I. Minutes: Approval of the February 16 and February 23, 1993 Academic Senate minutes (pp. 2-8).

II. Communication(s) and Announcement(s):
   A. Resolutions approved by President Baker:
      1. AS-397-93/PPC, Resolution on Promotion Eligibility
      2. AS-398-93, Resolution on Department Name Change for Animal Sciences and Industry Department
   B. Reading List (p. 9).
   C. Nominations are being received for the positions of Academic Senate Chair, Vice Chair, and Secretary for the 1993/94 term. Forms can be obtained from the Academic Senate office.

III. Reports:
   A. Academic Senate Chair
   B. President's Office
   C. Vice President for Academic Affairs' Office
   D. Statewide Senators
   E. CFA Campus President
   F. ASI Representatives

IV. Consent Agenda:
   GE&B course proposal for PHIL 305, 306, and 308-Vilkitis, co-chair of GE&B Committee (pp. 10-11).

V. Business Item(s):
   A. GE&B course proposal for STAT 217X-Vilkitis, co-chair of GE&B Committee, second reading (p. 12).
   B. GE&B course proposal for POLS/BIO/AG 371X-Vilkitis, co-chair of GE&B Committee, second reading (p. 13).
   C. Resolution on Double Counting of General Education and Breadth Courses-Vilkitis, co-chair of GE&B Committee, second reading (pp. 14-15).
   D. Cal Poly Strategic Plan:
      (1) Final Draft of the Academic Senate Faculty Response to the Strategic Plan (pp. 16-30);
      (2) Procedure for submitting Final Draft to the faculty for referendum.
   F. Report of the Home Economics Discontinuance Committee, first reading [PLEASE BRING YOUR COPY OF THIS REPORT WHICH WAS MAILED UNDER SEPARATE COVER].
   G. Resolution on Academic Senate Budget Report, first reading (to be distributed).

VI. Discussion Item(s):

VII. Adjournment:
<table>
<thead>
<tr>
<th>Date</th>
<th>Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/18/93</td>
<td>&quot;CPEC Reports: Costs and Financing of California Higher Education&quot; (Academic Senate CSU)</td>
</tr>
</tbody>
</table>
**General Education and Breadth Proposal**

<table>
<thead>
<tr>
<th>1. PROPOSER'S NAME</th>
<th>Judy Saltzman</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. PROPOSER'S DEPARTMENT</td>
<td>Philosophy</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3. SUBMITTED FOR AREA</td>
<td>C.3</td>
</tr>
<tr>
<td>(include section, and</td>
<td></td>
</tr>
<tr>
<td>subsection if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4. THIS PROPOSAL IS FOR:</td>
<td></td>
</tr>
<tr>
<td>__ New Course</td>
<td></td>
</tr>
<tr>
<td><strong>XX</strong> Change to an</td>
<td></td>
</tr>
<tr>
<td>Existing GEB Course</td>
<td></td>
</tr>
<tr>
<td>___ Existing Course</td>
<td></td>
</tr>
<tr>
<td>Proposed for Addition</td>
<td></td>
</tr>
<tr>
<td>to GEB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5. COURSE PREFIX,</td>
<td></td>
</tr>
<tr>
<td>NUMBER, TITLE, UNITS,</td>
<td></td>
</tr>
<tr>
<td>DESCRIPTION (follow</td>
<td></td>
</tr>
<tr>
<td>catalog format)</td>
<td></td>
</tr>
<tr>
<td>Phil 305 - Judeo-Christian Religions (3)</td>
<td></td>
</tr>
<tr>
<td>Phil 306 - Asian Religions (3)</td>
<td></td>
</tr>
<tr>
<td>Phil 308 - Islamic</td>
<td></td>
</tr>
<tr>
<td>Religions (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>SEE CHANGES REQUESTED</td>
<td></td>
</tr>
<tr>
<td>ON ATTACHED SHEET</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>6. SUBCOMMITTEE</td>
<td></td>
</tr>
<tr>
<td>RECOMMENDATION AND</td>
<td></td>
</tr>
<tr>
<td>REMARKS</td>
<td></td>
</tr>
<tr>
<td>Recommend approval</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>7. GE &amp; B COMMITTEE</td>
<td></td>
</tr>
<tr>
<td>RECOMMENDATIONS AND</td>
<td></td>
</tr>
<tr>
<td>REMARKS</td>
<td></td>
</tr>
<tr>
<td>Recommend approval</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>8. ACADEMIC SENATE</td>
<td></td>
</tr>
<tr>
<td>RECOMMENDATION</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Programs: 7/18/90</td>
<td></td>
</tr>
</tbody>
</table>
Extended comments re: status of proposals submitted by Judy Saltzman re: Philosophy and Religious Studies courses for GE&B:

Let me know if this is not appropriate, but I think it is easiest to summarize the several changes requested by Saltzman in this outline/narrative fashion rather than on the GE&B Proposal forms. All of these changes pertain to gen ed. area C.3

In January 1992, Prof. Saltzman requested that:
1. Phil 305 (Judeo-Christian Religions [3]) be changed to
   (a) Religious Studies 304 (Judaism [3] and
   (b) RS 305 (Christian Origins [3]); and
   (c) the Phil course would be eliminated;
2. Phil 306 (Asian Religions [3]) would be changed to
   (a) RS 306 (Hinduism [3]) and
   (b) RS 307 (Buddhism [3]); and
   (c) Phil 306 course would be eliminated;
3. Phil 306 (Islamic Religions [3]) would be changed to
   (a) RS 306 (Islam [3]) Note: this is prefix and title change; &
   (b) Phil 306 course would be eliminated.

These proposals were submitted to the Curriculum Committee at the same time they came to the GE&B Committee. Concerns expressed by the Curriculum Committee have been satisfied; the Area C Subcommittee recommended approval of the Saltzman proposals but also expressed some concerns (Subcommittee action, 1/3/92). These have been satisfactorily addressed. The Senate has approved the Curriculum Committees recommendations on these courses.

The GE&B Committee recommends that these changes be supported and the appropriate changes made to C.3.
### General Education and Breadth Proposal

<table>
<thead>
<tr>
<th>1. PROPOSER'S NAME</th>
<th>2. PROPOSER'S DEPARTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roxy Peck</td>
<td>Statistics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. SUBMITTED FOR AREA (include section, and subsection if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.2.b.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. THIS PROPOSAL IS FOR:</th>
</tr>
</thead>
<tbody>
<tr>
<td>X  New Course</td>
</tr>
<tr>
<td>___ Change to an Existing GEB Course</td>
</tr>
<tr>
<td>___ Existing Course Proposed for Addition to GEB</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION (follow catalog format)</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 217X Statistical Methods (4 units)</td>
</tr>
</tbody>
</table>

Sampling and experimentation, descriptive statistics, confidence intervals, two-sample hypothesis tests for means and proportions, Chi-square tests, linear and multiple regression, analysis of variance. Four lectures.

<table>
<thead>
<tr>
<th>6. SUBCOMMITTEE RECOMMENDATION AND REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval recommended by Subcommittee B (1/6/93)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. GE &amp; B COMMITTEE RECOMMENDATIONS AND REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval recommended by GE&amp;B Committee (1/13/93). This x-course is a logical fit with the other B.2.b. courses.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. ACADEMIC SENATE RECOMMENDATION</th>
</tr>
</thead>
</table>

Academic Programs: 7/18/90
### General Education and Breadth Proposal

<table>
<thead>
<tr>
<th>1. PROPOSER'S NAME</th>
<th>2. PROPOSER'S DEPARTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evans (POLS), Kaminaka (AG), Helyer (AGB), Krejja (BIO)</td>
<td>several</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. SUBMITTED FOR AREA (include section, and subsection if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.4.b.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. THIS PROPOSAL IS FOR:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ _ New Course</td>
</tr>
<tr>
<td><em>X</em> Change to an Existing GEB Course</td>
</tr>
<tr>
<td>_ _ Existing Course Proposed for Addition to GEB</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION (follow catalog format)</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS/BIO/AG 371X: an interdisciplinary examination of global food production and distribution in a variety of cultural settings with an emphasis on the moral and ecological dimensions of food politics and the relationship between food and population. Taught by a team of instructors. 3 lectures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. SUBCOMMITTEE RECOMMENDATION AND REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subcommittee D supports this specific proposal and encourages more interdisciplinary efforts in all GE areas. (Nov. 23, 1992)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. GE &amp; B COMMITTEE RECOMMENDATIONS AND REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endorsed by the GE&amp;B Committee November 24, 1992.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. ACADEMIC SENATE RECOMMENDATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Academic Programs: 7/18/90
Background Statement: The Evaluations Office staff has received conflicting questions and opinions regarding Cal Poly's policy on counting course units for more than one requirement in a curriculum. If a student completes a course listed as a major or support requirement that is also an acceptable General Education and Breadth course, that course will fulfill both the major or support requirement and the General Education and Breadth requirement. The Evaluations Office staff has asked the General Education and Breadth Committee to review this policy and verify that they are correctly interpreting the existing policy as stated in the 1992-94 Cal Poly Catalog.

AS-93/GE&BC
RESOLUTION ON
DOUBLE COUNTING OF GENERAL EDUCATION AND BREADTH COURSES

WHEREAS, The General Education and Breadth Statement in the Cal Poly Catalog states:

Except where expressly prohibited, courses taken to satisfy General Education and Breadth requirements may also simultaneously satisfy requirements in any other portion of the student's curriculum; and

WHEREAS, The areas in which double counting is "expressly prohibited" in the catalog are:

GEB C.3. Courses offered by the student's major department cannot be counted in the elective portion of Distribution Area C.

GEB D.4.b. Courses offered by the student's major department cannot be counted as satisfying the requirements of this group; and
RESOLUTION ON DOUBLE COUNTING OF GENERAL EDUCATION AND BREADTH COURSES AS-____-93/GE&BC

WHEREAS, Since the General Education and Breadth areas that are expressly prohibited are included in the Cal Poly General Education and Breadth policy, individual departments cannot prohibit a major or support course from also satisfying a General Education requirement; therefore, be it

RESOLVED: That courses fulfilling major or support requirements that are also acceptable General Education and Breadth choices will be used to satisfy either major or support requirements and to satisfy General Education and Breadth requirements except as prohibited by catalog statements (GEB Areas C.3 and D.4.b); and be it further

RESOLVED: That a General Education and Breadth course will not be used to satisfy more than two requirements; i.e., major or support (including concentration) requirements and General Education and Breadth.

Proposed by: Academic Senate General Education and Breadth Committee Dated: November 10, 1992
ACADEMIC SENATE RESPONSE TO THE 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

Cal Poly's mission as a predominantly undergraduate, comprehensive, polytechnic university serving California is to discover, integrate, apply and transmit truth and knowledge in teaching while serving the needs of its constituencies.

Cal Poly achieves its mission by balancing theory and application, principle and practice, and through its special emphasis, reflected in the phrase "learn by doing."

As part of its mission, Cal Poly is dedicated to complete respect for human rights and the development of the full potential of each of its individual members, and pledges to serve all the peoples of California by educating its students to an exceptional level of social and professional awareness.

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 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.

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 and polytechnic mission and should all be
Cal Poly Strategic Plan

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 equally 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 70 to 80 percent of each graduating class is in professionally or technically oriented programs 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 shall may admit freshmen into majors, or schools colleges, or admit them into the university without declaring a major.

1.4 Cal Poly's general education program shall reflect the institution's polytechnic character and will provide means whereby graduates 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 graduate postbaccalaureate programs that complement the mission of the university.

1.5.1 Cal Poly shall ensure that 10 to 20 percent of each graduating class is in graduate programs.

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
Cal Poly Strategic Plan

1.9 Cal Poly shall participate in self-supporting programs that offer educational opportunities for non-traditional, non-matriculated students.

1.9.1 Cal Poly shall review these decisions regularly.

1.10 Cal Poly shall require for graduation successful completion of course work that focuses on the issues of gender and cultural pluralism.

1.10.1 Cal Poly shall require for graduation successful completion of course work that focuses on the issues of gender and cultural pluralism.

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 where appropriate.

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. 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.

The following thoughts extracted from the Carnegie Foundation report suit the mission of teaching and pursuing knowledge at Cal Poly particularly well. 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. But the work of the professor becomes consequential only as it is understood by others. Teaching is also a dynamic endeavor involving the analogies, metaphors, and images that build bridges between the teacher's understanding and the student's learning. 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, computer equipment, 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.

MOVE SECTION 2.6 TO SECTION 3: "STAFF PROFESSIONAL GROWTH AND ACHIEVEMENT AS GOAL 3.6.

2.6 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 involvement in projects and research.

2.7 In addition to a commitment to the Scholarship of Teaching, each Cal Poly faculty member shall demonstrate a continued involvement in one or more of the Scholarships of Discovery, Integration, and Application.

2.8 Cal Poly's faculty evaluation process shall require evidence that each faculty member is engaged in one or more of the Scholarships of Discovery, Integration, and Application in addition to the faculty member's involvement in the Scholarship of Teaching.

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.

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 life-long 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 involvement in projects and research.

4. STUDENT SATISFACTION

The experience of students on campus 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 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

Cultural diversity improves the quality of life and education for all members of the Cal Poly community. It enhances the educational and professional opportunities for all members of the student body, faculty, and staff, and enriches the social climate both on and off campus. The concept of cultural diversity assumes recognition and respect for differences in age, country of origin, creed, economic background, ethnicity, gender, physical ability, race, or sexual orientation. Objectives for achieving the educational equity reflected in diversity include programs for outreach, recruitment, retention, career planning, and graduation for students as well as programs for recruitment and retention of all Cal Poly employees. Emphasis is given to achieving parity for individuals from underrepresented groups in enrollment by having Cal Poly graduating classes reflect the
diversity of the state’s high school graduating class five years previously. Parity in employment is achieved by having Cal Poly meet or exceed the percent eligibility of underrepresented individuals by job category in the area in which the campus can reasonably recruit. Additionally, the Cal Poly community shall have access to academic and cultural programs which will promote the development of an integrated multicultural, multi-racial community.

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

5.2 Cal Poly shall strive to have the composition of the university community, regardless of institutional size, reflect closely the cultural diversity of California. 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 By the year 2000, Cal Poly’s graduating classes shall reflect the ethnic and gender diversity of the high school graduating class five years previously. This diversity shall be distributed in reasonable proportions throughout the university’s curricular and other programs.

5.2.2 Cal Poly shall continue to develop initiate or maintain programs to increase the number of
Cal Poly Strategic Plan

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.

5.2.3.2 Cal Poly shall establish effective outreach programs to increase the number of qualified 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.

5.4.1 Cal Poly shall identify and support effective programs for educating Cal Poly faculty, staff, students, and off-campus 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 participate to the fullest extent possible in CSU programs for increasing faculty and staff diversity.

6. GOVERNANCE AND COLLEGIALLY

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 understand clearly, 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 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.

7.4 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 various constituencies and audiences to ensure effective, efficient, positive and mutually satisfying relationships.
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 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.

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

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.
PRELIMINARY BUDGET SUMMARY by JDW 3/8/93

DEFINITIONS;

1. General Fund - The total of all the money from "state" sources. Comprised of state appropriations and fees.

2. Fees - Include state university fees (increased by 40% this year), application fees and other campus fees for labs, etc..

3. Expenditures - The expenditures from the general fund budget are divided up into two general categories. They are total personal services and operations and equipment.

4. Total Personal Services - Expenditures for salaries, wages and benefits for faculty and staff.

5. Operations and Equipment (O&E) - Expenditures for utilities, paper, computing, travel, books, periodicals, etc..

6. Mandated Cost Increases - Includes increased costs associated with new buildings (including paying interest on the bonds) and the increasing costs of health care benefits.

7. Full Time Equivalent Student (FTES) - A student taking 15 units of course work = 1 FTES

8. Full Time Equivalent Faculty (FTEF) - A tenured or probationary faculty member teaching 12 WTUs constitutes one FTEF, 15 WTU for a lecturer.

A. RECENT BUDGET HISTORY

1. The General Fund (funds total personal services plus operations and equipment) has decreased, in actual dollars, since 1990/91 by 5.23%. See Table 1.

2. In terms of real dollars the decrease is much worse and has been occurring beginning with 1986/87.

3. State appropriations as a percentage of the general fund has decreased from 86% in 1990/91 to 80.6% in 1992/93. Fees as a percentage have increased correspondingly and constitute about 19.4% of the general fund budget for the campus. See Table 1.

4. CSU expenditures per full time equivalent student (FTES) decreased, in real dollars, from $6500 in 1986/97 to $5700 in 92/93. See Figure 1.

5. Cal Poly's expenditure of $7600 per FTES is essentially equal to the average for the CSU.

B. BUDGET OUTLOOK FOR NEXT YEAR

1. Governor's proposed budget, based on state appropriations only, is 4.5% less than this year's budget. Governor's budget is based on "rosy" assumptions.

2. Mandated cost increases plus inflation are expected to add another 2.5% to the campus's budget reduction in state appropriations.
3. There is no assurance that State University Fees will be increased. The CSU trustees and state are considering a long term plan for student fees. One scenario, of three or four, has the fees increasing until they provide 28-32% (the national "average") of the general fund budget.

4. A percentage of any increase in state university fees will be mandated for financial aid. That amounted to $1.4 million for this campus this year (about 1/3 of total state university fee increase).

5. In 1993/94 the budget will have to provide about $700,000 to cover annuity costs for faculty and staff that took the golden handshake in 1992. In 1992/93 annuity costs are covered by the lottery fund endowment which will be depleted at the end of this fiscal year.

C. FUTURE BUDGET OUTLOOK

1. The California Postsecondary Education Commission (CPEC) predicts problems for financing higher education throughout rest of decade. There seems to be no disagreement with this from any source.

2. A 1992 CPEC study compared instructional costs, in dollars per FTES, of CSU with 14 public "comparison" institutions. It showed that CSU's costs compared with the 14 were:
   a) 32.6% higher for direct instructional expense (all expenditures at the department level).
   b) 19.3% higher when both direct and indirect costs (i.e., those expenditures associated with Business Affairs, Information Systems, Student Affairs, etc.) were taken into account.

D. Cal Poly Budget Facts

1. General
   a) The general fund comprises at 98-99% of the total campus budget. Of the other 1 or 2% the Cal Poly Foundation contributes $1.05 million (includes $596,000 to University Relations and Development, $143,000 to athletic scholarships and $314,000 for indirect cost associated with Sponsored Programs). The general fund budget as of 11/11/93 is shown as Table 2.
   b) Of the total personal services costs for the campus ($103,764,230) 55.5% are for faculty and 44.5% are for non-classroom personnel.
   c) The ratio of total personal services to operations and equipment is increasing. The ratio was 19 in 86/87 and was 37.5 in 91/92. See Figure 2.

2. Academic Affairs (AA)
   a) Represents 67.4% of total general fund budget for university.
   b) Includes the 6 colleges, UCTE (University Center for Teacher Education), the library, athletics, enrollment support services (ESS), the college farm, Acad. Affairs Administration, Academic Affairs Other and a few smaller entities.
   c) The budget for the 6 colleges plus UCTE accounts for 84% of total budget for AA.
   d) FTEF positions have been reduced by 17.8% from fall of 1990 to fall of 92.
e) Technical/clerical/student assistant allocations have been reduced by 20.4% since fall of 91.

f) Budget for Academic Affairs is shown in Table 3.

g) Budget for Academic Affairs Adm. is shown in Table 4.

3. Business Affairs

a) Organizational chart shown in Figure 3.

b) Total general fund budget is $12,112,161. Table 2 shows a budget of $16,093,708 which includes $511,000 for postage, $1.893 million for utilities and $1.307 million for telephones.

c) There has been a 21.6% reduction in the number of positions in Business Affairs. Some of these were unfilled. Six of these were administrative including four filled, one retirement and one vacant position.

4. Information Systems

a) Organizational chart shown as Figure 4.

b) Total general fund budget excluding telephones is $5,581,946.

c) Delta Fund - difference between what IS charges departments and students for telephone services and what what providers charge the university. Difference ( about $300,000 in 92/93) covers telephone operating expenses and network infrastructure projects not funded by the state.

d) IBM 3090 - Payment plus maintenance costs are $800,000 for 92/93 and 93/94 and about $1.26 million for 94/95.

e) There has been a reduction of 13% in number of positions in IS (82.5 positions presently) since 1990/91.

5. Student Affairs

a) Organizational chart shown as Figure 5. None of ASI positions are funded by general fund.

b) Total general fund budget of $7,321,910 excluding mandated state financial aid of $4,797,848. Total (including federal and private) financial aid budget is about $31 M.

c) Twenty-nine positions eliminated from SA this year (represents a 15% decrease).

1) Four eliminated positions were MPP.

2) Four other MPP positions were reclassified to non-MPP

d) A 17% reduction in general fund expenditures from 91/92. Approximately $1 million of that reduction was taken by Health Services. In order to make up the shortfall in Health Services a $28/qtr./student fee is being considered for next year.
6. University Relations and Development
   
a) Organizational chart shown as Figure 6.

b) 14.5 positions in UR&D financed by general fund and 7.5 by the Cal Poly Foundation.

c) Gifts totaled $9,518,735 in 1991/92.

d) Total budget of UR&D was 24.6% of total gifts in 91/92.

7. Cal Poly Foundation
   
a) Receives no general funds.

b) Contributed $1.05 M to university in 1992/93, $569,000 to UR&D, $143,000 to scholarships for athletics and $314,000 in indirect costs from sponsored research.

c) See organizational chart in Figure 7.

d) Auxiliary Activities (bookstore, campus dining, agriculture, voc. ed. productions and univ. graphics) account for 67% of total funding for Foundation in 91/92. Bookstore and campus dining accounted for 100% of profits ($840,239) of Auxiliary Activities in 1992. Total earnings (funding) from Auxiliary Activities was $28.7 M in 1992.

e) Major sources of funding for Foundation are shown in Figure 8.

f) Figure 9 shows Fund Balances for 91 and 92. See Figure 10 for description of these funds.

8. Extended Education
   
a) Total budget is self funding (requires no general funds)

b) Only real return, presently, to the university is through concurrent enrollment where 37.5% of funds go to the dept.

c) Budget is shown in Figure 11.
# Table 1

**General Fund Expenditures**

**Summary of Past Years Actual Expenditures and 1992/93 Budget**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1989/90 [1]</td>
<td>81,940,604</td>
<td>20,933,046</td>
<td>102,873,650</td>
<td>15,653,997</td>
<td>118,527,647</td>
<td>n/a</td>
<td>-15,640,496</td>
<td>102,887,151</td>
</tr>
<tr>
<td>1991/92 [1]</td>
<td>84,849,544</td>
<td>22,575,336</td>
<td>107,424,880</td>
<td>14,284,587</td>
<td>121,709,467</td>
<td>n/a</td>
<td>-19,693,035</td>
<td>102,016,432</td>
</tr>
</tbody>
</table>

**FOOTNOTES:**

[1] Actual year-end expenditures reported as of June 30th.
[3] Fiscal year notes on Employee Compensation Increases:

- **FY 1988/89:** Effective June 01, 1989, +4.7% for faculty and +6.0% for non-faculty.
- **FY 1989/90:** Effective January 01, 1990, +4.8% for faculty and +4.0% for non-faculty.
- **FY 1990/91:** Effective January 01, 1991, +4.9% for faculty and +5.0% for non-faculty.
- **FY 1991/92 and FY 1992/93:** No compensation increases were approved.

Date: 12-1-92
Table 2.
FY 1992/93 General Fund, CSU Final Budget (November 1992)
Initial Budget and University Reallocations
(After Permanent Reductions)

<table>
<thead>
<tr>
<th>Initial Budget Allocations (after permanent cuts)</th>
<th>University Reallocations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person-Years</td>
<td>Salaries &amp; Wages</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>1248.9</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>161.9</td>
</tr>
<tr>
<td>Information Systems</td>
<td>82.5</td>
</tr>
<tr>
<td>University Relations</td>
<td>11.0</td>
</tr>
<tr>
<td>Human Resources</td>
<td>11.5</td>
</tr>
<tr>
<td>Business Affairs</td>
<td>275.8</td>
</tr>
<tr>
<td>Executive Management</td>
<td>13.5</td>
</tr>
<tr>
<td>University-Wide</td>
<td>0.0</td>
</tr>
<tr>
<td>Totals, Expenditures</td>
<td>1805.1</td>
</tr>
<tr>
<td>Receipts</td>
<td></td>
</tr>
<tr>
<td>Net, State Support</td>
<td>1805.1</td>
</tr>
</tbody>
</table>

* The following University-Wide and/or restricted allotments are contained in the Operating Expenses & Equipment category:
State Univ. Grants, SEOP Grants, and other State-supported student aid of $4.17 million are administered in Student Affairs.
Telephone and Postage budgets of $1.65 million and Utilities allotments of $1.89 million are scheduled in Business Affairs.

Date: 11-24-92
### Table 3.

Academic Affairs Budget History

Does not Include Academic Program Recovery Funds

<table>
<thead>
<tr>
<th></th>
<th>FY 92</th>
<th>FY 92</th>
<th>5%</th>
<th>FY 93</th>
<th>Adjusted</th>
<th>8%</th>
<th>Salary</th>
<th>Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1991/92)</td>
<td>Permanent</td>
<td>Rollback</td>
<td>Phase 1 Budget</td>
<td>Phase 1 Budget</td>
<td>Reduction</td>
<td>Savings</td>
<td>Available for Expenditure</td>
</tr>
<tr>
<td></td>
<td>Initial Budget</td>
<td>Budget Cut</td>
<td></td>
<td>Budget Profile</td>
<td>Adjustments</td>
<td>Target</td>
<td>Savings</td>
<td>Expenditure</td>
</tr>
<tr>
<td></td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
<td>(6)</td>
<td>(7)</td>
<td>(8)</td>
</tr>
<tr>
<td>INSTRUCTION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CAGR</td>
<td>10,567,537</td>
<td>(876,914)</td>
<td>(255,188)</td>
<td>9,435,437</td>
<td>933,199</td>
<td>10,368,636</td>
<td>(806,797)</td>
<td>(169,803)</td>
</tr>
<tr>
<td>CAED</td>
<td>7,975,825</td>
<td>(543,036)</td>
<td>(350,047)</td>
<td>7,092,792</td>
<td>417,532</td>
<td>7,500,474</td>
<td>(583,621)</td>
<td>(122,832)</td>
</tr>
<tr>
<td>GBUS</td>
<td>6,152,912</td>
<td>(292,369)</td>
<td>(282,017)</td>
<td>5,578,526</td>
<td>1,313,352</td>
<td>6,891,878</td>
<td>(536,286)</td>
<td>(112,885)</td>
</tr>
<tr>
<td>CENG</td>
<td>15,030,953</td>
<td>(846,682)</td>
<td>(678,914)</td>
<td>13,505,357</td>
<td>674,701</td>
<td>14,180,058</td>
<td>(1,103,368)</td>
<td>(232,221)</td>
</tr>
<tr>
<td>CLA</td>
<td>13,509,450</td>
<td>(124,452)</td>
<td>(187,560)</td>
<td>13,197,430</td>
<td>3,413,352</td>
<td>16,614,786</td>
<td>(1,292,794)</td>
<td>(272,088)</td>
</tr>
<tr>
<td>SPS</td>
<td>7,269,564</td>
<td>(1,265,811)</td>
<td>(148,110)</td>
<td>5,835,643</td>
<td>(5,159,002)</td>
<td>679,641</td>
<td>(52,650)</td>
<td>612,910</td>
</tr>
<tr>
<td>CSM</td>
<td>13,886,763</td>
<td>(719,930)</td>
<td>(639,769)</td>
<td>12,627,064</td>
<td>1,757,904</td>
<td>14,384,968</td>
<td>(1,119,005)</td>
<td>(235,575)</td>
</tr>
<tr>
<td>UCTE</td>
<td>2,413,793</td>
<td>(251,791)</td>
<td>(103,299)</td>
<td>2,059,793</td>
<td>28,500</td>
<td>2,087,293</td>
<td>(162,415)</td>
<td>(24,180)</td>
</tr>
<tr>
<td><strong>SUB-TOTAL</strong></td>
<td>76,907,797</td>
<td>(4,940,895)</td>
<td>(2,645,702)</td>
<td>69,321,200</td>
<td>3,363,124</td>
<td>72,704,324</td>
<td>(5,657,216)</td>
<td>(1,190,648)</td>
</tr>
<tr>
<td>INSTRUCTIONAL SUPPORT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATHLETICS</td>
<td>1,634,755</td>
<td>(318,019)</td>
<td>0</td>
<td>1,316,736</td>
<td>20,187</td>
<td>1,336,923</td>
<td>(104,028)</td>
<td>(21,894)</td>
</tr>
<tr>
<td>LIBRARY</td>
<td>5,298,058</td>
<td>(378,000)</td>
<td>(292,158)</td>
<td>4,627,900</td>
<td>619,080</td>
<td>5,246,980</td>
<td>(408,274)</td>
<td>(85,928)</td>
</tr>
<tr>
<td>ESS</td>
<td>2,603,489</td>
<td>(125,301)</td>
<td>(100,000)</td>
<td>2,378,188</td>
<td>207,921</td>
<td>2,586,109</td>
<td>(201,228)</td>
<td>(42,352)</td>
</tr>
<tr>
<td>Student Learning Skills</td>
<td>713,145</td>
<td>0</td>
<td>0</td>
<td>71,345</td>
<td>6,743</td>
<td>78,088</td>
<td>(6,076)</td>
<td>(1,279)</td>
</tr>
<tr>
<td>COL. FARM</td>
<td>1,801,046</td>
<td>(257,382)</td>
<td>(217,885)</td>
<td>1,325,779</td>
<td>97,938</td>
<td>1,423,717</td>
<td>(110,781)</td>
<td>(23,316)</td>
</tr>
<tr>
<td>AA ADMIN.</td>
<td>1,550,750</td>
<td>(128,000)</td>
<td>(67,750)</td>
<td>1,355,000</td>
<td>0</td>
<td>1,355,000</td>
<td>(105,434)</td>
<td>(22,190)</td>
</tr>
<tr>
<td>AA OTHER (10)</td>
<td>6,750,335</td>
<td>(719,730)</td>
<td>(377,639)</td>
<td>5,662,966</td>
<td>(4,067,774)</td>
<td>5,959,192</td>
<td>(1,242,120)</td>
<td>(26,124)</td>
</tr>
<tr>
<td><strong>SUB-TOTAL</strong></td>
<td>19,719,778</td>
<td>(1,928,432)</td>
<td>(1,055,432)</td>
<td>16,737,916</td>
<td>(3,115,905)</td>
<td>13,622,009</td>
<td>(1,059,945)</td>
<td>(223,083)</td>
</tr>
<tr>
<td>AA TOTAL</td>
<td>95,627,575</td>
<td>(6,867,327)</td>
<td>(3,701,134)</td>
<td>86,056,911</td>
<td>267,219</td>
<td>86,326,333</td>
<td>(6,717,181)</td>
<td>(1,413,731)</td>
</tr>
</tbody>
</table>

(1) There were no dollar based budgets in FY92 so the initial budget represents an estimate based on calculations from FY 93 budgets.

(2) The FY 92 initial budget represents the final budget before any cuts were made for the 1991/92 budget year.

(3) The FY 92 permanent cuts represent the sum of previous years unallocated reductions and reductions mandated during 1991/92.

(4) The 5% Rollback was done on campus to develop a source of funds for the Budget Change Proposal process and to be prepared for potential budget cuts in FY 93.

(5) The base budget for FY 93 represents the base budget before any adjustments.

(6) The budget profile adjustments include distribution of SPS departments, results of BCP process, and adjustments required as we moved to dollar based budgets.

(7) The adjusted budget base used to calculate budget reduction and salary savings targets.

(8) The column represents Academic Affairs share of the budget reduction mandated in the 1992/93 State Budget.

(9) Salary Savings obligation was distributed to the colleges and at the same time the colleges are able to manage salary and benefit savings.

(10) Used for University assigned time, health emergency, grant matching, non-formula O/E, travel, and student assistants and Academic Affairs reserve.

(11) $65,102 removed to meet a portion of the Academic Affairs Campus Contingency obligation.

1/14/93
### Table 4.

**Academic Affairs Administrative Budget - FY 93**
**After Permanent Reductions**

<table>
<thead>
<tr>
<th></th>
<th>VPAA (1)</th>
<th>AVPAP (2)</th>
<th>AVPAR (3)</th>
<th>INST. STUDIES (4)</th>
<th>AVPGRFD (5)</th>
<th>IP (M. York) (6)</th>
<th>GRANTS DEVELOP. (7)</th>
<th>ACADEMIC SENATE (8)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Services (S&amp;W plus Benefits)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td>117,608</td>
<td>106,908</td>
<td>114,578</td>
<td>110,351</td>
<td>74,323</td>
<td></td>
<td></td>
<td>523,768</td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
<td>48,172</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>48,172</td>
</tr>
<tr>
<td>Support</td>
<td></td>
<td>45,238</td>
<td>199,840</td>
<td>42,296</td>
<td>133,344</td>
<td>35,764</td>
<td>54,997</td>
<td>23,788</td>
<td>38,698</td>
</tr>
<tr>
<td><strong>Operation and Equipment</strong></td>
<td>6,000</td>
<td>19,700</td>
<td>6,000</td>
<td>24,518</td>
<td>7,850</td>
<td>4,750</td>
<td>0</td>
<td>5,500</td>
<td>74,318</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>51,238</td>
<td>385,320</td>
<td>155,204</td>
<td>272,440</td>
<td>153,965</td>
<td>59,747</td>
<td>98,111</td>
<td>44,198</td>
<td>1,220,223</td>
</tr>
</tbody>
</table>

(1) Salary for VPAA included in Executive Management.
(2) Includes Academic Programs, Catalog, Class Scheduling, and core staff for Writing Skills.
(3) Academic Resources.
(4) Institutional Studies.
(5) Includes graduate studies, research and faculty development. Retirement savings will be used to buy out vacation and pay annuity.
(6) International Programs office is being transferred to ESS.
(7) Represents general fund support for one MPP and one staff position to support grant development.
(8) Represents support staff and OE&E for the Academic Senate. Assigned time for the A.S. is included in University Assigned Time report.

BUDSUM2.XLS

1/14/93
Figure 5

ASSOCIATED STUDENTS, INC
Pres, Burnett
Board of Directors
Exec Dir, Conway

ASSOCIATED STUDENTS, INC VP, STUDENT AFFAIRS
Scott

ASSOC VP, STUDENT SRVS
Swanson

DIR, FINANCIAL AID
Ryan
- Applicant, Award, Delivery
- Compliance
- Financial Counseling and Planning
- Emergency Assistance

COORD, OUTREACH SRVS
Harris
- Outreach and Recruitment
- Liaison w/Community
- Comm to Prospective Students
- Pre-Acclimation Advising
- Coord of Outreach Volunteers
- Campus Tours

DIR, CAREER SRVS
Equinoa
- Career Counseling & Resc.
- Student Employment Assistance
- Cooperative Education
- Career Event Programming

DIR, STUDENT ACADEMIC SRVS
Pezo-Silva
- Educational Opportunity Programs
- Long Term Support Instruction
- Disabled Student Services
- New Student Transition Program
- Summer Institute
- Upward Bound
- Student Support Services
- Minority Engineering Program
- Student Advising

DIR, HOUSING
Lamb (Interim)
- Residence Halls
- Student Development Programs
- On-campus Living Services

DIR, HOUSING (Interim)
- Residence Halls
- Student Development Programs
- Off-campus Living Services

DIR, ST DEVI & RES HS
Keltn

- Personnel and Budget
- UEC, IRA Liaison
- ORF Liaison and Budget

DIR, STUDENT LIFE & ACTIVITIES
Barclay
- New Student Orientation
- Multi-Cultural Center
- Student Community Services
- Program Board
- Fraternities & Sororities
- Activities Scheduling
- Student Organization Advising
- Leadership Development

DIR, HEALTH & PSYC SRVS
Yamada
- Ambulatory Care
- Pharmaceutical Services
- Lab and X-ray Services
- Health Education Program
- Individual/Group Counseling
- Consultation and Testing
- Testing Coordination

COORD, CTR W/ ETHNIC ISS
Coleman
- Education Program on Gender/Race
- Events, Programs, Group Sponsors
- Individual/Group Counseling
California Polytechnic State University Foundation
San Luis Obispo, California

Board of Directors

Foundation Executive Director
A. Amaral x1131

Associate Executive Director
R. Griffin x1131

Director of Financial Services
D. Shemenske x1159

Financial Services
- Financial Reports
- Accounts Payable
- Accounts Receivable
- Student Enterprise Accounting
- Cashiering
- Payroll
- Agency Accounting
- Restricted Funds

Business Services
- Budget Planning
- Risk Management & Insurance
- Inventory Control
- Fixed Asset Management
- Purchasing
- Central Facility Administration
- Financial Control & Auditing
- Special Projects

Trust and Investment
- Endowment and Trust Services
- Investment Coordinator
- Cash Flow Management
- Fiscal Planning
- Financial Control & Auditing
- Gift Acceptance

Data Processing
- Strategic Planning
- Systems Analysis and Design
- Programming
- Computer Operations
- User Services

Campus Dining Director
N. Williams x1175

- Meal Plan Programs
- Cash Operations
- Catering
- Conference Services
- Campus Store
- Vending
- Vista Grande
- Purchasing and Receiving
- Foundation Facility Service

Personnel Manager
T. Estrada x1121

- Recruitment
- Employee Records
- Employee Compensation
- Employee Relations
- Safety, Health, Fitness & Training

Vocational Education Prod. Director
R. Smith x1295

- Vocational Education Productions
- Instructional Materials
- Production
- Marketing
- Order Processing & Fulfillment

El Corral Bookstore Director
C. Warren x1161

- Textbooks
- General Books
- School Supplies
- Computers and Electronics
- General Merchandise
- Customer Services
- El Corral Publications
- Marketing & Promotional Services
- Distribution and Facility Services
- Inventory Data Systems

Sponsored Programs Administrator
D. Prout x1123

- Research Contracts & Grants
- Training/Educ. Contracts & Grants
- Conference/Workshop Accounting

University Programs
- Agriculture Programs
- University Graphics Systems
- University Development Services
- Annual Fund
- Athletic Fund Raising
- Gift Planning
- Communications & Special Events
- Alumni Services

Line Administration
- Fiscal Administration

September 1992
Figure 8

Major Sources of Funding
1992

- Sponsored Research $6.6
- Endowment Gifts and Earnings $2.0
- Other Gifts and Earnings $4.1
- General Investment Earnings $1.4
- Auxiliary Activities $28.7

Shown in millions of Dollars

Major Sources of Funding
1991

- Sponsored Research $6.7
- Endowment Gifts and Earnings $0.9
- Other Gifts and Earnings $3.2
- General Investment Earnings $1.0
- Auxiliary Activities $29.1

Shown in Millions of Dollars
Figure 9

Total Assets, Liabilities and Fund Balances 1991

- Fund Balance
  - $25.3
- Assets
  - $42.5
- Liabilities
  - $17.2 Shown in millions

Total Assets, Liabilities and Fund Balances 1992

- Fund Balance
  - $29.8
- Assets
  - $45.8
- Liabilities
  - $16.0 Shown in millions

Changes in Fund Balances 1991 to 1992

<table>
<thead>
<tr>
<th>Fund Type</th>
<th>1991</th>
<th>1992</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund</td>
<td>3.6</td>
<td>4.5</td>
</tr>
<tr>
<td>Auxiliary Fund</td>
<td>6.2</td>
<td>6.3</td>
</tr>
<tr>
<td>Designated Fund</td>
<td>2.9</td>
<td>1.7</td>
</tr>
<tr>
<td>Plant Fund</td>
<td>2</td>
<td>3.7</td>
</tr>
<tr>
<td>Campus Fund</td>
<td>5.7</td>
<td>4.4</td>
</tr>
<tr>
<td>Endowment Fund</td>
<td>7.8</td>
<td>6.1</td>
</tr>
</tbody>
</table>

Shown in millions of dollars
NOTES TO
FINANCIAL STATEMENTS
June 30, 1992

Note 1 - Summary of Significant Accounting Policies
General - The California Polytechnic State University Foundation (Foundation), is a nonprofit auxiliary organization to the California Polytechnic State University, San Luis Obispo (University). The Foundation provides the University with certain services and facilities which are an integral part of the educational program of the University, but which by law cannot be financially supported by the state government.

Basis of Accounting and Reporting - The financial statements of the Foundation have been prepared in accordance with the accounting instructions for auxiliary organizations as issued by the Office of the Chancellor of the California State University, which are in accordance with the principles of accrual basis fund accounting. Foundation resources are accounted for by the use of separate funds so that visibility and control are maintained for the benefit of the Foundation. Funds that have similar objectives and characteristics have been combined into fund groups.

General Fund - The General Fund is the general operating fund for the Foundation. It is used to account for all financial resources except those required to be accounted for in another fund.

Auxiliary Activities Fund - The Auxiliary Activities Fund accounts for the activities of the bookstore, campus dining, vocational education productions, University graphics and the agricultural unit of the University.

Designated Fund - The Designated Fund accounts for those funds which are not restricted by donors or supporting agencies. The funds will be expended for specific purposes as designated by the Board of Directors. Special project expenditures include $940,983 of fund-raising costs for the year ended June 30, 1992.

Plant Fund - The Plant Fund accounts for non-income producing projects, such as the Foundation administration building and the warehouse and for funds reserved for future facilities.

Sponsored Programs Fund - The Sponsored Programs Fund is used to account for grants and contracts awarded by governmental and private institutions. The use of the funds is restricted for specific purposes stated by the supporting agencies.

Campus Programs Fund - The Campus Programs Fund accounts for all conferences, workshops, gifts and transferred income from endowment funds that is restricted for specific purposes.

Endowment Fund - The Endowment Fund accounts for funds donated to the Foundation in which the principal is to be invested and only the related income can be expended. Also included are quasi-endowment funds where the right to expend the principal rests with the Board of Directors. This Fund also contains accounts for restricted funds where the donor has specified that the principal be invested in perpetuity with the income to be used for scholarships, awards, or student loans.

Life Income Fund - The Life Income Fund consists of certain assets held in trust by the Foundation. The charitable remainder trust agreements stipulate that certain amounts are to be paid to individuals from trust income or principal until such time that the trust is terminated. Upon termination of the trust, the remaining trust assets are to be transferred to the Foundation. Also included are pooled income funds which are held in trust by a bank. The pooled income fund beneficiaries receive all of the income each year. Upon death of the last beneficiary of each trust, the assets of the individual trusts will become the property of the Foundation, subject to the restrictions stipulated in the trust agreement. The Foundation also receives funds under annuity agreements as a Grants and Annuities Society.

Accounts Receivable - The Foundation has accounts receivable from the University, University organizations and students in conjunction with its role as an auxiliary organization to the University. Accounts receivable are also recorded from contract and grant sponsors which are generally federal, state and local governments, nonprofit organizations and corporate sponsors.

Inventories - Inventories are valued according to various methods which approximate the lower of cost (first-in, first-out method) or market as follows:

- Bookstore - retail inventory method, except for computers and peripheral equipment which are stated at moving average cost and specific identification cost, respectively
- Breeding stock - actual cost less accumulated depreciation
- Other livestock - unit value livestock method
- Foodstuffs - moving average cost
- Vocational Education Productions - job cost method
- Other inventory - moving average cost

Property and Equipment - Property and equipment is recorded at cost at date of acquisition or fair market value at date of donation. Depreciation is calculated on the straight-line method over the estimated useful lives of the assets. Depreciation expense was $878,971 for the current year.

Long-Term Investments - Externally managed funds including unitized pools are recorded at fair market value. Internally managed funds are recorded at the lower of amortized cost or market. See Note 5.

Income Taxes - The Foundation is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code as it is organized and operated as a nonprofit entity (other than private foundation). However, it does file a business income tax return for any unrelated trade or business income.

Comparative Data - Comparative total data for the prior year have been presented in the accompanying financial statements in order to provide an understanding of changes in the Foundation's financial condition and operations.

Reclassifications - Certain reclassifications have been made to the prior year's balances to conform with the current year's presentation.

Note 2 - Grants and Contracts
The Foundation receives grants and contracts from governmental and private institutions for educational purposes as approved by the University. The unexpended balance of sponsored program awards as of June 30, 1992 amounted to $5,278,163.

Note 3 - Construction in Progress
Construction in progress includes $144,868 for the renovation of the University dining complex, $661,399 for the construction of the Children's Center facility including $13,017 capitalized interest and $16,801 for software improvements for the bookstore department. The remaining balance in construction in progress relates to various other projects.

Note 4 - Short-Term Investments
Short-term investments are generally publicly-traded marketable securities. Externally managed funds are presented in the financial statements at fair market value. Internally managed funds are recorded at the lower of amortized cost or market. Short-term investments are composed of the following at June 30, 1992:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
<th>Market</th>
</tr>
</thead>
<tbody>
<tr>
<td>Externally managed funds:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corporate stocks</td>
<td>$3,708,086</td>
<td>$5,603,973</td>
</tr>
<tr>
<td>Equity fund</td>
<td>200,000</td>
<td>361,965</td>
</tr>
<tr>
<td>Cash equivalents</td>
<td>268,910</td>
<td>268,910</td>
</tr>
<tr>
<td>Total</td>
<td>4,176,996</td>
<td>6,236,848</td>
</tr>
</tbody>
</table>

28
Anticipated Operating Revenues

46,987 - Summer Session 1992
51,450 - Regular Extension
78,000 - Contract Extension
190,939 - Concurrent Enrollment
174,339 - Noncredit Extension
16,500 - Miscellaneous Revenue

558,215 - Total Anticipated Operating Revenue

Anticipated Operating Expenses

30,115 - Summer Session Faculty and Supplies
32,996 - Regular Extension Faculty and Supplies
66,972 - Concurrent Enrollment Rebate to Departments
43,676 - Concurrent Enrollment Rebate to General Fund
94,854 - Noncredit Extension Instructors and Supplies
5,529 - Special Lecturer Fees and Supplies, Diablo Canyon
186,308 - Extended Ed Staff Salaries
57,118 - Extended Ed Staff Benefits
2,700 - Extended Ed Office Supplies and Equipment Maintenance
9,000 - Workers Compensation
600 - Staff Travel
7,954 - Chancellor's Office Overhead
7,299 - Campus Computing Support
7,299 - Campus Financial Operations
7,299 - Campus General Administrative Services
6,176 - State Procata Fee
2,405 - Campus Utilities
4,000 - Telephone
24,000 - Postage
5,000 - Advertising and Flyer Printing
21,094 - EXCEL Catalog Printing and Mailing

622,394 - Total Anticipated Operating Expenses

Anticipated Difference, Operating Expenses Minus Revenues

64,179
Figure 1. Percentage change from the FY 92 General Fund base budget for each college as a result of budget profile adjustments. Funding for the SPS programs is not included in the calculations.

Figure 2. Percentage change from the FY 92 General Fund base budget for each college as a result of the "across the board" budget reductions made during FY 92 and FY 93.

Figure 3. Percentage change from the FY 92 General Fund base budget for each college as a result of the combined impacts of budget profile adjustments and the "across the board" cuts. Funding for SPS programs is not included in the calculations.
ACADEMIC SENATE RECOMMENDATIONS
FOR ACCOMMODATING IMMEDIATE BUDGET REDUCTIONS

In planning for the expected 1993/94 budget shortfall, a 7.4+ percent overall reduction is anticipated for Cal Poly. In an effort to suggest ways of meeting this challenge, the following recommendations have been adopted by the Academic Senate. In proposing these recommendations, it is the concern of the Academic Senate that all efforts be made to maintain the integrity of classroom instruction at Cal Poly.

These recommendations are in addition to the reductions presently being identified by each divisional area of the university as necessary for meeting that area's portion of the across-the-board cuts.

RECOMMENDATIONS:
1. Athletics: reduce state funding to Athletics by 50 percent.
2. Transportation Services: reduce state funding to Transportation Services by 100 percent.
3. University Relations and Development: reduce state funding to University Relations and Development by 100 percent.
4. Student Affairs:
   A. more student services to be fee-based;
   B. reduce the number of administrators in Student Affairs;
5. Administration: reduce the number of positions at the director's level and above with the exception of college deans.
6. Computing Services:
   We are concerned with the cost of central computing services provided by Information Services. We request that the IACC and IRMPPC report to the Academic on: (1) what are the essential computing functions on campus; and (2) recommend the most cost-effective ways of delivering those services.
7. Remedial Courses: remedial courses be offered through Extended Education.
8. Faculty Consultation: faculty to be consulted in each college on the question of total personnel costs versus O&E funds.
RESOLVED: That the Academic Senate approve the attached recommendations for accommodating immediate budget reductions; and, be it further

RESOLVED: That the attached recommendations be forwarded to President Baker for his review and consideration.

Proposed By: Academic Senate
Executive Committee
March 9, 1993