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

AS-445-95/EEC
RESOLUTION TO
SUPPORT ACADEMIC SENATE CSU RESOLUTION AS-2274-95/GA
"...PRINCIPLES THAT GUIDE PROGRAMS TO ACHIEVE EDUCATIONAL EQUITY AND FACULTY DIVERSITY..."

RESOLVED: That the Academic Senate of Cal Poly endorse the Academic Senate of The California State University resolution and position paper entitled "Support for the Principles that Guide Programs to Achieve Educational Equity and Faculty Diversity in the California State University" (AS-2274-95/GA) as Cal Poly’s statement of principles to guide its educational equity and faculty diversity goals.

Proposed by the Educational Equity Commission
May 16, 1995
Support for the Principles that Guide Programs to Achieve Educational Equity and Faculty Diversity in the California State University

RESOLVED: That the Academic Senate of the California State University adopt the attached position paper titled, "Support for the Principles that Guide Programs to Achieve Educational Equity and Faculty Diversity in the California State University," and affirm the principles contained in the position paper as follows:

1. The CSU should encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate education.

2. The CSU should actively seek to enroll a student body that is academically qualified and reflects the cultural, racial, ethnic, economic, geographic, and social diversity of the State.

3. The CSU should make particular efforts to provide access to education and the opportunity for educational success to those who have been and are currently underrepresented in higher education.

4. The CSU should seek to recruit and retain a faculty of the highest quality which increasingly reflects the ethnic and cultural diversity of the State.

5. Educational Equity Programs and Faculty Diversity Programs in the CSU should actively seek and support qualified students and faculty who might otherwise not have the opportunity to be a part of the CSU.

6. Educational Equity Programs and Faculty Diversity Programs in the CSU should attempt to redress problems of access and barriers to employment faced by persons from groups who have been and are currently underrepresented in higher education; and be it further
RESOLVED: That the Academic Senate CSU request that the Chancellor and the Board of Trustees affirm and endorse the position paper, and continue to implement the principles embodied in, "Support for the Principles that Guide Programs to Achieve Educational Equity and Faculty Diversity in the California State University"; and be it further

RESOLVED: That the Academic Senate CSU assist the Chancellor in identifying faculty whose testimony may lead to a better understanding of the purpose, nature, and value of Educational Equity Programs and Faculty Diversity Programs in the CSU.

APPROVED UNANIMOUSLY - March 9-10, 1995
POSITION PAPER

Support for the Principles that Guide Programs to Achieve Educational Equity and Faculty Diversity in the California State University

The mission of the California State University is to "encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate study" (CSU Mission Statement). In support of this mission, the CSU "seeks out individuals with collegiate promise who face cultural, geographical, physical, educational, or personal barriers to assist them in advancing to the highest educational level they can reach" (CSU Mission Statement). This mission was reaffirmed in the 1989 report "California Faces...California's Future..." and subsequent statutes based on this report (primarily AB 617) in relation to California's changing demographics. In recognition of the fact that California is becoming a State with a new multicultural majority, and that the State's future depends upon ensuring that students are prepared for an international, multicultural society, the CSU has in place a number of programs that make particular effort to redress problems of access to the University and barriers to employment faced by persons from groups who have been and are currently underrepresented in higher education.

Programs in the CSU that address concerns about student access and educational success are commonly referred to in the CSU as "Educational Equity Programs". Examples include programs like "The Student Affirmative Action Program", California Academic Partnership Program", and the "Educational Opportunity Program": Programs that address concerns regarding the recruitment and retention of a diverse faculty are commonly referred to as "Faculty Diversity Programs". Faculty Diversity Programs include programs like the "Nondiscrimination and Affirmative Action
Programs in Employment" governed by EO 340, "The Forgivable Doctoral Loan Program", and "The Faculty Development Affirmative Action Program".

In the case of both Educational Equity and Faculty Diversity Programs the aim is to achieve and continuously maintain a diverse student body and faculty. The principle that guides Educational Equity Programs is embodied in Section 66205 of the Education Code as follows: to enroll a student body that meets high academic standards and reflects the cultural, racial, economic, geographic, and social diversity of the State. In the case of Faculty Diversity Programs, the guiding principle is articulated in CSU Board of Trustees Policy adopted in 1988 as follows: "to employ a faculty of the highest quality which increasingly reflects the ethnic and cultural diversity of the State". Educational Equity and Faculty Diversity Programs in the CSU are mainly of the "voluntary" type, do not set quotas, and do not establish "preference" solely on the basis of race or gender. Rather, they are programs that actively seek and support qualified students and faculty who might otherwise not have the opportunity to be a part of the CSU, and thereby benefit from and contribute to the CSU.

Over the past year, programs subsumed under the general title of "Affirmative Action Programs" have been the subject of intense public debate, and numerous legislative efforts that deal with matters related to such programs are underway (e.g., AB 211/SB 939, ACA 2/SCA 10, AB 1793, ACA 16). Although the Academic Senate of the CSU (A5C5U) does not choose at this time to take a position in support of, or in opposition to, specific pieces of proposed legislation, the ASCSU does consider it imperative at this time to assert its position on the principles that govern the Educational Equity Programs and Faculty Diversity Programs of the CSU and to reaffirm its commitment to the continuation of these programs.
Specifically, the ASCSU supports the following principles that guide Educational Equity and Faculty Diversity Programs in the CSU:

1. The CSU should encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate education.

2. The CSU should actively seek to enroll a student body that is academically qualified and reflects the cultural, racial/ethnic, economic, geographic, and social diversity of the State.

3. The CSU should make particular efforts to provide access to education and the opportunity for educational success to those who are historically and currently underrepresented in higher education.

4. The CSU should seek to recruit and retain a faculty of the highest quality which increasingly reflects the ethnic and cultural diversity of the State.

5. Educational Equity Programs and Faculty Diversity Programs in the CSU should actively seek and support qualified students and faculty who might otherwise not have the opportunity to be a part of the CSU.

6. Educational Equity Programs and Faculty Diversity Programs in the CSU should attempt to redress problems of access and barriers to employment faced by persons from groups who have been in the past and are currently underrepresented in higher education.
AGENDA ITEM #6 - RESOLUTION IN SUPPORT OF THE PRINCIPLES WHICH GUIDE PROGRAMS TO ACHIEVE EDUCATIONAL EQUITY AND FACULTY DIVERSITY AT SAN FRANCISCO STATE UNIVERSITY: a resolution from the Executive Committee TIME CERTAIN of No Later Than 3:00 p.m.

In response to the Academic Senate's request that the Executive Committee bring an action item to the floor of the Senate on the subject of the University's commitment to equity and diversity, the Executive Committee presents the following resolution:

RESOLVED That the Academic Senate of San Francisco State University affirm and endorse the resolution and position paper entitled "Support for the Principles that Guide Programs to Achieve Educational Equity and Faculty Diversity in the California State University" unanimously adopted by the Academic Senate of the California State University on March 10, 1995; and be it further

RESOLVED That the Academic Senate of San Francisco State University requests that the President of San Francisco State University affirm and endorse the position paper, and continue to implement the principles embodied in "Support for the Principles that Guide Programs to Achieve Educational Equity and Faculty Diversity in the California State University; and be it further

RESOLVED That the Academic Senate of San Francisco State University communicate its action to the Governor and members of the Assembly and Senate of the State of California.

- President Corrigan enthusiastically endorsed the principles articulated in Senate Resolution #RS95-143, Resolution in Support of the Principles Which Guide Programs to Achieve Educational Equity and Faculty Diversity at SFSU;
Introduction

As we in California higher education look toward the next century, several trends are clear:

- There will be a tremendous increase in the number of students seeking a higher education in the state: as many as 450,000 more annually statewide, and 180,000 more each year in the CSU alone, within a decade.

- The state's appropriations of money for higher education will not keep pace with student demand.

- Growing public concerns about access, educational quality, productivity and accountability will encourage efforts to increase external regulatory controls on the state's colleges and universities.

At Cal Poly we must engage these trends actively at the campus level at the same time that we participate in efforts to address them more comprehensively on a statewide basis. While the challenges we face in higher education statewide are truly unprecedented in their scope, we believe that Cal Poly is in many ways uniquely positioned to lead the way in addressing them and to serve as a testbed for new strategies. The agenda presented here outlines several areas where we wish as an institution to explore innovative approaches responsive to the challenges confronting the CSU and higher education more generally in the State of California.

Some Primary Issues

Several overall framing assumptions will guide development of the Cal Poly Plan.

1. Agreements are a unified package and are not unilaterally altered by either party.

2. Jointly establish definition of unit cost(s) on agreed upon cost calculations, unit definitions, time lines and base lines.

3. Assurances that state appropriations and state university fees allotted for enrollment growth or quality enhancements will not fall below systemwide averages.
4. Student mix is campus choice. Student mix will not affect fund allocation assumptions made by CO.

5. Financial aid set asides are retained on campus.

General Outline

I. FISCAL FLEXIBILITY
   A. Establish principle of sources and uses
      1. minimize designated use of any fund source
         a. establish limits of flexibility
      2. diminish restrictions on alternate uses
         a. minor capital outlay
         b. extended education
   B. Establish limits on alternative sources
      1. Tax support vs. system fees vs. campus fees
      2. Change residency requirements?
   C. Establish protocols for approval of campus fees
   D. Develop process to tie performance to funds from non-campus sources

II. EMPLOYEE RELATIONS
   A. Opportunity for local bargaining, continuing use of Charter Employee Relations Committee
      1. Establish limits of authority or process to establish same
         a. alternative rewards/incentives
   B. Two tier retirement, benefits for Foundation employees

III. ACCOUNTABILITY
   A. Define terms
      1. Institutional productivity
      2. Student productivity
      3. Instructional productivity
      4. Administrative productivity
      5. Quality
   B. Set process in place to:
      1. agree upon measures of quality
      2. agree upon measures of productivity
      3. agree on base lines and time lines
      4. implement I.D.
   C. Relationship to Strategic Planning
IV. ENROLLMENT MANAGEMENT
   A. Student mix
      1. California residents
      2. international students
      3. non-California US residents
      4. cultural diversity
      5. upper/lower division
   B. Financial Aid
      1. Tuition discounts at campus discretion
      2. Aid during fourth quarter
      3. Manage local funds locally (see Pri. Issue 3)

V. PROCESSREENGINEERING
   A. Identify process requirements limiting quality of service.

VI. CURRICULAR ISSUES
   A. General Education and Breadth
      1. permit outcomes rather than course based satisfaction of requirements?
   B. Articulation agreements
   C. Degree Program approval
To: Harvey Greenwald  
   Chair, Academic Senate  

From: Warren J. Baker  
   President  

Date: December 15, 1995  

Copies: P. Zingg  

Subject: AS-445-95/EEC Resolution to Support Academic Senate CSU Resolution AS-2274-95/GA  
   "... Principles that Guide Programs to Achieve Educational Equity and Faculty Diversity ... "

Thank you for forwarding to me Academic Senate Resolution 445-95/EEC, recommending support for  
Academic Senate CSU Resolution AS-2274-95/GA "... Principles that Guide Programs to Achieve  
Educational Equity and Faculty Diversity ... "

I believe the Academic Senate CSU Resolution is a very helpful reaffirmation of commitment to the  
principles of educational equity and faculty diversity. I am pleased to receive the endorsement of the  
Academic Senate.

Please express my thanks to the Cal Poly Senate for its action on this issue.