I. Minutes:

II. Communication(s) and Announcement(s):

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. Staff Council Representative:
G. ASI Representatives:

IV. Consent Agenda:

V. Business Item(s):
A. Resolution on Change of Grades: Freberg, chair of the Instruction Committee, second reading (p. 2).
B. Resolution on CAGR Land Use: Hannings, caucus chair for CAGR, second reading (p. 3).
C. Resolution to Approve Indirect Cost Distribution Policy-Krieger, chair of the Research Committee, first reading (pp. 4-8).
D. Resolution to Amend AB 93-1, Cal Poly Sexual Harassment Policy-Swartz/Terry, chairs of the Status of Women and Personnel Policies Committees, first reading (pp. 9-10).
E. Resolution to Approve Policy and Review Procedures for Discontinuance of an Academic Program-Gowgani, chair of the Long-Range Planning Committee, first reading (pp. 11-16).
F. Resolution to Renew the Curricular Review Cycle-Clark, chair of the Curriculum Committee, first reading (p. 17).
G. Resolution on the Formation of a Subcommittee of the Curriculum Committee-Clark, chair of the Curriculum Committee, first reading (p. 18).
H. Resolution on Guidelines for Experiential Education-Clark, chair of the Curriculum Committee, first reading (p. 19).
I. Approval of ES 350 for inclusion as meeting the U.S. Cultural Pluralism course requirement-Clark, chair of the Curriculum Committee, first reading (p. 20).
J. Approval of SPC 316 for inclusion as meeting the U.S. Cultural Pluralism course requirement-Clark, chair of the Curriculum Committee, first reading (p. 21).
K. Resolution on Graduate Research and Thesis SP Grade Changes-Opava, chair of the Graduate Studies Committee, first reading (p. 22).
L. Resolution on "U" Grade-Freberg, chair of the Instruction Committee, first reading (to be distributed).
M. Resolution on Revisions to Cal Poly's Strategic Plan-Urreiztieta, chair of the Task Force on Global Awareness, first reading (pp. 23-37).
N. Resolution supporting Academic Senate CSU Resolution AS-2274-95/GA "...Principles that Guide Programs to Achieve Educational Equity and Faculty Diversity..."-Gish, chair of the Educational Equity Commission, first reading (pp. 38-43).

VI. Discussion Item(s):

VII. Adjournment:
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 (ASCSU) 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.
REFERENCE INFORMATION ON IDC DISTRIBUTION RESOLUTION

Grants Development Office (GDO) - supported by the university and Foundation
- assists in preparing and routing proposals
- helps work out details between grantee and grantor

Sponsored Programs (SP) - under the Foundation only
- provides contract management
- protects the university and the Foundation
- provides sponsors with pertinent financial and technical status information

Direct Costs (DC) - costs involved with directly carrying out the research

Indirect Costs (IDC) - costs involved with administrative and facilities expenditures. Varies from about 22% of DC to 0%.

Total Grant or Contract Award = DC + IDC

Administrative Costs (AC) - all administrative costs of Sponsored Programs and the Grants Development Office are supported by direct Costs from funded grants and contracts.

Full Indirect Costs - defined as 22% of total DC.

BETWEEN 1987/88 AND 1992/93

- Total DC varied from $2,622,669 to $6,131,383
- Total IDC varied from $492,273 to $938,429
- IDC as a percentage of total DC averaged 15.43%
- Cost of SP + GDO as a percentage of IDC averaged 78.3% and increased steadily from 74.5 to 81.2%.
- Percent of IDC available for uses other than admin. of SP and GDO decreased from 25.5% to 18.8%
- Approximately 20% of all grants and contracts, on a dollar basis, have zero percent IDC. Their adm. costs are payed by those grants and contracts bringing in a substantial percentage of IDC.
RESOLUTION ON
COLLEGE OF AGRICULTURE LAND USE

WHEREAS, The campus administration has chosen to site the proposed football, soccer, and baseball facilities on the prime agricultural land located south of Highland Drive between Highway 1 and the railroad tracks; and

WHEREAS, This land has been used by various academic programs for 90 years as prime and convenient laboratory space for teaching many classes; and

WHEREAS, The College of Agriculture faculty, department heads, staff, and Dean have protested the loss of this prime agricultural land since the site selection process was begun over four years ago; and

WHEREAS, Only 86 acres of prime agricultural land are available on campus and this project would build on 28 acres of it, and the adjacent 10 prime acres planted with mature citrus and avocado trees would become unusable for agricultural purposes; and

WHEREAS, This site is not served by utilities, is separated from the main campus by a railroad track, contains an environmentally sensitive creek ecosystem, cannot share existing parking, and raises compatibility issues related to access, noise, glare and traffic congestion that have not been adequately evaluated; and

WHEREAS, There may be other sites available that are more convenient to the campus core, have parking available, and are much less disruptive to the curriculum, and the College of Agriculture is willing, and has been willing, to cooperate on the use of these, and other sites; therefore, be it

RESOLVED: That the Academic Senate recognize this as a curriculum issue that negatively impacts university instruction; and be it further

RESOLVED: That the Academic Senate recommend to the President that a site for the proposed athletic facilities be chosen following consultation with, and agreement from the appropriate academic groups to insure that these facilities represent the best overall use of the land; and be it further

RESOLVED: That an appropriate consultation process be pursued relative to all land use matters on the campus.
WHEREAS, The current policy for change of grades (AS-384-92), enacted by the Academic Senate in 1992, has met the goals of the original resolution in the vast majority of cases; and

WHEREAS, Small numbers of exceptions to this policy do occur which require administrative decisions; therefore, be it

RESOLVED: That the Registrar, acting on behalf of the University and with the support of the Academic Senate, will record that grade changes beyond the one-year time limit will be recorded automatically when a documented administrative or university error has occurred and the Office of Academic Records has received evidence supporting the exception; and, be it further

RESOLVED: That a subcommittee of three faculty representatives to the Instruction Committee will meet quarterly with the Registrar to review those all exceptional cases, such as those which exceed the time limits of AS-384-92, are not administrative or university error, or are not clearly documented, or are otherwise appealed by a faculty member, department chair/head, and dean; and, be it further

RESOLVED: That the faculty subcommittee will prepare a response regarding the case to be communicated to the college and department by the Registrar instructions to the Registrar regarding the case.

Proposed by the Academic Senate Instruction Committee
April 11, 1995
Revised April 19, 1995
Revised May 9, 1995
Adopted:

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

AS- 95/
RESOLUTION ON
COLLEGE OF AGRICULTURE LAND USE

WHEREAS, The campus administration has chosen to site the proposed football, soccer, and baseball facilities on the prime agricultural land located south of Highland Drive between Highway 1 and the railroad tracks; and

WHEREAS, The College of Agriculture has used this land for 90 years as prime laboratory space for teaching many of its classes in several of its departments; and

WHEREAS, The College of Agriculture faculty, department heads, staff, and dean have protested the uses of this prime agriculture land since the site selection process was begun three years ago; and

WHEREAS, The College of Agriculture has only 86 acres of prime agriculture land on campus and this project would build on 28 acres of it, and the adjacent 10 prime acres planted with mature citrus and avocado trees would become unusable; and

WHEREAS, This site is not served by utilities, is separated from the main campus by a railroad track, contains an environmentally sensitive creek ecosystem, cannot share existing parking, and raises compatibility issues related to access, noise, glare, and traffic congestion that have not been adequately evaluated; and

WHEREAS, There are several other sites available that are more convenient to the campus core, have parking available, and are much less disruptive to the curriculum in the College of Agriculture, and the College is willing, and has been willing, to cooperate on the use of these and other sites; therefore, be it

RESOLVED: That the Academic Senate recognize this as a curriculum issue that negatively impacts the College of Agriculture's ability to perform its educational mission; and, be it further

RESOLVED: That the Academic Senate recommend to the President that another more appropriate site be chosen for the proposed athletic facilities: one that has less of a negative impact on the ability of the College of Agriculture to fulfill its mission within the University.

Proposed by the College of Agriculture
March 28, 1995
RESOLVED: That the Academic Senate of Cal Poly approve the attached Indirect Cost Distribution Policy; and, be it further

RESOLVED: That the attached Indirect Cost Distribution Policy be forwarded to President Baker and Vice President Koob for approval and implementation.

Proposed by: Academic Senate Research Committee
Date: April 25, 1995
INDIRECT COST DISTRIBUTION POLICY

Whereas indirect costs recovered on grants and contracts are reimbursements by the sponsor to the University for real costs that the University has incurred;

and whereas the University is committed to furthering the development of faculty and student research, creative activity, and instructional support activities (e.g. fellowships, curricular development, student services) on the campus;

the following indirect cost distribution policy is proposed:

1. A fixed percentage of the indirect costs (IDC) recovered on all grants and contracts will be returned to the project investigators and their administrative units (academic administrative units or research centers/institutes that have received senate approval). These funds will be restricted in their use as outlined subsequently in the policy.

2. To qualify for a return of IDC to either a project investigator or an administrative unit the grant or contract must have earned indirect cost income equal to 20% of the total direct costs, or the federally negotiated rate on a federal grant or contract in the event that this is less than 20% of total direct costs.

3. If a grant/contract qualifies for a return of IDC, 12.5% of the recovered indirect costs will be returned to the project investigator(s) and 12.5% to the administrative unit.

4. Distribution of the indirect cost returns computed as above will be made on a quarterly basis. Eighty percent of the 25% to be returned will be distributed at that time. The remainder will be held in reserve until the end of the fiscal year. Direct cost overruns on a project will be covered from the portion of indirect cost income remaining for distribution to that project. Should the overruns exceed the funds available, they will be covered from the indirect cost allocation due to the project in the next fiscal year, before any subsequent distributions are made. Amounts less than $100 for a fiscal year will not be distributed.

5. The remaining indirect costs will be pooled with those recovered on sponsored projects that did not qualify for a return of IDC, and used to support the Department of Sponsored Programs in the Foundation and the University Grants Development Office. Any funds remaining after the justifiable expenses of these two units have been met, will be transferred to the Dean for Research and Graduate Programs, to be used in support
of the development of research on the campus.

6. The amount transferred to Research and Graduate Programs will not exceed the total amount returned to project investigators and administrative units in a given fiscal year. Should this occur, additional amounts will be returned to the project investigators and administrative units in proportion to their IDC earnings, so that the total amount of IDC distributed to them is equal to the amount assigned to Research and Graduate Programs.

7. If insufficient funds remain after the distribution to project directors and administrative units to cover the legitimate expenses of the Grants Development and Sponsored Programs offices, the deficit will be covered from the General Fund of the University. Approval of this allocation will be the responsibility of the Vice President for Academic Affairs.

8. All sponsored projects are expected to recover full indirect costs (for FY '93-'94, approximately 22% of total direct costs) from the sponsor. Project investigators will make every reasonable effort to assure this.

9. Funds that are returned to project investigators may be used for professional development activities and research expenses. They may not be used to pay additional salary of any kind to the project investigator. Examples of appropriate uses of these funds are:

   - Professional travel
   - Books, journals, office supplies
   - Telephone, postage, photocopy, photographic expenses
   - Secretarial services
   - Student assistant expenses
   - Dues for professional organizations
   - Publication costs
   - Additional released time

10. Funds that are returned to administrative units may be used for any appropriate purpose except to provide additional salary of any kind to project investigators.

11. Sharing of indirect cost returns among several investigators on a single project will be based on the percent effort devoted to the project by each investigator. Only principal and co-investigators will share in the return. The same parameter will be used to determine the sharing of indirect cost returns among administrative units on projects that involve more than one such unit.

12. The Academic Senate Research Committee will develop criteria to assess the impact of the provisions of this policy. The Committee will review the policy at the end of each fiscal year and make recommendations for changes, as appropriate, in a written report to the Executive Committee of the Academic Senate.
Impact of the Application of this Policy to the '93-'94 Fiscal Year (see attached table.)

If this policy had been applied in 1993-1994, 43 project investigators in six colleges, and 20 administrative units in six colleges, would have received returns of indirect cost income, ranging from $130 to $13,248 for individual project investigators (total: $75,291), and $130 to $30,297 for individual administrative units (total: $75,291). A total of $150,582 would have been returned to project investigators and administrative units. The operating expenses of the Sponsored Programs and Grants Development Offices would have been met fully and $5,047 would have remained for the Office of Research and Graduate Programs.

* It should be noted that the Grants Development Office drew on reserves to cover part of their expenses. If GDO expenses had been fully covered, an additional $18,000 would have been used, resulting in a deficit of $12,953 rather than a surplus. The deficit would have had to be covered from University funds and no funds would have been transferred to the Research and Graduate Programs Office.
Application of Proposed Indirect Cost Policy to FY 93/94

**DISTRIBUTION THRESHOLD, # OF DOLLARS**

| $99,99 |

**PD RECOVERY THRESHOLD FOR DIST =**

| 19.99% |

**THEN PERCENT TO PD =**

| 12.50% OF IDC RECOVERED ON PROJECT |

**DPT RECOVERY THRESH =**

| 19.99% |

**THEN PERCENT TO DPT =**

| 12.50% |

<table>
<thead>
<tr>
<th>SCH</th>
<th>DEP</th>
<th>DEPDISBOTH</th>
<th>SCH</th>
<th>PD</th>
<th>PDDIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGRI</td>
<td>AE</td>
<td>944</td>
<td>AGRI</td>
<td>CAVALETTO</td>
<td>182</td>
</tr>
<tr>
<td>AGRI</td>
<td>ASIN</td>
<td>523</td>
<td>AGRI</td>
<td>WILLIAMS</td>
<td>762</td>
</tr>
<tr>
<td>AGRI</td>
<td>CRI</td>
<td>5,316</td>
<td>AGRI</td>
<td>DAUGHERTY</td>
<td>148</td>
</tr>
<tr>
<td>AGRI</td>
<td>DPTC</td>
<td>2,639</td>
<td>AGRI</td>
<td>HUNT</td>
<td>375</td>
</tr>
<tr>
<td>AGRI</td>
<td>DRSC</td>
<td>163</td>
<td>AGRI</td>
<td>HALLOCK</td>
<td>635</td>
</tr>
<tr>
<td>AGRI</td>
<td>ITRC</td>
<td>1,333</td>
<td>AGRI</td>
<td>RICE</td>
<td>3,512</td>
</tr>
<tr>
<td>AGRI</td>
<td>SOIL SCI</td>
<td>342</td>
<td>AGRI</td>
<td>VILKITS</td>
<td>1,169</td>
</tr>
<tr>
<td>ARED</td>
<td>ARCH</td>
<td>3,580</td>
<td>AGRI</td>
<td>TONG</td>
<td>2,639</td>
</tr>
<tr>
<td>ARED</td>
<td>DESI</td>
<td>9,926</td>
<td>AGRI</td>
<td>REIF</td>
<td>163</td>
</tr>
<tr>
<td>BUSI</td>
<td>IT</td>
<td>130</td>
<td>AGRI</td>
<td>STYLES</td>
<td>1,333</td>
</tr>
<tr>
<td>ENGR</td>
<td>AERO</td>
<td>1,023</td>
<td>AGRI</td>
<td>DINGUS</td>
<td>138</td>
</tr>
<tr>
<td>ENGR</td>
<td>ARDFA</td>
<td>30,297</td>
<td>AGRI</td>
<td>RICE</td>
<td>204</td>
</tr>
<tr>
<td>ENGR</td>
<td>CSCI</td>
<td>408</td>
<td>ARED</td>
<td>POHL</td>
<td>3,580</td>
</tr>
<tr>
<td>ENGR</td>
<td>ELEE</td>
<td>1,592</td>
<td>ARED</td>
<td>POHL</td>
<td>8,668</td>
</tr>
<tr>
<td>ENGR</td>
<td>ME</td>
<td>2,364</td>
<td>ARED</td>
<td>RODGER</td>
<td>258</td>
</tr>
<tr>
<td>LIBA</td>
<td>PSHD</td>
<td>827</td>
<td>BUSI</td>
<td>GAY</td>
<td>130</td>
</tr>
<tr>
<td>SCMA</td>
<td>BIO</td>
<td>4,341</td>
<td>ENGR</td>
<td>CUMMINGS</td>
<td>1,023</td>
</tr>
<tr>
<td>SCMA</td>
<td>CHEM</td>
<td>1,433</td>
<td>ENGR</td>
<td>CHATZIOANOU</td>
<td>3,551</td>
</tr>
<tr>
<td>SCMA</td>
<td>CTED</td>
<td>675</td>
<td>ENGR</td>
<td>HOCKADAY</td>
<td>7,418</td>
</tr>
<tr>
<td>SCMA</td>
<td>PHYS</td>
<td>7,436</td>
<td>ENGR</td>
<td>KOLKAILAH</td>
<td>292</td>
</tr>
<tr>
<td>SCMA</td>
<td>HANSON</td>
<td>3,074</td>
<td>ENGR</td>
<td>MACCARLEY</td>
<td>350</td>
</tr>
<tr>
<td>SCMA</td>
<td>HOLLAND</td>
<td>858</td>
<td>ENGR</td>
<td>MARTIN</td>
<td>1,041</td>
</tr>
<tr>
<td>SCMA</td>
<td>HOLLAND/HANSON</td>
<td>611</td>
<td>ENGR</td>
<td>SULLIVAN</td>
<td>11,248</td>
</tr>
<tr>
<td>SCMA</td>
<td>CENSULLO</td>
<td>164</td>
<td>ENGR</td>
<td>VANT RIET</td>
<td>194</td>
</tr>
<tr>
<td>SCMA</td>
<td>JONES</td>
<td>248</td>
<td>ENGR</td>
<td>WALSH</td>
<td>6,199</td>
</tr>
<tr>
<td>SCMA</td>
<td>ROSE</td>
<td>1,021</td>
<td>ENGR</td>
<td>FISHER</td>
<td>408</td>
</tr>
<tr>
<td>SCMA</td>
<td>CICHIOWSKI</td>
<td>675</td>
<td>ENGR</td>
<td>MACCARLEY</td>
<td>487</td>
</tr>
<tr>
<td>SCMA</td>
<td>FRANKEL</td>
<td>1,660</td>
<td>ENGR</td>
<td>NAFISI</td>
<td>527</td>
</tr>
<tr>
<td>SCMA</td>
<td>HOFFMAN</td>
<td>1,904</td>
<td>ENGR</td>
<td>TANDON</td>
<td>326</td>
</tr>
<tr>
<td>SCMA</td>
<td>KNIGHT</td>
<td>1,237</td>
<td>ENGR</td>
<td>CARPENTER</td>
<td>1,350</td>
</tr>
<tr>
<td>SCMA</td>
<td>ROSEN</td>
<td>2,635</td>
<td>ENGR</td>
<td>CHIVENS</td>
<td>467</td>
</tr>
<tr>
<td>SCMA</td>
<td>MEDIZAHDEH</td>
<td>541</td>
<td>LIBA</td>
<td>LEVI</td>
<td>340</td>
</tr>
<tr>
<td>SCMA</td>
<td>VALENCIA-LAVER</td>
<td>487</td>
<td>LIBA</td>
<td>VALENCIA-LAVER</td>
<td>658</td>
</tr>
<tr>
<td>SCMA</td>
<td>HANSON</td>
<td>3,074</td>
<td>SCMA</td>
<td>CENSULLO</td>
<td>164</td>
</tr>
<tr>
<td>SCMA</td>
<td>JONES</td>
<td>248</td>
<td>SCMA</td>
<td>WILLS</td>
<td>1,021</td>
</tr>
<tr>
<td>SCMA</td>
<td>CICHIOWSKI</td>
<td>675</td>
<td>SCMA</td>
<td>FRANKEL</td>
<td>1,660</td>
</tr>
<tr>
<td>SCMA</td>
<td>HOFFMAN</td>
<td>1,904</td>
<td>SCMA</td>
<td>KNIGHT</td>
<td>1,237</td>
</tr>
<tr>
<td>SCMA</td>
<td>ROSEN</td>
<td>2,635</td>
<td>SCMA</td>
<td>MEDIZAHDEH</td>
<td>541</td>
</tr>
</tbody>
</table>

Total to Project Directors $75,291

Total to Departments $75,291

Distribution Total $150,582
WHEREAS, Administrative Bulletin 93-1 (AB 93-1), the Cal Poly Sexual Harassment Policy, commits the University to creating and maintaining an environment in which faculty, staff, and students are free to work together in an atmosphere of mutual respect and unconstrained academic interchange, and

WHEREAS, AB 93-1 holds all Cal Poly faculty, staff, and administrators accountable for compliance with the University's sexual harassment policy, and

WHEREAS, Sexual harassment seriously threatens the academic environment and violates state and federal law, as well as University policy, and

WHEREAS, AB 93-1 currently makes optional the placing of a statement of findings in an employee's personnel file after a University determination that the employee has violated the University's sexual harassment policy, therefore, be it

RESOLVED: That AB 93-1 be amended such that any violation of AB 93-1 by any Cal Poly employee (as determined by University investigation of a formal complaint) shall result in a copy of the University's findings, which will include information on both the offense and remedy (sanction) taken, being placed in the employee's personnel file within five days of such a finding with any and all references to the personal identity of the complainant removed.

Proposed by the Academic Senate Personnel Policies Committee and the Status of Women Committee
April 25, 1995
Academic Senate

To: Jack Wilson, Chair
   Academic Senate

Date: 3 February 1995

From: Terri Swartz, Chair
   Status of Women Committee

Subject: Requested review of AB 93-1

At your request, the Status of Women Committee has reviewed AB 93-1, the Sexual Harassment Policy. Specifically, you had inquired about whether the policy "... was violated by neglecting to make this charge [a finding of sexual harassment] a matter of consideration in the faculty member's tenure review."

As stated in the background section of AB 93-1 "California Polytechnic State University, San Luis Obispo, is committed to creating and maintaining an environment in which faculty, staff, and students work together in an atmosphere of mutual respect and unconstrained academic interchange." Furthermore, AB 93-1 goes on to state, "Sexual harassment is not simply inappropriate behavior...Sexual harassment violates University policy, seriously threatens the academic environment, and is contrary to law...All faculty, staff, and administrators will be held accountable for compliance with this policy..."

While sexual harassment has been identified as inappropriate, illegal and intolerable behavior at Cal Poly, there is no provision in AB 93-1 for a finding of sexual harassment to result in a letter placed in the individual's personnel file. Such action may be taken, but is not required. It is the conclusion of the committee that while the policy was not technically violated, the spirit of the policy was.

Given the University's position, as quoted above, it is not clear why such a requirement is missing. Based on our review of this matter, it is the recommendation of the Status of Women Committee that following changes occur:

- amend AB 93-1 such that "a finding of sexual harassment results in a letter placed in the individual's personnel file);
- amend Cal Poly's appointment, retention, promotion and tenure policy to incorporate, specifically, consideration of professional ethics, which would include among other things the issue of sexual harassment.
RESOLVED: That the Academic Senate of Cal Poly approve the attached Policy and Review Procedures for Discontinuance of an Academic Program; and, be it further

RESOLVED: That the attached Policy and Review Procedures for Discontinuance of an Academic Program be forwarded to the President of Cal Poly for approval and implementation.

Proposed by: Academic Senate Long-Range Planning Committee
Date: April 25, 1995
POLICY AND REVIEW PROCEDURES FOR DISCONTINUANCE OF AN ACADEMIC PROGRAM

Many CSU campuses, including Cal Poly, San Luis Obispo, may find it necessary to reduce faculty, support, and administrative positions due to enrollment declines or financial support reductions. When financial support is reduced, the discontinuance or curtailment of programs or departments sometimes emerges as the alternative which does the least harm to the quality of remaining programs. Program and department discontinuance or curtailment are valid ways of responding to reductions in resources; however, program discontinuance can and must be accomplished with minimal impact. Program discontinuance decisions must be made in a reasoned way which will minimize damage to institutions and to the majority of their programs.

The following procedures have been developed in response to Ep&R 79-10, January 26, 1979, Chancellor Dumke to Presidents, "Interim Policy for the Discontinuance of Academic Programs," and EP&R 80-45, June 12, 1980, Vice Chancellor Sheriffs to Presidents, "Clarification of Interim Policy for Discontinuance of Academic Programs." These documents outline general procedures for program discontinuance and request that campuses submit local discontinuance procedures.

I. PROCEDURES

A. Initiation of a discontinuance proposal.
A proposal to discontinue an academic program will ordinarily be the result of regular program review but a request for special review may be initiated at any time by any of the following:
• A majority of the tenured and tenure track faculty of the affected department(s)
• The dean of any of the schools involved in the program.
• The Vice President for Academic Affairs.
• The President of the University.
The proposal shall clearly indicate whether the proposed discontinuance is to be permanent or temporary. The proposal shall be submitted to the Vice President for Academic Affairs for review.

B. Review of a discontinuance proposal.
The Vice President for Academic Affairs will review the proposal for discontinuance and accept or reject the proposal within three calendar weeks. If the request for review is approved, a Discontinuance Review Committee will be appointed within three calendar weeks after approval, to conduct a review in accordance with the procedures outlined in this document and make recommendations to the Vice President for Academic Affairs, as required by the CSU Chancellor's Office.

C. Appointment of a review committee.
The review committee will consist of two groups.
The first group will include:
1. A representative from the Academic Program office (nonvoting)
2. The Deans of schools not involved in the program (or a representative nominated by the Dean)
3. One student not involved in the program, nominated by the ASI President
4. Two faculty representatives from schools not involved in the program, nominated by the Chair of the Academic Senate

The second group will include:
1. The Deans of schools involved in the program (or a representative nominated by the Dean)
2. The department heads of departments involved in the program
3. One student involved in the program, nominated by the ASI President
4. Two faculty representatives involved in the program, nominated by the tenured and tenure track faculty involved in the program.

D. Recommendations from the committee.
The ultimate decision to discontinue a program rests with the Chancellor’s office. The purpose of the Discontinuance Review Committee is to facilitate the recommendation of the President or Academic Vice President by providing an impartial report on the merits or lack of merit of the program under review. If there is no opposition to the proposed discontinuance within the committee, the proposal will be forwarded to the Academic Vice President, with a report indicating that there is no opposition. If any of the committee members oppose the discontinuance, the Discontinuance Review Committee will generate a report, using the following two step process.

In the first step, each group will create a document describing the strengths and weaknesses of the program under review, and a justification of why the program should or should not be terminated. The documents must be generated within sixteen weeks after the committee has been appointed. The merits of the program shall be assessed using the elements described in the Academic Program Review and Improvement Guidelines. If appropriate, the document shall include what remedies could be taken to address weaknesses, including a precise statement of goals and a time table to reach those goals.

The document shall then be made available to all faculty members for comments for four weeks. A written request for comments must be sent to all the faculty and staff directly affected by the potential discontinuance at the start of the period for comments.

In the second step, immediately following the four weeks of comments, the two groups will exchange documents and provide a critique of the arguments presented in the document from the other group within six weeks.

The two groups will then have four weeks to jointly discuss and amend the documents produced. The final version of the two analyses, with the comments from the other groups, and with all the information deemed relevant, shall be bound in a single document (which, at this point, should have a format similar to what is produced by the state analyst to assist voters) and sent to the Vice President for Academic Affairs, the Academic Deans Council and the Academic Senate for review and recommendation.

E. Final decision on discontinuance of the program.
The Vice President for Academic Affairs, the Academic Deans Council and the Academic Senate will forward their recommendations to the President within six weeks, and the president will make his final recommendation to the Chancellor’s Office.
II. CONSIDERATIONS IN PROGRAM DISCONTINUANCE REVIEW

Considerations for program discontinuance will be similar to those for initiation of new programs. The elements that must be considered in a final recommendation must also include, but will not be limited to:

- The impact of discontinuance on student demand
- The impact of discontinuance on Statewide or regional human resources needs
- The effectiveness of the program to meet the identified needs.
- The existence of programs within the CSU which could enroll students in this program.
- A three year history of the total cost per FTEF and per FTES for the program at Cal Poly and at other institutions offering comparable programs.
- The effects of enrollment shifts on other instructional areas at Cal Poly.
- The current or expected demand for graduates of the program.
- The contributions of the program to the general education and breadth of students.
- The effects of discontinuance on facilities:
- The financial effects of discontinuance, including an estimate of the yearly savings for the three years following discontinuance.
- The effects on faculty and staff, including a description of what career opportunities the University will offer them.

III. INFORMATION FOR PROGRAM DISCONTINUANCE REVIEW

The information considered during the evaluation of an academic program for discontinuance will contain all the information that is needed for the creation of a new program. In addition, the information will include but will not be limited to:

A. The most recently completed Review of Existing Degree Programs with current statistical update.
B. The most recent accreditation report, if a program is accredited or approved. If the accreditation is over six years old, or if there is no accrediting body for the program, a review of the program by a panel of professionals outside the CSU can be substituted for the accreditation report, provided the review has been done within the last six years. The review shall contain all the elements included in an accreditation report.
C. If not contained in A or B:
   1. FTEF required each quarter for the past three years
   2. Special resources and facilities required
   3. Number of students expected to graduate in each of the next three years.
D. Conclusions and recommendations of the project team on Academic Programs, contained in the 1980 edition of Academic Program and Resource Planning In the California State University and Colleges, p 28.
TIME TABLE FOR PROGRAM DISCONTINUANCE

1 Proposal to discontinue an academic program received by the Vice President for Academic Affairs.

**Three calendar weeks after receipt of the proposal**

2 The Academic Vice President accepts or rejects the proposal.

**Three calendar weeks after acceptance of the proposal**

3 Discontinuance Review Committee appointed

**Within sixteen weeks after appointment of the Discontinuance Review Committee**

4 Initial report: Each of the two groups from the program discontinuance committee produce their report and exchange it for the report from the other group.

**Within four weeks after the initial reports have been exchanged**

5 Period of comments: Each of the two groups from the program discontinuance committee solicit comments on the reports from the University at large.

**Within six weeks after the end of the period of comments**

6 Critique of the initial reports: Each of the two groups from the program discontinuance committee produce a critique of the arguments produced by the other group.

**Within four weeks after the critique of reports have been produced**

7 Final report: The two groups from the program discontinuance committee jointly discuss and amend, if necessary, the final document, and send it to the Vice President for Academic Affairs, the Academic Deans Council and the Academic Senate.

**Within four weeks after the critique of reports have been sent**

8 Recommendations: The Vice President for Academic Affairs, the Academic Deans Council and the Academic Senate make a recommendation to the President.

NOTE: A calendar week is five working days. Calendar weeks exclude Summer break and the breaks between quarters.
<table>
<thead>
<tr>
<th>Step</th>
<th>Time (weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiation of the proposal</td>
<td></td>
</tr>
<tr>
<td>Review by the Academic VP</td>
<td>3</td>
</tr>
<tr>
<td>Appointment of the committee</td>
<td>3</td>
</tr>
<tr>
<td>First step of the review</td>
<td>16</td>
</tr>
<tr>
<td>Period of comments</td>
<td>4</td>
</tr>
<tr>
<td>Second step of the review</td>
<td>6</td>
</tr>
<tr>
<td>Final document drafted</td>
<td>4</td>
</tr>
<tr>
<td>Review by upper levels</td>
<td>6</td>
</tr>
<tr>
<td>Final comments to the President</td>
<td></td>
</tr>
<tr>
<td><strong>Total time</strong></td>
<td><strong>42 weeks</strong></td>
</tr>
</tbody>
</table>
RESOLUTION TO RENEW CURRICULAR REVIEW CYCLE

Background: The regular process of curricular review leading to publication of a university catalog was suspended during 1994-95 in order for the campus to consider major curricular reform. Pending the conclusion of this process and a decision by the Academic Senate to institute major reforms, the Curriculum Committee believes the review cycle should resume in order to accommodate ongoing revisions. The committee believes that programs should not wait an excessive amount of time before instituting reasonable and necessary adjustments to their curricula.

Furthermore, the committee is currently working to revise the procedures for curricular review. In particular, the committee would like to streamline and update this process. The committee requests the Senate to approve broad guidelines for review pending completion of specific guidelines by the end of spring quarter 1995.

Whereas, the curriculum review cycle was suspended AY 1994-95 to facilitate university consideration of major curricular reforms, and

Whereas, such consideration of major reforms is still ongoing and has not reached resolution, and

Whereas, degree programs should not be delayed in making regular and necessary changes to their curricula, therefore be it

Resolved, that curricular review be resumed in Fall 1995, and

Resolved, that the Academic Senate Curriculum Committee conduct such review according to these general principles:

1. College curriculum committees should have more responsibility for review of curricula than at present and should perform review under established and uniform university-wide standards.

2. There be greater coordination between Senate committees involved with curriculum review, including Curriculum, GEB, Program Review, and Instruction.

3. Review should be conducted on a one-year curriculum cycle.

Submitted by the Academic Senate Curriculum Committee 8 May 1995.
RESOLUTION
FORMATION OF A SUB-COMMITTEE OF THE CURRICULUM COMMITTEE

Background: In February 1992, Vice President Koob appointed an Ad Hoc Committee to Review the State of Computer Literacy. The committee produced a "Report on the Need for a Curriculum-Oriented Committee to Concern itself with Computer Literacy on a Campus Wide Basis" in February 1993. The report recommended the establishment of a committee to monitor student computer competency and to work to integrate computer technology across the curriculum. In January 1995, Jack Wilson requested that the Curriculum Committee "study this report and consider...how best to incorporate the concerns outlined in this report into campus curricular policies."

While the Curriculum Committee believed that many issues raised in the report were outside its purview--such as monitoring skills levels of entering freshmen and determining appropriate computer infrastructure for the campus--the committee recognized the need to ensure that Cal Poly's curriculum produce computer literate students.

The Curriculum Committee recommends that a computer literacy requirement, comparable to the requirement in United States Cultural Pluralism, be instituted and that a sub-committee be appointed to determine the standards of such literacy and the means by which such a requirement may be fulfilled.

Whereas, it is the mission of a polytechnic university to educate all of its students in the use of significant technologies, and

Whereas, computing technology is increasingly becoming indispensable to the pursuit of knowledge in many technical and non-technical fields,

Resolved, that Cal Poly institute a computer literacy requirement of all graduating students and

Resolved, that a sub-committee on Computer Literacy, under the aegis of the Senate Curriculum Committee, be appointed to oversee and make recommendations concerning the minimum skills and understandings necessary for the preliminary use of computer technology, the advanced skills and understandings desirable for graduation and the means by which students shall reach such levels of computer literacy.

Submitted by the Academic Senate Curriculum Committee 8 May 1995.
RESOLUTION
GUIDELINES FOR
EXPERIENTIAL EDUCATION

Background: Efforts have been made over the past eight years to develop university guidelines for experiential courses. In 1986-87, an Ad Hoc Committee on Experiential Education studied the issue and proposed guidelines which were framed in a Senate resolution dated October 1989. The Senate Executive Committee referred the issue to the Curriculum Committee for further study and the committee made "Tentative recommendations" in its "End of Year Overview, 1992-93." On October 3, 1994, Jack Wilson requested the Curriculum Committee to "Develop guidelines for 'coop' courses" as part of the Committee's charge for 1994-95.

Following review of these previous efforts, the current Curriculum Committee concluded that the issues of major concern were: First, that experiential education should not constitute an inordinate component of a student's course of study; and Second, that grading of students' efforts in these classes is subjective and does not reflect uniform standards for what must be an individualized experience both in conception and execution.

The Curriculum Committee concluded that it was impractical and unwarranted to establish a university wide limitation on student credit units earned in experiential courses. The Committee also concluded that experiential courses should be graded C/NC across the university due to their individualized nature and the lack of university wide standards of expectation. These recommendations were made in the committee's "Report on Curricular Reform," forwarded to the Senate Executive Committee.

Whereas, experiential education is part of the informal as opposed to the formal curriculum and includes those courses with a significant component of out of classroom experience. Such courses may include but are not limited to coops, internships, enterprise projects, student teaching, service and club related activities, and

Whereas, experiential education constitutes a valued part of Cal Poly's curriculum, and

Whereas, such courses call for student design and implementation of course methods and goals, and

Whereas, such courses represent a highly individualized educational experience for the student and raise difficulties in ensuring standardized expectations across the university,

Resolved, that grading for experiential courses be on a C/NC basis only.

Submitted by the Academic Senate Curriculum Committee, 8 May 1995.
# CULTURAL PLURALISM COURSE PROPOSAL

## COMMITTEE RECOMMENDATIONS & COMMENTS

17 March 1995

<table>
<thead>
<tr>
<th>1. PREFIX/NUMBER/TITLE</th>
<th>2. UNITS</th>
<th>3. GEB Area</th>
<th>4. AVERAGE CLASS SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 350 Asian American and African American Environments</td>
<td>3</td>
<td></td>
<td>15+</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. NUMBER OF SECTIONS ANTICIPATED</th>
<th>6. COURSE WILL BE OFFERED:</th>
<th>7. REQUIRED COURSE IN: (major / concentration / minor)</th>
<th>8. ELECTIVE COURSE IN: (major / concentration / minor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall X Winter X Spring X Summer X</td>
<td>Yearly X Alternate Years X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. CULTURAL PLURALISM COURSE REQUIREMENTS:

Please refer to the Cultural Pluralism Resolution for more information.

<table>
<thead>
<tr>
<th>9. a. U.S. CULTURES: (at least one)</th>
<th>9. b. GENDER, ETHNICITY, CONTEMPORARY SOCIETY issues addressed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian American X</td>
<td>Gender X Equity X Etnocentricty X Ethnicity X</td>
</tr>
<tr>
<td>African American X</td>
<td></td>
</tr>
<tr>
<td>Hispanic American</td>
<td>Racism X Discrimination X Cultural Conflict X Other X</td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. c. SCHOLARLY METHODS</th>
<th>9. d. CRITICAL THINKING SKILLS INVOLVED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams X Reports X Papers X Projects X</td>
<td>Cultural, racial and gender issues X</td>
</tr>
<tr>
<td></td>
<td>Attitudes of self and others X</td>
</tr>
</tbody>
</table>

10. CULTURAL PLURALISM SUBCOMMITTEE RECOMMENDATION AND COMMENTS:

By looking at comparative ethnic environments from a historical, sociological and environmental design perspective, students develop a keener sense of the interrelationships between places, culture, values and architecture.

Immigration and migration patterns, gender and family structure, along with other cultural issues, are connected to environmental design traditions allowing students to better understand the physical design of our multi-cultural society.

12. ACADEMIC SENATE CURRICULUM COMMITTEE RECOMMENDATION AND COMMENTS:

- 4/11/95 Approved for USCP, but...
- *revise Ex Cso Outline Section VII to address USCP, be specific
- *cross list with Arch?
U.S. CULTURAL PLURALISM COURSE PROPOSAL

Department: Speech Communication  Date:  Prepared by: Steven T. McDermott

Please attach an Expanded Course Outline

<table>
<thead>
<tr>
<th>1. PREFIX / NUMBER / TITLE</th>
<th>2. UNITS</th>
<th>3. GEB Area</th>
<th>4. AVERAGE CLASS SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPC 316 - Intercultural Communication</td>
<td>4</td>
<td></td>
<td>24 +</td>
</tr>
</tbody>
</table>

5. CATALOG COURSE DESCRIPTION:  
Examination and clarification of cultural aspects and communication problems within and between ethnic groups. 4 lectures.
Prerequisite: SPC 201 or SPC 202

6. NUMBER OF SECTIONS ANTICIPATED

7. COURSE WILL BE OFFERED:
Yearly  Alternate Years

8. REQUIRED COURSE IN:
Linguistics
T.E.S.L. Certificate

9. ELECTIVE COURSE IN:

10. CULTURAL PLURALISM COURSE REQUIREMENTS:
Please refer to the Cultural Pluralism Resolution for more information.

10.a. U.S. CULTURES: (at least one)
- Asian American
- African American
- Hispanic American
- American Indian

10.b. GENDER, ETHNICITY, CONTEMPORARY SOCIETY issues addressed:
- Gender
- Equity
- Ethnocentrism
- Ethnicity
- Racism
- Discrimination
- Cultural Conflict
- Other

10.c. SCHOLARLY METHODS:
- Exams
- Reports
- Papers
- Projects

10.d. CRITICAL THINKING SKILLS INVOLVED:
- Cultural, racial and gender issues
- Attitudes of self and others

11. WAYS IN WHICH THIS COURSE MEET THE CULTURAL PLURALISM REQUIREMENT:
The course looks at the role of ethnicity and gender on the communication among cultural and ethnic groups, focusing on the process within the U.S. (with some examination of international groups as they relate to U.S. communication). Primary emphasis is on African American, Asian American, and Chicano(a) Mexican American communication in the U.S.

Please see expanded course outline and attached reading list.

[Signatures]
Department Head:  College Dean:

California Polytechnic State University, San Luis Obispo  7/1993
ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS–95/
RESOLUTION ON
GRADUATE RESEARCH AND THESIS SP GRADE CHANGES

WHEREAS, The campus has the authority to determine policy on "SP" grades in graduate research and thesis courses; and

WHEREAS, The current policy on this matter is unnecessarily restrictive and places undue burden on students; and

WHEREAS, Completion of the required number of units of thesis research does not satisfy the thesis requirement; therefore, be it

RESOLVED: That grades of "SP" issued by an instructor in graduate research and thesis courses will be replaced by an "NC" if a final grade has not been assigned within two (2) years of registration for the course; and, be it further

RESOLVED: That students may apply for a renewable, one-year extension to the two-year time period; and, be it further

RESOLVED: That the use of "SP" grading be discouraged for research and thesis courses, and that a letter grade be assigned instead.

Proposed by the
Graduate Studies Committee
May 3, 1995
WHEREAS, On February 22, 1994, President Baker called for a dynamic, fluid strategic plan that is open to changes as new opportunities arise; and

WHEREAS, Vice President Koob has called for the strategic plan to be expanded in light of the global landscape and the many internationally related activities taking place at Cal Poly; and

WHEREAS, These positions led to the establishment of the University Task Force on Global Awareness; and

WHEREAS, One of the charges given to this task force was to propose revisions to the California Polytechnic State University Strategic Plan that would enhance global awareness; and

WHEREAS, This portion of the charge given to the task force has been completed; therefore, be it

RESOLVED: That the Academic Senate of Cal Poly accept the Task Force on Global Awareness revisions to the California Polytechnic State University Strategic Plan; and, be it further

RESOLVED: That the Academic Senate of Cal Poly forward the suggested revisions to the California Polytechnic State University Strategic Plan to the President for consideration.

Proposed by the Task Force on Global Awareness
May 16, 1995
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
STRATEGIC PLAN

Cal Poly's Strategic Plan was developed as a means to guide the university over the next several years. It establishes a direction for achieving the mission of the university by setting forth the goals and priorities which will direct its future planning, resource allocation, and decision making.

CAL POLY MISSION STATEMENT

As a predominantly undergraduate, comprehensive, polytechnic university serving California, the mission of Cal Poly is to discover, integrate, articulate, and apply knowledge. This it does by emphasizing teaching; engaging in research; participating in the various communities, LOCAL, STATE, NATIONAL, AND INTERNATIONAL, with which it pursues common interests; and where appropriate, providing students with the unique experience of direct involvement with the actual challenges of their disciplines IN THE UNITED STATES AND ABROAD.

Cal Poly is dedicated to complete respect for human rights and the development of the full potential of each of its individual members. Cal Poly is committed to providing an environment where all share in the common responsibility to safeguard each other's rights, encourage a mutual concern for individual growth and appreciate the benefits of a diverse campus community.

1. ACADEMIC PROGRAMS

The purpose of academic programs at Cal Poly is to fulfill the university mission of pursuing and transmitting skill, knowledge and truth. Cal Poly's academic programs support the university's unique comprehensive, polytechnic mission and should all be assessed periodically to ensure that they meet student and societal needs. Cal Poly should provide the necessary resources to ensure the highest quality of service to its students to facilitate their progress throughout all phases of their educational careers.

Goals:

1.1 Consistent with the provisions of Title 5, Sections 40050 and 40051 of the California Code of Regulations, Cal Poly shall affirm its polytechnic orientation emphasizing undergraduate, graduate, and post-baccalaureate professional and technical programs, while providing high-quality programs in the arts, humanities, and natural, social and behavioral sciences that characterize a comprehensive, polytechnic
university. These programs shall encourage students to be imaginative and assume leadership in the future.

1.1.1. Cal Poly shall ensure that a significant majority of Cal Poly students are enrolled in professional or technical programs.

1.1.2. Cal Poly administration shall continue to seek necessary state resources to support a high-quality polytechnic university.

1.2 Cal Poly shall continue to admit and graduate the highest quality students possible.

1.3 Cal Poly may admit freshmen into majors, or colleges, or admit them into the university without declaring a major.

1.4 Cal Poly's general education will continue to maintain a technical component consistent with the university's character and will provide means whereby graduates:

- will have achieved the ability to think clearly, logically, and creatively; to find and critically examine information; to communicate in English orally and in writing; and to perform quantitative functions;

- will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilization;

- will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

1.4.1 Cal Poly's general education program shall provide alternatives by which undergraduates can complete the CSU mandated requirements for general education.

1.4.2 Cal Poly shall establish policy to facilitate general education transferability.

1.4.3 Cal Poly shall ensure its graduates will have acquired knowledge regarding technology, its importance to society, and its impacts on the natural systems.
1.5 Cal Poly shall support and develop high quality postbaccalaureate programs that complement the mission of the university.

1.6 Cal Poly shall provide a campus environment where a strong commitment to teaching and learning exists, and all members of the campus community are motivated to work together in the pursuit of educational goals.

1.7 Cal Poly's instructional programs will vary in size depending on such factors as:
   - relevance to mission
   - quality of program, faculty, students, and staff
   - support of the university's Educational Equity and Affirmative Action plans
   - projected demand by students and employers
   - overlaps with programs in other institutions, including the number and size of similar programs offered elsewhere in the state
   - requirements of accreditation associations
   - resource requirements (variety of faculty, staff, facilities, equipment, library resources).

1.8 Cal Poly's decisions about academic programs and administrative organizations shall be based on the educational needs of students and society and the efficient, effective and appropriate use of resources within a program.

1.8.1 Cal Poly shall review these decisions regularly.

1.9 Cal Poly shall participate in self-supporting programs that offer educational opportunities for nontraditional, nonmatriculated students.

1.10 Cal Poly shall ensure that the academic curriculum is appropriately infused with issues of gender and cultural and racial pluralism, including social, political, and religious similarities and differences among societies.

1.10.1 Cal Poly shall require for graduation, successful completion of course work that focuses on the issues of gender and cultural and racial pluralism, including social, political, and religious similarities and differences among societies.
Cal Poly Strategic Plan

1.10.2 Cal Poly shall ensure that the content of courses across the curriculum include relevant issues of gender and cultural and racial pluralism, INCLUDING SOCIAL, POLITICAL, AND RELIGIOUS SIMILARITIES AND DIFFERENCES AMONG SOCIETIES.

1.10.3 CAL POLY SHALL ENCOURAGE ACADEMIC PROGRAMS ABROAD, BOTH IN GENERAL TERMS, AND ESPECIALLY IN THOSE AREAS OF RELEVANCE TO THE STUDENTS' MAJOR COURSES OF STUDY.

1.11 CAL POLY SHALL ENCOURAGE GLOBAL AWARENESS THROUGH INTERNATIONAL EXCHANGES, STUDIES ABROAD, AND INTERACTIONS WITH STUDENTS FROM ABROAD.

2. FACULTY SCHOLARSHIP

The faculty shall be encouraged to be proficient and current in their disciplines as well as their teaching skills. Cal Poly shall continue to encourage faculty to belong to appropriate professional organizations. THE UNIVERSITY WILL PROMOTE THE INVOLVEMENT OF FACULTY IN NATIONAL AND INTERNATIONAL ACTIVITIES. Cal Poly will provide the necessary support to ensure that faculty have the opportunity to achieve success in the scholarships identified below.

Faculty Professional Development

Excellence in teaching is the primary purpose of Cal Poly's faculty, and active participation in various types of scholarly activities is essential to meeting this goal. Cal Poly recognizes and endorses four types of scholarship as part of the expectations for faculty. A Carnegie Foundation report entitled Scholarship Reconsidered: Priorities of the Professorate identifies these as the Scholarship of Teaching, the Scholarship of Discovery, the Scholarship of Integration, and the Scholarship of Application. Each of Cal Poly's faculty members must be active and proficient in the Scholarship of Teaching. While activity in the three remaining areas characterizes the career of a faculty member, at any given time it is likely that one area will receive greater emphasis than the others.

Cal Poly endorses the broad definitions of the four types of scholarship set forth in the Carnegie report. The following thoughts extracted from the Carnegie report summarize the mission of teaching and scholarship at Cal Poly.

The Scholarship of Teaching. As a scholarly enterprise, teaching begins with what the teacher knows. Those who teach must be well-informed and steeped in the knowledge of
their fields. Teaching is also a dynamic endeavor which must bring students actively into the educational process.

Further, teaching, at its best, means not only transmitting knowledge, but transforming and extending it as well. In the end, inspired teaching keeps scholarship alive and inspired scholarship keeps teaching alive. Without the teaching function, the continuity of knowledge will be broken and the store of human knowledge diminished.

2.1 Cal Poly shall continue to encourage its faculty members to be proficient and current in the subjects they teach.

2.2 Cal Poly shall continue to improve opportunities for each faculty member to be skilled in classroom or comparable modes of instruction and to have the most up-to-date means of information technology available.

2.2.1 Cal Poly shall continue to place particular emphasis upon teaching methods that require students to take an active role in their own learning.

2.3 Consistent with its expectations, Cal Poly shall continue to improve classroom space, classroom equipment, supplies, study space, communication and information technologies, books, periodicals, and other resources.

2.4 Cal Poly shall develop an on-going and effective program of conferences and workshops on teaching and use of information technology to ensure the highest possible quality of instruction across the campus.

The Scholarship of Discovery comes closest to what is meant when academics speak of "research." This scholarship contributes not only to the stock of human knowledge, but also to the intellectual climate of the University. Not just the outcomes, but the process, and especially the passion, give meaning to the effort. The probing mind of the researcher is a vital asset to Cal Poly, the state, and the world. Scholarly investigation and/or creative activity, in all the disciplines, is at the very heart of academic life, and the pursuit of knowledge must be assiduously cultivated and defended. Disciplined, investigative efforts within the University should be strengthened, not diminished. Those engaged in the Scholarship of Discovery shall ask: What is known and what is yet to be discovered?
The Scholarship of Integration involves the serious, disciplined work of interpreting, drawing together, and bringing new insight to bear on original research. This scholarship can involve doing research at the boundaries where fields of study converge, or it can involve the interpretation and fitting of one's own research—or the research of others—into larger intellectual patterns. Integration means making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating nonspecialists, too. Those engaged in the Scholarship of Integration shall ask: What do the research findings mean and is it possible to interpret what has been discovered in ways that provide a larger, more comprehensive understanding?

The Scholarship of Application involves using knowledge to solve problems. This scholarship is a dynamic process where new research discoveries are applied and where the applications themselves give rise to new intellectual understandings. This scholarly activity, which both applies and contributes to human knowledge, is particularly needed in a world in which huge, almost intractable problems call for the skills and insights of university faculties. Those engaged in the Scholarship of Application shall ask: How can knowledge be responsibly applied to consequential problems, and how can social, economic, and other problems define an agenda for scholarly investigation?

2.5 Consistent with its expectations, Cal Poly shall continue to improve its support for the Scholarships of Discovery, Integration, and Application. Such support shall include but not be limited to assigned time, facilities, equipment, travel, and research assistance.

2.6 Cal Poly shall recognize and support professional activities to the disciplines (such as holding office, editing journals, reviewing books and participating in professional meetings) and service to the university and larger community (such as serving on committees and activity in community groups and activities).

3. STAFF PROFESSIONAL GROWTH AND ACHIEVEMENT

Excellence in support of students and faculty is the primary goal of Cal Poly's staff, and participation in activities that lead to professional growth and achievement is essential to meeting this goal. Professional growth and achievement includes continuing education related to a staff member's current position as well as education and training for future careers. Professional growth and achievement may
entail different activities for different staff members and may include opportunities to increase their awareness of, and participation in, projects locally, nationally, and internationally.

In a university, it is appropriate for all members of the campus community to have the opportunity to seek further learning.

3.1 Cal Poly's staff members shall have the opportunity to pursue additional education and training whether in pursuit of a degree, certification, or personal lifelong learning.

Staff members must have available to them the tools necessary for professional growth and achievement. This shall include the opportunity to enhance skills in their current fields, to be exposed to recent developments in technology and information, and to acquire additional education.

An important part of professional growth and achievement, especially on a campus as relatively isolated as Cal Poly, is participation in professional organizations and opportunities to attend professional conferences.

3.2 Cal Poly's staff shall be encouraged to be proficient and current in their professions in order to provide the highest quality support to students, faculty, and the university at large. In support of this, Cal Poly shall continue to improve and update the work environment.

3.3 Cal Poly's staff shall be encouraged to belong to appropriate local, state, and national professional organizations.

3.4 Staff professional growth and achievement shall be recognized by the university.

3.5 Cal Poly shall institute revised performance evaluation standards that set fair and high standards for performance of staff members. These performance standards shall take into consideration the stated expectations for professional growth and achievement and recognize staff members who endeavor to meet those expectations.

3.6 Consistent with its expectations, Cal Poly shall encourage staff participation in the Scholarships of Discovery, Integration, and Application. Such staff support should include, but not be limited to, active
4. STUDENT SATISFACTION

The experience of students directly relates to their satisfaction and the prospect that they will persist with their academic programs to graduation. Student satisfaction at Cal Poly is enhanced by the ambiance of a small university setting, low student-faculty ratios, and the continuing commitment to provide a motivated, technologically current as well as globally-based learning environment. The university must continue to support and promote student satisfaction through early affiliation with specific advising programs, respect for the rights of the individual, access to student services, and opportunities to participate in activities that develop the whole person.

4.1 Cal Poly's administrative, academic, and student services programs shall promote student retention, success, and graduation in a timely manner.

4.2 Cal Poly's administrative processes affecting students shall be efficient, effective, and oriented toward service.

4.3 Cal Poly shall provide services, such as library and information services, computing, and audio-visual services, that improve the learning environment.

4.4 Cal Poly shall administer regularly a systematic survey of student attitudes toward academic, administrative, and support services.

4.4.1 Cal Poly shall establish and implement a thorough approach to investigating the reasons why students choose to discontinue study at Cal Poly.

4.5 Cal Poly shall provide a campus environment where the rights of each member of the university community are respected.

4.5.1 The Cal Poly community shall strive to be free of all forms of harassment.
4.5.2 Campus policies for handling harassment complaints will comply with state and federal law.

4.6 Cal Poly shall provide an environment in which social, co-curricular, and multi-cultural programs motivate students, faculty, and staff to work, participate, and socialize together.
5. DIVERSITY

Diversity enhances the quality of life and education for all members of the Cal Poly community and enriches the social and professional climate both on and off campus. The concept of diversity assumes recognition and respect for differences in age, country of origin, creed, economic background, ethnicity, gender, physical ability, race, and sexual orientation. The development and maintenance of an integrated multicultural campus is the responsibility of all members of the Cal Poly community. Achieving educational equity within a diverse student body will require programs in outreach, recruitment, retention, career planning, and the promotion of timely graduation with special emphasis on reflecting the diversity among CSU eligible students within the state. Cal Poly commits to meeting the proportion of eligible underrepresented individuals by job category in appropriate recruiting areas. 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.

5.1 All members of the Cal Poly community shall work cooperatively to achieve an integrated multicultural, multi-racial, AND MULTINATIONAL campus in which the educational and professional opportunities for the student body, faculty, and staff are enhanced.

5.2 The composition of the Cal Poly community shall reasonably reflect the cultural diversity of those Californians qualified for enrollment or employment at Cal Poly.

5.2.1 Cal Poly shall initiate or maintain programs to increase the number of qualified student applicants, attract and retain students of high calibre, and increase the diversity of the student population in accordance with the campus enrollment management plan.

5.2.2 Cal Poly shall establish effective outreach programs to increase the number of underrepresented students, faculty, and staff members and participate to the fullest extent possible in CSU programs for increasing faculty, staff, and student diversity. In addition, Cal
Poly will have programs that promote the personal and professional success of underrepresented members of the university community.

5.3 Cal Poly shall create a campus environment that ensures equal opportunity for professional and personal success in all segments of the university community.

5.4 Cal Poly shall value diversity and promote mutual respect and interaction among all individuals. Cal Poly shall identify and support effective programs for educating Cal Poly faculty and staff members, students, and off-campus local constituencies in cultural diversity and for encouraging an integrated, diverse community within the university.

5.5 Cal Poly shall create academic and cultural programs to demonstrate to the campus and the community the contributions of culturally diverse groups.

5.6 **CAL POLY SHALL CREATE AND SUPPORT ACADEMIC AND CULTURAL PROGRAMS TO ASSIST MEMBERS OF THE CAMPUS COMMUNITY IN DEVELOPING GLOBAL COMPETENCIES.**

5.7 **CAL POLY SHALL INITIATE, MAINTAIN, AND SUPPORT PROGRAMS TO INCREASE THE PARTICIPATION OF STUDENTS, FACULTY, AND STAFF IN INTERNATIONAL ENDEAVORS.**

6. GOVERNANCE AND COLLEGIALITY

Effective university governance depends on a shared sense of responsibility and commitment to the university's educational mission. Collegiality encourages the participation of all constituencies in the decision-making process and creates a work environment that builds cooperation, mutual respect and high morale, and helps achieve the university's goals.

6.1 Cal Poly shall clearly identify, evaluate, and communicate its governance structure, including its agents and their roles and responsibilities, and adopt a structure that includes all constituencies.

6.1.1 Cal Poly's governance structure shall implement shared decision making. This involves fostering mutual respect and a set of values that regards the members of the various university constituencies as essential for the success of the academic enterprise.
6.2 Cal Poly shall regularly evaluate and modify its governance structure and the roles and responsibilities of the structure's elements, with particular attention to collegiality and the coupling of authority and responsibility.

6.3 Cal Poly shall evaluate and enhance its roles, relationships, and responsibilities with the CSU Board of Trustees and with the Chancellor's Office.

6.4 Cal Poly shall determine the role of other authoritative structures such as the California Postsecondary Education Commission, employee organizations, the governor's office, and the state legislature in its operations, and its responsibility to those structures.

7. INSTITUTIONAL SIZE

Constant improvement in quality is essential to Cal Poly's success in achieving its goals. To accomplish this, facilities frequently need to be altered or added. However, qualitative increases cannot be sustained without money, material, and people to nourish them, and growth beyond adequate resources leads to a deterioration of quality. The university must continually balance size and resources and must develop the additional resources that excellence requires.

7.1 Cal Poly shall continue its commitment to planned changes in institutional size.

7.1.1 Cal Poly shall not undertake any growth without adequate facilities and supporting resources.

7.1.2 Campus ambiance shall be improved by ensuring that new facilities are consistent with a master plan for the physical improvement of the campus.

7.2 Cal Poly shall explore alternative educational models and technologies to enhance the quality and quantity of the services it provides to its students and other constituencies, including business and industry.

7.2.1 Cal Poly shall consider alternatives to the university's current quarter system.

7.2.2 Cal Poly shall explore new technologies AND NEW OFF-CAMPUS STUDY PROGRAMS that offer the potential to increase the quality and quantity of the education and services it provides.
7.3 Cal Poly's planning for institutional size shall reinforce the campus' goals for quality and diversity.

7.3.1 Cal Poly shall attain a beneficial balance in the mix of international students enrolled.

7.4 Cal Poly shall continue to develop and expand auxiliary services such as the Cal Poly Foundation enterprises to enhance the quality and quantity of support services and programs delivered to the campus community.

7.5 Cal Poly shall consult with the City and County of San Luis Obispo and participate in public forums in planning for and mitigating the impact of changes in institutional size.

7.6 Cal Poly shall actively seek all appropriate sources of financial and material support, expanding its efforts to take advantage of untapped existing opportunities and to create new ones.

7.7 Cal Poly shall consider its human resources as part of any evaluation of resources—especially when considering the adequacy of resources to support increases in enrollment.

7.8 Cal Poly's physical environment and services shall continually be improved by creative planning that emphasizes a comprehensive, humanistic environmental awareness.

8. UNIVERSITY RELATIONS AND IMAGE

Cal Poly has a multitude of relationships with many and varied groups. Its image is similarly multifaceted, depending on the quality of each relationship. While Cal Poly's reputation is enviable, it is neither perfect nor permanent. Active, open, and honest relations are the foundation of a positive image and build understanding, lasting good will, and support for the university's programs and goals. Cal Poly should continue to build and maintain relations and an image that reflect the highest integrity and help the university achieve its goals.

8.1 Cal Poly shall continue to develop a comprehensive program of active relations with the university's diverse constituencies and audiences to ensure effective, efficient, positive and mutually satisfying relationships, including those relationships within the local, national, and international communities.

8.1.1 Cal Poly shall treat its personnel as full partners in the university's endeavors, fully recognizing the value and importance of both
Cal Poly Strategic Plan

faculty and staff, and shall be guided by a commitment to fostering a community spirit on the campus.

8.1.2 Cal Poly shall ensure the coordination of its various relations programs.

8.1.3 Cal Poly shall ensure that all pertinent information about the university is effectively communicated to the university community, the general public, and to appropriate news media.

8.1.4 Cal Poly shall be a good neighbor and enhance the university's positive impact by emphasizing open communication with the city and county and addressing concerns of the local community.

8.1.5 Cal Poly shall strive to increase parent and alumni participation in campus life and activities in order to build a stronger base of support as well as pride and satisfaction among both current and former students.

8.1.6 Cal Poly shall consider business, industry, and private donors to be partners with the university, and shall strive to develop mutually satisfying relationships and a climate that will maintain and increase the level of support.

8.1.7 Cal Poly shall continue to evaluate and address changes in its relationship with the state government and other levels of government as appropriate.

8.1.8 Cal Poly shall foster a spirit that embraces and celebrates the cultural diversity of all peoples and especially of its campus constituents.

8.2 Cal Poly shall strive to enhance the university's image among all of its audiences and constituent groups, local, national, and international.

8.2.1 Cal Poly shall seek a clear understanding of the university's different audiences and the different attitudes and images they have regarding the university.

8.2.2 Cal Poly shall accurately reflect in its communications the university's mission and goals, a vision of its future, the quality of its human resources and programs, the realities of campus
life, and a concern for the university's long-standing reputation built on honesty and integrity.

8.3 Cal Poly shall publicize its strategic planning effort and its strategic goals immediately upon adoption of the Strategic Plan.
RESOLVED: That the Academic Senate of Cal Poly adopt 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 Program”. 
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 (ASCSU) 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.
REFERENCE INFORMATION ON IDC DISTRIBUTION RESOLUTION

Grants Development Office (GDO) - supported by the university and Foundation
  • assists in preparing and routing proposals
  • helps work out details between grantee and grantor

Sponsored Programs (SP) - under the Foundation only
  • provides contract management
  • protects the university and the Foundation
  • provides sponsors with pertinent financial and technical status information

Direct Costs (DC) - costs involved with directly carrying out the research

Indirect Costs (IDC) - costs involved with administrative and facilities expenditures. Varies from about 22% of DC to 0%.

Total Grant or Contract Award = DC + IDC

Administrative Costs (AC) - all administrative costs of Sponsored Programs and the Grants Development Office are supported by Direct Costs from funded grants and contracts.

Full Indirect Costs - defined as 22% of total DC.

BETWEEN 1987/88 AND 1992/93

• Total DC varied from $2,622,669 to $6,131,383
• Total IDC varied from $492,273 to $938,429
• IDC as a percentage of total DC averaged 15.43%
• Cost of SP + GDO as a percentage of IDC averaged 78.3% and increased steadily from 74.5 to 81.2%.
• Percent of IDC available for uses other than admin. of SP and GDO decreased from 25.5% to 18.8%
• Approximately 20% of all grants and contracts, on a dollar basis, have zero percent IDC. Their adm. costs are payed by those grants and contracts bringing in a substantial percentage of IDC.
RESOLUTION ON
COLLEGE OF AGRICULTURE LAND USE

WHEREAS, The campus administration has chosen to site the proposed football, soccer, and baseball facilities on the prime agricultural land located south of Highland Drive between Highway 1 and the railroad tracks; and

WHEREAS, This land has been used by various academic programs for 90 years as prime and convenient laboratory space for teaching many classes; and

WHEREAS, The College of Agriculture faculty, department heads, staff, and Dean have protested the loss of this prime agricultural land since the site selection process was begun over four years ago; and

WHEREAS, Only 86 acres of prime agricultural land are available on campus and this project would build on 28 acres of it, and the adjacent 10 prime acres planted with mature citrus and avocado trees would become unusable for agricultural purposes; and

WHEREAS, This site is not served by utilities, is separated from the main campus by a railroad track, contains an environmentally sensitive creek ecosystem, cannot share existing parking, and raises compatibility issues related to access, noise, glare and traffic congestion that have not been adequately evaluated; and

WHEREAS, There may be other sites available that are more convenient to the campus core, have parking available, and are much less disruptive to the curriculum, and the College of Agriculture is willing, and has been willing, to cooperate on the use of these, and other sites; therefore, be it

RESOLVED: That the Academic Senate recognize this as a curriculum issue that negatively impacts university instruction; and be it further

RESOLVED: That the Academic Senate recommend to the President that a site for the proposed athletic facilities be chosen following consultation with, and agreement from the appropriate academic groups to insure that these facilities represent the best overall use of the land; and be it further

RESOLVED: That an appropriate consultation process be pursued relative to all land use matters on the campus.