases. Each phase will involve consultation with campus constituencies around specific components leading to written agreements on those components between the CSU and its CETI partners. The table above indicates the components under review in each phase and the expected date by which consultation leading to agreement should be completed.
# CETI Phase 4 and 5 Project Overview

## Phase 4B
### Organizational Formation
**Begins January 27, 1998**
- Formation of CETI
- Formation of CSU Auxiliary
- Formation of Advisory Commission
- CSU Infrastructure Implementation and Services Plan
- Initial Commodity Revenue Plan
- Financial Plan and Proformas
- Master Services Agreement (Network, Intracampus Build-Out, Process for Campus Customization)

## Phase 4B
### Campus Customization
**Begins June 30, 1998**
- Master Services Agreement - Campus Riders
- Consultation on Desktop Strategies
- IT Professional Development
- 4C/Net/Mgt/Ops
- Initial Intracampus Build-out
- Auxiliary, CETI and Advisory Commission Operational
- Detailed Revenue Plan

## Phase 5
### Implementation
**Begins July 1, 1998**
- Full Implementation
- Full Operation
- Intracampus Build-out Continues
### CETI Implementation Planning Model
September 1997 through December 1998

### CETI Partners
- W. Blosser

#### CSU General Manager
- M. Robinson

### Project Management - W. Bradfield

<table>
<thead>
<tr>
<th>Infrastructure Buildout</th>
<th>External Stakeholder Strategy</th>
<th>Internal Communications</th>
<th>Revenue Generation</th>
<th>Organization Issues and Agreement</th>
<th>IT Professional Development</th>
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<tbody>
<tr>
<td>P. Quan-CSU</td>
<td>D. Ernst - CSU</td>
<td>D. Ernst - CSU</td>
<td>S. Freund - CSU</td>
<td>M. Robinson - CSU</td>
<td>S. Curzon - CSU</td>
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### Sub-Project Specific Tasks

#### Project Teams

<table>
<thead>
<tr>
<th>CSU</th>
<th>CETI</th>
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<tbody>
<tr>
<td>G. Adams - Network</td>
<td>P. Cuocco</td>
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<td>S. Freund - Phys. Plant</td>
<td>A. Padilla</td>
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<td>P Quan - Operations, BATS</td>
<td>M. Garcia</td>
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<td>B. Taylor</td>
<td>B. Metzgar</td>
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<td>K. Secor</td>
<td>M. Thobaben</td>
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<td>L. Guikley</td>
<td>G. Dinielli</td>
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<td>J. Regnier</td>
<td>S. Shea</td>
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<td>D. Reese</td>
<td>P. Cuocco</td>
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<td>R. Pike</td>
<td>F. Young</td>
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<td>D. Crozier</td>
<td>K. Young</td>
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<td>C. Taylor</td>
<td>E. McAleer</td>
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<tr>
<td>K. McCarty</td>
<td>N. Johnson</td>
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<td>J. Fuhr</td>
<td>W. Griffith</td>
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<tr>
<td>J. Craig</td>
<td>D. Klem</td>
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<tr>
<td>K. Webb</td>
<td>CE Rep</td>
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<tr>
<td>W. Trask</td>
<td>J. Stanley</td>
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<td>J. Vasquez</td>
<td>G. Hammerstrom</td>
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<td>M. Crase</td>
<td>Alumni Rep</td>
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<tr>
<td>R. Utterberg</td>
<td>P. Daynega</td>
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<td>R. Sol</td>
<td>J. Feucht-Haviar</td>
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<td>C. Kwiatkowski</td>
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<td>W. Oliver</td>
<td>C. Thomas</td>
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<td>D. Ziter</td>
<td>CGSA, Auxiliaries</td>
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### Commonly Required Support Functions

- Legal, Finance, Human Resources, Technical Support, Administrative Support

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11/24/97
CETI Uses of Funds

CETI SCOPE/FUNDING MODEL

- **Refresh**
  - Network
  - Hardware
  - Software

- **Training**

- **Support**

*Blue*= What is funded/financed by CETI.

*Green*= What is funded by CSU current expenditures.

*Yellow*= What depends on CETI revenue for funding.

*Note: Areas of shaded portions not to scale*
Trustees urge campuses to learn about CETI

The CSU Board of Trustees continues to urge faculty, staff, and students to become informed about the California Education Technology Initiative (CETI), a project that will have a wide-spread impact on all CSU campuses.

Everyone at Cal Poly needs to know what the project entails and what it will mean to the university, according to Jerry Hanley, vice provost, Information Technology Services.

Here is a very brief overview:

What is CETI?

CETI is a proposed corporation joining the CSU through an auxiliary to four private companies: GTE, Fujitsu, Hughes Communications, and Microsoft.

What’s it for?

CETI will build a “baseline” electronic communications infrastructure on every CSU campus--the wires, cables, satellite dishes, other connections--so people can communicate locally and with the rest of the world. The CSU’s aim is to improve teaching and learning as well as administrative efficiency. Also included are continual upgrades, maintenance, and full user support.

Why do we need a corporation to do this?

CSU doesn’t have the $300 million to build this technology “baseline,” and it’s unlikely the state will provide it. Funds will be raised by the corporation in the equity markets under guarantees from the four private firms.

What will Cal Poly get out of this?

Offices and appropriate classrooms now lacking communication links will have them installed, and locations currently connected with equipment below “baseline” quality will be upgraded. The campus will benefit from future enhancements of its system and from CETI-supplied maintenance and support.

What will the private companies get out of this?

The CSU’s faculty, staff, and students make up a huge potential customer base. While no individual or unit will be required to buy products and services from CETI, the partners should be able to bundle products at mass-marketing prices to make them attractive. Also, the partners’ presence on CSU campuses may give them leverage to sell goods and services to education, government, business, and private markets in the state.
What other points should faculty, staff, and students know?

- The initial agreement forming CETI will be signed Jan. 27. A second agreement outlining specific campus technology goals will be signed in late spring, and a third iteration dealing with intellectual properties will be signed later in the year. For several months now, Cal Poly and CSU officials have been encouraging everyone in the system to become informed and involved in this ongoing process. Hanley is one of several Cal Poly faculty and administrators serving on central committees connected with CETI and this campus’s primary contact.
- A CSU committee studied almost 100 companies last spring before 14 of the world’s largest high tech firms were invited to submit business plans to show how the CSU could create its “baseline” technology infrastructure. Three plans were returned, and following systemwide consultation that included university presidents, the CETI proposal was selected.
- CSU staff will be retained by the CSU; collective bargaining agreements remain intact.
- CSU will have a majority role in the corporation’s governance.
- Faculty retain all rights regarding curriculum, course content, and course delivery.
- Unique campus needs will be met.
- CETI may give faculty opportunities beyond what are now available to produce courseware and other intellectual properties that might be marketed by the corporation, officials said. The faculty member will retain full rights.
- CSU officials say this is not the first step in an effort to privatize the CSU. While CETI is very different in scope, it might be seen as similar in kind to this example: Cal Poly enters into an agreement through its foundation to sell computers in the campus bookstore. Students, faculty, staff, and university units are free to buy at the campus store, or to buy from other vendors. Through pricing and special service contracts, the bookstore tries to make its products the best buy and, thus, to win customers. The bookstore returns its profits to the university, and the CSU will share in part of the CETI profits.

How do you find out more about CETI?

The Trustees and other CSU officials have repeatedly expressed the desire to have as much information as possible laid out before faculty, staff, and students. They have constructed a Web site that carries a full description of CETI as well as the Integrated Technology Strategy (ITS) and Systemwide Internal Partnership (SIP) background information: http://www.its.calstate.edu/sip. This and other information can also be found on the Cal Poly Web site: http://www.calpoly.edu/~its/sip/. Questions and comments should be forwarded to Jerry Hanley at jhanley@polymail.calpoly.edu. Hard copy information is available from Hanley’s office at X6-2966.

Faculty and staff are urged by Hanley to consult these sources, discuss the CETI with their colleagues, and as appropriate, give him their conclusions. They are also asked to inform students about the project and where they can find additional information.
Office of Academic Records Status Report  
December 2, 1997

Overview:
Recent academic review and actions with respect to curriculum, GEB, annual catalogs, movement to 4 unit classes, special programs and grades, have resulted in significant impacts to the support services provided by the Office of Academic Records. To accommodate some of these changes we are attempting to implement an automated degree audit system, however, with limited resources and an increasing workload, it is proving to be a most difficult task.

Academic Actions:
AS-479-97/CC - Resolution on Credit/No Credit Grading
Moving from a completely automated, student generated, no paper CR/NC option to an approval process that may require manual data entry. Creation of forms, processes and procedures and programming to implement this change.

Impact:
Some “approval” processes that may prevent timely processing, paper forms, manual entry and handling. Increased student contact via phones and service window.

AS-478-97 - Resolution on Unit Distribution for GEB
Current and transitional templates continue to generate a significant number of questions, requests for clarification, review and analysis on a daily basis.

Impact:
Increased workload due to increasing numbers of petitions, substitutions and memos from academic departments. More staff time spent in analysis for current continuing students. Transitional template is already generating questions from students and departments; requests for action; and need for additional clarification and interpretation.

AS - 443-96/CC - Resolution on Standardizing Course Units
Academic programs moving to 4 unit courses are expected to span several catalog years, and changes are continuous.

Impact:
Increased changes to current and past programs; increased numbers of petitions, exceptions requiring more staff time and analysis. Ongoing directives from academic departments about changes to programs as transition begins, for all catalogs.

AS -473-97/IC – Resolution on the Establishment of a Summer Advising Committee
University commitment to providing incoming new students with academic advising/orientation. Program needs conflict with an already impacted Summer window.

Impact:
Priorities of Fall transfer work for incoming students and posting of Spring degrees for outgoing students conflict. Current staff resources not adequate to accommodate needs of all programs simultaneously.
Ongoing workload:

- **Degree Audit and Progress Report implementation (DAPR)**
  - Building of current catalog programs for 1997, 1998, 1999, 2000, etc...
  - Maintenance of changes to current academic programs, required for each catalog and for each program
  - Testing of revisions to database
  - Data entry of substitutions and additional student specific information
- **2 Commencements**
  - Extract runs - review, proofing of bulletin, revisions, additions
- **Increasing transfer work from incoming and continuing students**
  - AP credit
  - Community college coursework, even for first time Freshmen
  - Other four year colleges/CSU and UC
- **Curriculum**
  - Catalog reviews and changes to previous catalogs
  - Producing new Curriculum information sheets
  - Policy and procedural changes
- **Articulation**
  - Updating for each agreement with each new catalog (108 community colleges)
  - Integrating articulation data into DAPR
- **CSU Initiatives**
  - ELM/EPT Changes
  - Upper Division requirements
- **Federal Mandates**
  - Taxpayer Relief Act of 1997
  - Hope Scholarships
- **International Programs**
- **Veterans – federal requirements**
  - Certification/academic updates
- **Special Programs**
  - Summer Advising (SAP)
  - CSU IP program updates
- **Athletics/NCAA mandates**
  - Certification process
  - Eligibility

**Typical 6 month workload:**
- Advanced Placement - 826
- Major Changes - 624
- Transfer work assessment, continuing and new students - 3,130
- Degrees posted - 2148
- Diplomas ordered and mailed - 3,841
Student Response to DAPR Survey

Is your DAPR useful?
- 3% No
- 97% Yes

Is your DAPR valuable?
- 5% No
- 95% Yes

On a scale of 1-5 how useful do you find your DAPR?
- Not at all: 3
- Moderately: 6
- Very: 31
- 4: 87
- Very 5: 136

On a scale of 1-5 how valuable do you find your DAPR?
- Not at all: 5
- Moderately: 8
- Very: 27
- 4: 79
- Very 5: 145
The Student Path from Admissions to Graduation at Cal Poly

Inquiry about Admission to an Undergraduate Program
Outreach counseling
Admission counseling

File Application for Admission and submit
Supplemental questionnaire data
Test scores - ACT/SAT/AP/IB
Transcripts - High school and college, if applicable
Student Intent to Register

If a Freshman, student will receive an evaluation when they submit AP or college coursework
If student is a Transfer - Evaluation prepared, using
Coursework entered in Student Information System
College transcripts - line by line transcript evaluation for potential credit
Actual hard copy transcript OR
EDI transcript

Articulation Agreements Data for the California Community Colleges from ASSIST
CSU General Education and Breadth lists
IGETC (General Education and Breadth lists)
SAT Tapes
Advanced Placement Exams
International Baccalaureate Exams
Military Credit (including DD-214 and ACE credit)
University Procedure and Practices
CSU Executive Order Regulations
Title 5 Regulations
Evaluations Office Practice
College catalogs are referenced for course descriptions
ELM codes set
EPT codes set
Additional credit granted by petition, must be reviewed and applied/input
Evaluation is mailed to student

If a major is changed - new Evaluation prepared
College transcripts - line by line transcript evaluation for potential credit
Actual hard copy transcript OR
EDI transcript

Articulation Agreements Data for the California Community Colleges from ASSIST
CSU General Education and Breadth lists
IGETC (General Education and Breadth lists)
Advanced Placement Exams
International Baccalaureate Exams
Military Credit (including DD-214 and ACE credit)
University Procedure and Practices
Title 5 Regulations
Evaluations Office Practice
College catalogs are referenced for course descriptions
Additional credit granted by petition, must be reviewed and applied/input
Cal Poly course work included in updated evaluation
Evaluation mailed to student

If updated or if additional transfer work is submitted - Evaluation is reviewed and updated to the current term
Coursework entered in Student Information System
College transcripts - line by line transcript evaluation for potential credit
Actual hard copy transcript OR
EDI transcript

Articulation Agreements Data for the California Community Colleges from ASSIST
CSU General Education and Breadth lists
IGETC (General Education and Breadth lists)
Advanced Placement Exams
International Baccalaureate Exams
Military Credit (including DD-214 and ACE credit)
College catalogs are referenced for course descriptions
Cal Poly course work included in updated evaluation
Additional credit granted by petition, must be reviewed and applied/input
Evaluation mailed to student
Graduation Evaluation - Records are reviewed again and updated to the current term
Coursework entered in Student Information System
EDI transcript
College transcripts - line by line transcript evaluation for potential credit
Actual hard copy transcript OR
Articulation Agreements Data for the California Community Colleges from ASSIST
CSU General Education and Breadth lists
IGETC (General Education and Breadth lists)
Advanced Placement Exams
International Baccalaureate Exams
Military Credit (including DD-214 and ACE credit)
College catalogs are referenced for course descriptions
Cal Poly course work included in updated evaluation
Additional credit granted by petition, must be reviewed and applied/input
Student files for graduation
Graduation date is entered as the exit term
Cal Poly course work updated
University Procedure and Practices
Title 5 Regulations
Evaluations Office Practice
Diploma information is gathered (name, address, etc)
Evaluation mailed to student
Degree Posting at completion (or supposed completion) of all degree requirements
Verify all courses are completed
Verify all Cal Poly requirements are completed
Verify Graduation Writing Requirement is completed
Verify all CSU, Title 5 & EO Requirements are met
Post Degree, if completed, send Congratulations letter
If not completed, send So Sorry letter with updated Evaluation and timeline for completion and regulations
Commencement
Commencement List is prepared
Commencement Bulletin prepared
Commencement List for Bookstore and Graduation Tickets is prepared
Commencement Bulletin is proofed
Diploma
After degree posting,
List of graduates is prepared
Diploma is ordered
Diploma received from vendor
Diploma mailed to student