PLEASE KEEP THIS AGENDA FOR THE NEXT ACADEMIC SENATE MEETING (scheduled for May 14). DUE TO THE COST OF REPRODUCING THIS MATERIAL, COPIES WILL NOT BE MADE FOR SUBSEQUENT MEETINGS.

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

Academic Senate Agenda 
May 7, 1991  
UU 220 3:00-5:00 p.m.

I. Minutes: Approval of the April 16, 1991 Academic Senate minutes (pp. 2-4).

II. Communication(s) and Announcement(s):  
Academic Senate Election Results 1991-1993 (pp. 5-6).

III. Reports:  
A. Academic Senate Chair  
B. President's Office  
C. Vice President for Academic Affairs' Office  
D. Glenn Irvin - status report on the University Center for Teacher Education  
E. Statewide Senators  
F. CFA Campus President  
G. CSEA Campus President  
H. ASI Representatives

IV. Consent Agenda: 
Resolution on the Academic Calendar—Terry, Chair of the Instruction Committee (p. 7).

V. Business Item(s):  
A. Election of Academic Senate officers for 1991/1992—Hanson, Chair of the Elections Committee.  
B. Resolution on Distinguished Teaching Awards Committee—DeMers, Chair of the Constitution and Bylaws Committee, second reading (p. 8).  
C. Resolution on Academic Probation and Disqualification—Terry, Chair of the Instruction Committee, first reading (pp. 9-12).  
D. Resolution on Job Announcement Recommendation—Torres, Professor, first reading (pp. 13-14).  
E. Resolution on U.S. Ethnic Pluralism Program—Torres, Chair of the U.S. Ethnic Pluralism Development Committee, first reading (pp. 15-16).  
F. Resolution on Proposal to Establish the Agricultural Safety Institute at Cal Poly—Dilger, Professor, first reading (pp. 17-32).  
G. General Education and Breadth Proposals—Burgunder, Chair of the GE&B Committee, first reading (pp. 33-83). (A complete set of course materials can be obtained from your caucus chair.)  
H. Curriculum Proposals—Bailey, Chair of the Curriculum Committee, first reading (pp. 84-94).  
I. Resolution on Proposal to Establish the Coastal Resources Institute at Cal Poly—Vilkitis, Coordinator for CRI, first reading (pp. 95-116).

VI. Discussion Item(s):

VII. Adjournment:
ACADEMIC SENATE ELECTION RESULTS
1991-1993

SCHOOL OF AGRICULTURE
Academic Senate
John Harris
Wesley Mueller
Marlin Vix
Research Committee
Phillip Tong
UPLC
George Hellyer

NRM
Crop Sci
Agribus
Dairy Sci
Agribus

SCHOOL OF ARCHITECTURE AND ENVIRONMENTAL DESIGN
Academic Senate
David Dubbink
Richard Young
Research Committee
Larry Loh

City/Reg Plang
Arch
Arch

SCHOOL OF BUSINESS
Academic Senate
Lee Burgunder
James Buxbaum
David Peach

Bus Adm
Bus Adm
Mgt

SCHOOL OF ENGINEERING
Academic Senate
Daniel Biezad
Chien-Kuo Lo
Jack Wilson
Research Committee
Mahmood Nahvi
UPLC

Aero Engr
Civ/Env Engr
Meh Engr
EL/EE Engr

VACANCY

SCHOOL OF LIBERAL ARTS
Academic Senate
Nancy Clark
Barbara Mori
Alexis Olds
Patricia Troxel

History
Soc Sci
Speech Com
English

SCHOOL OF PROFESSIONAL STUDIES
Academic Senate
Gerald Cunico
Gerald DeMers
Research Committee

Ind Tech
PE/RA

VACANCY
UPLC
VACANCY

SCHOOL OF SCIENCE AND MATHEMATICS
Academic Senate
Christina Bailey
John Marlier
VACANCY
VACANCY
UPLC
Jean Marie McDill

Chemistry
Chemistry
Math
ACADEMIC SENATE ELECTION RESULTS
1991-1993

page two

PROFESSIONAL CONSULTATIVE SERVICES

Academic Senate
Polly Harrigan Housing
Carolyn Proctor Coop Ed
Wendy Reynoso Fin Aid

STATEWIDE ACADEMIC SENATE
Reginald Gooden Poli Sci
ACADEMIC SENATE
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407

Background: At present the University is operating on an approved Academic Calendar extending through the end of 1992. Forthcoming catalog deadlines make it timely to begin campus-wide consultation on the calendar for the next catalog issue, 1992-1994. In accordance with CAM 481 the Vice President for Academic Affairs has proposed a calendar to the President for approval following appropriate consultation including the Academic Deans' Council, Academic Senate, Student Senate, Student Affairs Council, Foundation, and Dean of Students.

RESOLUTION ON THE ACADEMIC CALENDAR

Whereas, Review of proposed academic calendars is a routine matter which need not come before the Academic Senate as a whole; and

Whereas, The Instruction Committee of the Academic Senate is the committee which has been designated to review proposed academic calendars in the past; and

Whereas, The Instruction Committee has sometimes communicated its approval of academic calendars to the Vice President for Academic Affairs via the Senate Office and on other occasions has prepared an appropriate resolution for approval /disapproval by the Senate; and

Whereas, The deadline for resolutions to be submitted to the Academic Senate was April 16, 1991; and

Whereas, The Instruction Committee began its detailed review of the proposed calendars for 1992-1995 on April 18, 1991; therefore, be it

Resolved, That the Instruction Committee will make its recommendations to the Vice President for Academic Affairs on the attached calendar proposals in a memo via the Academic Senate Office, prior to May 10, 1991; and be it further

Resolved, That the Instruction Committee will, henceforth, make its recommendations to the Vice President for Academic Affairs concerning calendar proposals in a memo sent to the Vice President via the Academic Senate Executive Committee prior to the appropriate deadline.

Proposed by: Academic Senate
Instruction Committee
April 23, 1991
Background Statement: The Distinguished Teaching Awards Committee consists of five appointed faculty members who are former recipients of the award and two appointed students with at least a 2.0 grade point average. Upon review of former award recipients, it was discovered that the distribution of the award between Schools is not equitable. It is currently possible that the five members of the Distinguished Teaching Awards Committee could all be from the same School.

AS-91/C&BC
DISTINGUISHED TEACHING AWARDS COMMITTEE

WHEREAS: The current Bylaw, VII.I.4.a. relating to the Distinguished Teaching Awards Committee does not regulate the number of members from any given School; and

WHEREAS: The current wording could result in five faculty members from the same School being on the Committee; and

WHEREAS: Selection of student members does not consider appointment of students with exemplary grade point averages; be it

RESOLVED: That Article VII.I.4.a. of the Academic Senate Bylaws be changed as follows:

4. Distinguished Teaching Awards Committee
   a. Membership
      The Distinguished Teaching Awards Committee shall be composed of five faculty members from different Schools, when possible and two students. The faculty members will be appointed by the Chair of the Academic Senate with the approval of the Executive Committee. These faculty members will be former recipients of the Distinguished Teaching Award and will serve two year staggered terms. No member of this committee shall serve more than two consecutive terms without an intervening period of at least one year. Schools which are not represented during a term of membership will be rotated onto the committee when a member needs to be replaced. The students will be appointed by the ASI, will have at least three consecutive quarters and 36 quarter units with at least a 3.0 grade point average.
Adopted:

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

Background Statement: As one of a number of items affecting student progress, the current policy and practice for Academic Probation and Disqualification has undergone review by the Student Progress Committee and has been forwarded to the Academic Senate for further review and consideration.

AS-91/
RESOLUTION ON ACADEMIC PROBATION AND DISQUALIFICATION

WHEREAS, The California State University policy governing Scholastic Probation and Disqualification is set forth in Title 5, Subchapter 4, Article 1, and in Executive Order No. 186, and

WHEREAS, University policies and procedures are reviewed periodically to ensure their conformity with state and system policies, and

WHEREAS, Policies governing probation and disqualification affect student progress through the university, a process of concern to Cal Poly, and

WHEREAS, The Cal Poly catalog statements concerning academic probation and disqualification do not reflect current practice within the university; therefore, be it

RESOLVED: That the attached statement concerning Academic Probation and Disqualification be adopted as university policy and be published in the university catalog.

Proposed By:
Academic Senate
Instruction Committee
7-0-1
March 13, 1991
Academic Probation and Disqualification

The quality of academic performance is considered in the determination of a student's eligibility to remain enrolled. An undergraduate student becomes subject to academic probation or disqualification under the conditions shown below.

I. Academic Probation:

A. When the current term GPA drops below 2.0 (C) in any term, an undergraduate student is automatically placed on academic probation.

B. When the student's quality points used to calculate the Cal Poly cumulative GPA are 6 or fewer quality points below 2.0 (C), an undergraduate student is automatically placed on academic probation.

II. Academic Disqualification:

A. When the student has been on academic probation for two consecutive terms, the student is subject to disqualification.

B. When the student's quality points used to calculate the Cal Poly cumulative GPA are 7 or more quality points below 2.0 (C), the undergraduate student is subject to disqualification. Such a student on academic probation shall be subject to disqualification:

1. A freshman or sophomore student (less than 90 quarter units of college credit completed) with 22.5 or more quality points below a 2.00 (C).

2. A junior student (90 to 134 quarter units of college credit completed) with 13.5 or more quality points below a 2.00 (C).

3. A senior (135 or more quarter units of college credit completed) student with 9 or more quality points below a 2.00 (C).

A student who is placed on probation or who is subject to disqualification at the end of an enrollment period will be notified by a message on the grade report which is issued following the end of the term in which the student's performance fails to meet the prescribed conditions. In
cases where a student ordinarily would be disqualified at the end of a term save for the impossibility of making timely notification, the student may be advised that the disqualification is to be effective at the end of the next term.
The lists of students eligible for probation and disqualification should be adjusted and consolidated. All determinations of students placed on the lists are made using the Cal Poly current term GPA or cumulative GPA.

List 1: Mandatory disqualification list:

Undergraduate students on Academic Probation are subject to disqualification when their quality points used to calculate the Cal Poly cumulative GPA fall below the levels specified:

A freshman or sophomore student (less than 90 quarter units of college credit completed) with 22.5 or more quality points below a 2.00 (C).

A junior student (90 to 134 quarter units of college credit completed) with 13.5 or more quality points below a 2.00 (C).

A senior (135 or more quarter units of college credit completed) student with 9 or more quality points below a 2.00 (C).

A hold would be placed on their registration.

List 2: Discretionary Disqualification:

Either students with a Cal Poly cumulative GPA above 2.0 (C) but a current term Cal Poly GPA below 2.0 (C) for the second consecutive term; or students with quality points used to calculate the Cal Poly cumulative GPA more than 6 quality points below 2.0 (C) but less than those required for mandatory disqualification.

List 3: Academic Probation:

Students with quality points used to calculate the Cal Poly cumulative GPA 6 or fewer quality points below a 2.0 (C); and "other" students with a Cal Poly cumulative GPA above 2.0 (C) and a current term GPA less than 2.0 (C) but not on academic probation.
ACADEMIC SENATE
of CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

Background Statement:

Cal Poly has recently redoubled its efforts to attract increasing numbers of ethnic minority and female students, and it is in many respects succeeding in such efforts. However, additional innovative methods must be developed to also attract applications from ethnic minorities and females for employment in all categories at Cal Poly.

Such efforts at recruitment in the recent past, while sincere, have met unfortunately with only limited success. For example, in responding to Cal Poly's statement on Affirmative Action in its Self-Study Accreditation Report, the 1989--1990 WASC Visiting Accrediting Team said, "Cal Poly seems stifled in its efforts to achieve success in recruitment and retention of minority and female faculty members. For example, in 1974 Cal Poly had at least six black, female faculty members. Today it has none" (S1-17). It also appears that the number of Chicano professors will drop from ten in 1989 to perhaps as low as six in Fall, 1991. Similar considerations of the need to attract and retain women of any ethnic or racial background are paramount to provide for an educational environment conducive to academic success for both male and female students and students of a variety of ethnic and racial backgrounds.

RESOLUTION ON Job Announcement Recommendation

WHEREAS, Cal Poly has in the recent past had some difficulty in attracting applications for employment from ethnic minorities and women; and

WHEREAS; It is beneficial to diversify our work force regarding the ethnic and gender backgrounds of our employees; and

WHEREAS; Ethnic minorities and women in our job force would be in a position to assist Cal Poly in its affirmative action efforts of recruiting and retaining ethnic minority and women students; and
WHEREAS: The job announcement for positions is a major vehicle to attract applications from ethnic minorities and women; therefore, be it

RESOLVED, That the Academic Senate recommend to the Director of Personnel and/or other appropriate University personnel the inclusion of the following statement as part of the required or desired qualifications for all future job announcements at Cal Poly for support staff, faculty, and administrative positions:

"Demonstrated interest in and involvement with issues related to women students and students from ethnic minority backgrounds";

and be it further

RESOLVED: That the Academic Senate recommend independently to all departments the inclusion of such a statement as either a required or desired qualification in their future job announcements for faculty positions.

Proposed By:
Prof. Luis A. Torres, English, and
The Center for Women and Ethnic Issues
Dr. Willi Coleman, Director

April 17, 1991
Background Statement: The challenge facing our educational system is to provide an environment which encourages students of all backgrounds to fully develop their intellectual ability and prepare them to live productively in a multicultural society. Such an environment requires academic programs and services that give consideration to the multicultural heritage of the student population and of society as a whole.

The success of our multicultural society hinges on the productive interaction between people of different cultures, life styles, and views. Our educational system should be a catalyst for this interaction. Our state universities should create an environment in which every student—regardless of race or ethnic origin—is educated with respect to the cultural pluralism of our society. Cal Poly's academic programs should increasingly reflect this goal. The development of a U.S. Ethnic Pluralism program will promote this University objective.

WHEREAS,
The U.S. Ethnic Pluralism program would introduce a significant and relatively new discipline to our curriculum; and

WHEREAS,
Such a program would promote an enhanced understanding of ethnic cultures and traditions especially in relation to their interaction with those of the dominant culture; and

WHEREAS,
Such a program would develop an appreciation for the contributions of ethnic communities; and

WHEREAS,
This program would foster an analysis of the significant issues and problems facing ethnic communities; and

WHEREAS,
It is imperative that all Cal Poly students develop the understanding required to live and work productively and responsibly in California's and the nation's increasingly multicultural society; therefore, be it
RESOLUTION ON U.S. ETHNIC PLURALISM PROGRAM

RESOLVED: That the Academic Senate of Cal Poly endorse the development of a U.S. Ethnic Pluralism program which would advance instruction about and enhance knowledge of the non-dominant American cultures of Native Americans, African Americans, Chicanos/Latinos, and Asian Americans; and be it further

RESOLVED: That the Academic Senate of Cal Poly appoint an ad hoc committee titled "U.S. Ethnic Pluralism Development Committee" preferably by the end of Spring Quarter, 1991, to further delineate the specific direction of this U.S. Ethnic Pluralism program and to report back to the Academic Senate with its programmatic proposal by the end of Fall, 1991.

Proposed by: The U.S. Ethnic Pluralism Development Committee
(Luis Torres, Chair)
April 17, 1991
Background Statement:

Major problems exist in agricultural safety education because there is no agricultural safety center in the United States whose primary scope is the training and distributing educational materials in farm safety. The majority of information available is outdated. What is available does not address safety problems unique to the California agricultural environment.

Agriculture is the most hazardous area of employment in the state of California. Although accidents in the industry cost employers and insurance carriers millions of dollars yearly in premiums and claims, the public is largely unaware of the seriousness of the problem.

California law SB 198 requires all employers, including the agricultural industry and California Colleges and Universities, to have a safety program in effect by July 1, 1991. Information in safety training necessary to establish the required safety programs and train agricultural employees, 4H personnel, agriculture teachers and others in farm safety is largely unavailable.

Industry has encouraged the School of Agriculture to expand its activities in agricultural safety education. The creation of the Agricultural Safety Institute will fill both a state and national need as a source of information and training in agricultural safety.
RESOLUTION ON

The Proposal to Establish the Agricultural Safety Institute at
California Polytechnic State University
San Luis Obispo

WHEREAS, Agriculture is the most hazardous industry in California; and

WHEREAS, injuries cost the agricultural industry millions of dollars annually; and

WHEREAS, effective hands-on training in agricultural safety can reduce or eliminate injuries; and

WHEREAS, the need for training and up-to-date training materials exists; therefore, be it

RESOLVED: That a privately funded Agricultural Safety Institute be established at California Polytechnic State University.

Proposed by:

Paul Dilger,
Lecturer
Agricultural Engineering

On: May 7, 1991
PROPOSAL
TO ESTABLISH THE

Agricultural Safety Institute at California Polytechnic State University, San Luis Obispo

Submitted By

Paul Dilger, Lecturer
Agricultural Engineering
California Polytechnic State University
San Luis Obispo, CA 93407
Telephone (805) 756-2378/2384
ABSTRACT

Agriculture consistently ranks in the top three (3) industries with the highest number of injuries (National Safety Council). While other industries have made progress in reducing injuries and fatalities, agriculture has not done as well. The nature of the agricultural industry, with its many independent and self-sufficient family operated farms makes it difficult to reach those who need help the most.

Education is a vital link in the process to reduce the number of injuries and fatalities in the workplace. Federal and State funded agencies have very limited resources to use in supporting agricultural safety efforts. The agricultural industry supports safety in a limited way through organizations like Farm Bureau and Grange. Most efforts have been reactionary, not preventative.

The primary goal of the Cal Poly Agricultural Safety Institute is to further education in farm safety through the development of safety programs, training materials and workshops for the agricultural industry. These activities will be carried out by University faculty and staff in close cooperation with and funded by the agricultural industry.

Through effective hands-on training, risks can be reduced or eliminated making agriculture a safer place to work. The agricultural industry has encouraged the School of Agriculture to expand its activities in safety education. The Agricultural Safety Institute will provide a permanent facility for teaching agricultural safety training to a variety of groups from the local to the national level.

The Agricultural Safety Institute will provide a privately funded facility dedicated to developing agricultural safety materials and conducting training in all areas of agricultural safety. Workshops and programs developed by Institute staff will be offered to students, faculty and individuals involved in the agricultural industry. A resource center will be included as part of the Institute. Written, audio and visual agricultural safety training materials developed at Cal Poly will be available for interested individuals. Through Vocational Educational Productions (VEP) audio-video materials will be marketed to the industry.
Background

Agriculture is the largest industry in the United States and California. The workforce is composed of individuals with diverse backgrounds, skills and abilities. Farm workers may be uneducated migrant laborers, farm owners, or highly skilled and trained individuals. One thing they face in common is the risks associated with agriculture. Agriculture consistently ranks in the top three (3) with mining and construction as the most dangerous workplace (National Safety Council). While many industries have reduced their injury and fatality rates, agriculture lags behind.

Many of the injuries and fatalities in agriculture go unnoticed by the general public because they happen one at a time in small communities, unlike the multiple injuries/fatalities of mining accidents or urban construction accidents. Governmental agencies keep vigilant watch over most industries through inspections and training programs. Agriculture as done its best to keep the government out.

Economics are now reaching many in the agricultural industry where government programs were unable. Unemployment insurance costs have risen dramatically. The difference in insurance premiums paid for safe operations ($10.00 per $100.00 pay role) verses unsafe operations ($25.00 per $100.00 pay role) make it uneconomical to ignore safety. Coupled to this, a new California law mandates that employers provide safety training for everyone. Agriculture is not exempt from this requirement. Large fines can be levied against all who do not comply with the new safety training regulation. Many in the industry are now sensitized to the safety issue.

Traditionally, the source of safety information and training has come from farm organizations, governmental agencies and manufacturers of equipment and supplies. The increased demand for information and training has created a vacuum. Much of the information being used needs to be updated and methods of instructing individuals improved.

California Polytechnic State University, San Luis Obispo (Cal Poly) has a reputation in the agricultural industry for up-to-date information and excellence in teaching programs. Because of this reputation, the industry has come to Cal Poly asking for help in obtaining up-to-date instructional materials and training for individuals that could go out and train others. The Agricultural Engineering Dept. has the largest faculty of Agricultural Engineers in the United States experienced in agricultural safety and human factors education.

The agricultural safety faculty at Cal Poly has organized and conducted training seminars and workshops for industry. Insurance carriers of workman’s compensation insurance have stated that the Cal Poly program is the most
informative and useful program available (Appendix A). Cal Poly was approached by private industry in January 1991 regarding the establishment and funding of an Agricultural Safety Institute at Cal Poly. To guarantee this funding, campus approval must be in progress by June 1, 1991. Additional financial backing from industry is expected to be extended to Cal Poly at a meeting of Agricultural Industry members to be held May 17.

Objectives

The establishment of an Agricultural Safety Institute at Cal Poly will provide educational safety awareness and accident prevention programs through a variety of resources. The Institute will enable the following objectives:

- Prepare written learning materials for classroom distribution and available for loan or purchase from the Institute resource center.
- Prepare audio/visual training materials in all aspects of agricultural safety in English, Spanish and other languages based on need and available funding.
- Conduct training workshops for off-campus groups such as agricultural safety consultants, 4-H leaders, farm and ranch foremen, high school agricultural teachers and their classes and farm families.
- Provide health and safety consultants and trainers hands-on workshops, conferences and short courses tailored to meet specific needs.
- Train agriculture consultants how to conduct comprehensive safety evaluations to reduce job risks and provide information to assist in the removal of risk factors in agricultural jobs.
- Develop mobile resource units especially designed and equipped for field training.
- Provide assistance in the design and development of health and safety decals and posters.
- Write and distribute articles for publication in agricultural journals.
- Serve as a national clearinghouse of educational materials on agricultural safety for agricultural safety professionals and industry.
- Provide a facility for Cal Poly faculty, staff and student training.
Benefits

The Benefits to Cal Poly

• Students will receive an additional competitive edge by possessing a high level of safety information and resources.

• Cal Poly faculty and staff will be provided with a facility to develop lessons and teaching aids in safety and methods to integrate these lessons into their existing classes. Resource information developed will be available for all agricultural disciplines.

• A mechanism to train Cal Poly faculty, staff, and students in safe agricultural practices will exist. This will help create a safer workplace.

The Benefits to the State and Industry

• Farmers, ranchers and agriculturalists will receive help to reduce injuries and fatalities.

• Programs will be available to meet state compliance standards.

• An up-to-date study library for teachers, students, safety specialists and other individuals containing a collection of safety materials generated both locally and nationally will be established.

• International computer databases of safety materials will be accessible to specialists and researchers working to solve agricultural safety problems.

• A resource center will be available for senior project development and other student study activities involving health and human factors.
Institute Activities

Current Activities -

- Workshops and training materials completed in the last year.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Cost</th>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td>Machinery/Dairy Safety Workshops</td>
<td>$120,000</td>
<td>4 completed</td>
</tr>
<tr>
<td>Orchard Safety</td>
<td>$10,000</td>
<td>1 completed</td>
</tr>
<tr>
<td>Irrigation Safety</td>
<td>$10,000</td>
<td>1 completed</td>
</tr>
<tr>
<td>Tractor Safety Video Tape</td>
<td>$25,000</td>
<td>Completed</td>
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</table>

- In progress for the coming year.

<table>
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<tr>
<th>Activity</th>
<th>Cost</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Machinery/Dairy Safety Workshops</td>
<td>$30,000</td>
<td>1 funded</td>
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<tr>
<td>Harvest Safety</td>
<td>$20,000</td>
<td>2 funded</td>
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<tr>
<td>Dairy Safety Video Tape</td>
<td>$25,000</td>
<td>Funded</td>
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<tr>
<td>All-Terrain Vehicle Safety Video Tape</td>
<td>$25,000</td>
<td>Funded</td>
</tr>
<tr>
<td>Orchard and Ladder Safety Video Tape</td>
<td>$18,000</td>
<td>Under negotiation</td>
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</tbody>
</table>

Possible Future Activities

The following centers and activities would be an outcome of the proposed Institute.

- Resource Center - The center would collect and make available safety resources developed at Cal Poly or obtained from manufacturers, equipment suppliers, governmental agencies, etc.

- Learning Center - Individuals will be able to come in and educate themselves through tutorials, computer aided instruction and audio-video materials.

- Workshops - the topics currently covered would expand to reach all aspects of agriculture.
Budget

### Income

<table>
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<tr>
<th>Description</th>
<th>First Year</th>
<th>Subsequent Years</th>
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<tbody>
<tr>
<td>Institute Membership (Corporate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial 50 companies @ $5,000</td>
<td>$250,000</td>
<td>$100,000</td>
</tr>
<tr>
<td>Yearly contributions 50 companies @ $2000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institute Membership (Individual)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial 100 individuals @ $1,000</td>
<td>$100,000</td>
<td>$25,000</td>
</tr>
<tr>
<td>Yearly contributions 100 individuals @ $250</td>
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<tr>
<td>Overhead from workshops and training material development (15% of $300,000)</td>
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<tr>
<td><strong>Total Income</strong></td>
<td>$350,000</td>
<td>$170,000</td>
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</table>

### Expenses

**Labor:**

- Director and Assistant Director (1/2 time) $88,000 $88,000
- Staff $40,000 $40,000
- Technicians $30,000 $15,000
- Student Assistants $10,000 $5,000

**Subtotal** $168,000 $148,000

**Materials, Equipment, Supplies:**

- Coursework Development $15,000 $5,000
- Resource Library Development $30,000 $5,000
- Travel $15,000 $5,000
- Office $15,000 $5,000

**Subtotal** $75,000 $20,000

**Total expenses** $243,000 $168,000

### Facilities

Industry has indicated a willingness to fund the construction of a permanent facility to house the Institute. A possible site near Parker Barn has been identified (Appendix B).

- Building Cost (materials and labor) $150,000
- Furnishings $10,000
The organizational chart as proposed for the Agricultural Safety Institute (ASI) is presented below and reflects communication channels within the organization.

**Agricultural Safety Institute**

The proposed Institute will function within the Agricultural Engineering Department at Cal Poly, San Luis Obispo under the direction of the Institute Director and Executive Board Members. The Director will be responsible for soliciting and generating outside funds, and providing direction for workshops, course development and training. The Director will relieve faculty of most of the burden of administrative effort required in the implementation of Institute related training material development and training projects so their efforts may best be utilized for technical support in their areas of expertise. The Director's appointment will be based on a twelve month position at a ranking level equivalent from Associate Professor to a Full Professor, depending upon qualifications.
Executive Board members for the Institute are those persons recommended by the faculty of the Agricultural Engineering Department, via the Vice President of Academic Affairs, to be recommended to the President for appointment. The Executive Board will include three Agricultural Engineering faculty members, as well as two other faculty members from the School of Agriculture, but outside the Department of Agricultural Engineering.

Advisory Board members and the Chairman of the Advisory Board for the Agricultural Safety Institute are individuals recommended for membership by the Executive Board, via the Vice President of Academic Affairs, to be recommended to the President for appointment.

The Advisory Board will provide advice and comment on Institute programs, engage in public relations and fund raising for Institute programs, and provide recommendations for direction to the Institute. Members on the Advisory Board may provide expertise on Institute activities.

Advisory Board members may consist of experts from various disciplines with interest in agricultural safety activities. Other candidates for membership on the proposed Institute's Advisory Board may include individuals from agencies such as the California Department of Food and Agriculture, the USDA Extension Service, National Safety Council, and the National Institute for Farm Safety.

Agricultural safety development projects many times requires interdisciplinary expertise from disciplines outside the School of Agriculture, such as civil, mechanical and electronic engineering, and the social, economic and political sciences. The vast pool of knowledge resources available at Cal Poly in these various disciplines will be sought, organized and utilized by the Institute Director. The Director will manage and direct all support personnel for Institute activities and will operate within University guidelines.
Bylaws of the Cal Poly

Agricultural Safety Institute

California Polytechnic State University, San Luis Obispo

These bylaws are applicable within the authorization established by the Board of Trustees of the California State University and the California Polytechnic State University, San Luis Obispo.

ARTICLE I - NAME

The name of this organization shall be Agricultural Safety Institute (ASI), referred to in these bylaws as the Institute.

ARTICLE II - PURPOSE AND POLICIES

Section 1 - Purpose

The primary purpose of the Institute will be to support the multidisciplinary needs for supporting training and development of training materials as related to agricultural safety education. The Institute will foster interaction between the University and industry, consistent with the overall goals of Cal Poly.

Institute members are faculty and students who have a declared interest in agricultural safety technology, training and research programs as related to activities at Cal Poly.

The Institute will serve as a vehicle for securing industry and state sponsorship and support to sustain agricultural safety training projects at Cal Poly.

The Institute will be financed primarily by industry memberships and grants. It is intended that funds will be secured to support the Institute's administrative cost for an indefinite period.

Section 2 - Policies

The policies of the Institute shall be in harmony with the policies of the California State University, the California Polytechnic State University, San Luis Obispo, and the California Polytechnic State University Foundation.
Section 3 - Dissolution

In the event the Institute is dissolved, its assets remaining after payment of or provision of, all debts and liabilities shall be distributed to the California Polytechnic State University Foundation in trust for Cal Poly.

ARTICLE III - MEMBERSHIP

Section 1 - Class of Membership

Membership in the Institute will be composed of industry members (corporate and individual) and University members (faculty, staff, and students of the California Polytechnic State University, San Luis Obispo). The membership is defined as follows:

a. - Industry - Corporate

Corporate members are companies that have an interest in supporting agricultural safety education.

b. - Industry - Individual

Individual members are those persons interested in the support of agricultural safety education.

c. - University Members

University members are faculty, staff, and students who have an interest in promoting agricultural safety education.

Section 2 - Admission to Membership

a. - Eligibility

Is contingent upon the approval of the Institute's Advisory Board.

b. - Proposal of Members

Any faculty member engaged in an Institute program may propose candidates for membership.

c. - Acknowledgement of Membership
The Director of the Institute shall acknowledge members.

Section 3 - Terms

Terms of members shall be determined by the Director.

Section 4 - Fees and Dues

Industry members (corporate and individual) will pay an initial membership fee and yearly dues. The amount of these fees and dues will be determined by the Advisory Board. No fees or dues will be required of University members.

Section 5 - Role of Members

Members are encouraged to participate in the activities of the Institute. They may propose programs to be implemented by the Institute. If approved, these programs will receive Institute support as necessary and possible. The membership will have priority consideration in Institute activities and interaction with industry.

Members are expected to provide support to the programs of the Institute and assist the Director in program development.

ARTICLE IV - ADMINISTRATION

Section 1 - Director

The Institute will be administered by a Director, recommended by the Institute's Executive Board and approved by of the Vice President for Academic Affairs, on recommendations of the Agricultural Engineering Department Head and the Dean of the School of Agriculture.

The Director will serve at least on a half time basis, duration depending on available funding obtained. The Director will report to the ASI's Executive Board.

The Director will submit an annual report to the Vice President for Academic Affairs, the Dean of the School of Agriculture, the Associate Vice President for Graduate Studies, Research, and Faculty Development, and members of the Institute's Advisory Board. The report will include a summary of:

(a) what was done

(b) who did it
(c) how it was financed
(d) future plans

The Director will be responsible for soliciting and generating outside funds, and providing direction for workshops, training material development and training projects. The Director will manage and direct all support personnel for Institute activities and will operate within University guidelines.

Section 2 - Administrative Support

Administrative support will initially be provided incident to the Institute needs by part-time personnel. As Institute activities increase and additional financial support is obtained, administrative support will become a full-time responsibility.

ARTICLE V - EXECUTIVE BOARD

Section 1 - Executive Board

Executive Board members for the ASI are those persons recommended by the faculty of the Agricultural Engineering Department, via the Vice President of Academic Affairs, to be recommended to the President for appointment. The Executive Board will include three Agricultural Engineering faculty members. In addition, two faculty members from outside of the Agricultural Engineering Department, but from within the School of Agriculture will also be on the Executive Board.

Section 2 - Powers and Duties

The Executive Board shall provide advice and comment on Institute programs, shall engage in public relations and fund raising for Institute programs, and shall provide overall guidance and direction to the Institute. The Executive Board will assist in establishing policies for the operation of the Institute. School of Agriculture faculty and members on the Advisory Board may provide expertise on Institute activities.

Section 3 - Meetings

The Executive Board will meet at least once a year to review Institute programs and to provide general recommendations to the Institute. The Executive Board
may elect to meet for special purposes at any other times upon agreement of a majority of Board members.

Section 4 - Number Constituting a Quorum

A majority of members shall constitute a quorum.

ARTICLE VI - ADVISORY BOARD

Section 1 - Advisory Board

Advisory Board members and the Chairman of the Advisory Board for the Agricultural Safety Institute are individuals recommended for membership by the Executive Board, via the Vice President of Academic Affairs, to be recommended to the President for appointment.

The Advisory Board will include at least twenty members from outside the University that represents the agricultural industry, a state agency and/or a national agency.

Section 2 - Powers and Duties

The Advisory Board shall provide advice and comment on Institute programs, shall engage in public relations and fund raising for Institute programs, and shall provide recommendations for guidance and direction to the Institute. The Advisory Board will recommend policies for the operation of the Institute. Members on the Advisory Board may provide expertise on Institute activities.

Section 3 - Meetings

The Advisory Board will meet at least once a year to review Institute programs and to provide general recommendations to the Institute. The Advisory Board may elect to meet for special purposes at any other times upon agreement of a majority of Board members, the Institute Director, and the Executive Board.

Section 4 - Number Constituting a Quorum

A majority of members shall constitute a quorum.
ARTICLE VII - FISCAL POLICIES

Section 1 - Fiscal Year

The fiscal year shall correspond to that of the Cal Poly Foundation.

Section 2 - Accounts and Audit

The books and accounts of the Institute shall be kept by the Cal Poly Foundation in accordance with sound accounting practices, and shall be audited annually in accordance with Foundation policies.

Section 3 - Funding

Funding for the Institute shall come from private solicited sources, gifts, and fees from Institute generated short courses, conferences and publications, and from the State.

ARTICLE VIII - AMENDMENTS

The bylaws may be amended by a two thirds vote of the Advisory Board voting at any meeting of the Institute, provided that each member had received an advance notification of the proposed amendment. They may also be amended on recommendations of the Director and approved by the Advisory Board.
APPENDIX A & B HAVE NOT BEEN INCLUDED IN THIS AGENDA. They are available in the Academic Senate Office and Graduate Studies Office.

APPENDIX A - Letters of Support

- Lark Carter, Dean, School of Agriculture
- Ed Carnegie, Head, Agricultural Engineering Department
- Richard J. Williams, Manager, Safety and Health Services
  State Compensation Insurance Fund
- Dan M. Hair, Vice President, The Zenith, Zenith Insurance Company

APPENDIX B - Suggested Location and Preliminary Drawing of Cal Poly Agricultural Safety Institute.

APPENDIX C - Resumes

- Paul Dilger H.
- James Bermann
- M. Stephen Kaminaka
- Richard A. Cavaletto
Background Statement:

In 1988, representatives of the Morro Bay Task Force approached President Baker to determine campus interest in establishing a unit which would function as a research arm of a proposed Morro Bay Research Foundation. The Associate Vice President for Graduate Studies and Research called together campus faculty members with research interests in estuarine studies to explore their interest in establishing such a center. These faculty members met over the last three years, developing a theme and expanding their membership to include active representatives from five of the seven schools. The proposed academic unit is intended to be interdisciplinary, and would be situated administratively in the Office of Graduate Studies and Research. The results of that planning and deliberation is expressed in this proposal, forwarded by the chair of the ad-hoc committee for the formation of a Coastal Resources Institute.

Coastal resources (air, water, land, soil, watersheds, beaches, lagoons, estuaries, wildlife, fisheries and nearshore continental shelf) have been seriously threatened and/or altered by California's population growth and development. Many fragile coastal zone areas have been overwhelmed by human activity, resulting in land-use changes, altered runoff volumes and quality, environmental disturbances and degradation, numerous forms of pollution, offshore changes in fisheries, and sedimentary depletions caused by oil and mineral exploration in surrounding watersheds. Much of our coastal zone has been destroyed or altered through man's activities, and no coastal resources have remained untouched.

It is in response to this critical local, regional and international need for coastal resources management that the Coasta Resources Institute (CRI) is being proposed. Studies, programs, and strategies must be developed to mitigate, reverse, improve and/or properly manage the harmful effects that man's activities have had and are continuing to have on the world's coastal environments.

Adopted: _______
RESOLUTION ON

The Proposal to Establish the Coastal Resources Institute at California Polytechnic State University San Luis Obispo

WHEREAS, the coastal system is experiencing the most rapid human expansion in history; and

WHEREAS, the natural resources of the system are in jeopardy due to this rapid expansion; and

WHEREAS, the coastal system could benefit from interdisciplinary approaches to resources planning and management; and

WHEREAS, Cal Poly, has the technical and professional capabilities to provide such planning and management; and

WHEREAS, the expertise needed to address these issues is spread among a number of schools at Cal Poly; and

WHEREAS, it is desirable to provide these interested faculty members with a focus to concentrate their energies; be it

RESOLVED: That a Coastal Resources Institute be established at California State University as recommended in the attached proposal.

Proposed By:

James R. Vilkitis
Professor
Natural Resources Management Coordinator for CRI

On: April 22, 1991
INTRODUCTION

Background
Coastal resources (air, water, land, soil, watersheds, beaches, lagoons, estuaries, wildlife, fisheries and nearshore continental shelf) have been seriously threatened and/or altered by California's population growth and development. Many fragile coastal zone areas have been overwhelmed by human activity, resulting in land-use changes, altered runoff volumes and quality, environmental disturbances and degradation, numerous forms of pollution, offshore changes in fisheries, and sedimentary depletions caused by oil and mineral exploration in surrounding watersheds. Much of our coastal zone has been destroyed or altered through man's activities, and no coastal resources have remained untouched.

The negative economic impact caused by coastal activities continues to grow. Due to the state of crisis facing much of this fragile coastal zone, it is apparent to federal, state and local governments that the coastal zone needs special study and management. Problems facing the coastal zone are unique, multifaceted, and complex. They include various forms of toxic pollution, lost or reduced animal and plant habitat, public access and open spaces, plus the massive effects of land-use changes. Solutions to complex problems are beyond the scope of a single academic discipline. Research and management directives must be coordinated among the various relevant academic disciplines and involve the responsible political authorities in order to develop and implement management strategies within the coastal zone that benefit both nature and man. An interdisciplinary

*The term "coastal/coast", as used in this proposal, defines broad regions of land and water adjacent to, and including the shore. The word is meant to refer to a region(s) of indefinite width that extends from the sea inland to the first major change in terrain features, or the watershed(s) that influences, controls, or determines the features or activities in the ocean-land interface; and to the ocean areas that are impacted by man's activities.
approach is vital to problem solving and a necessity in developing implementation strategies necessary to reverse the present trend of coastal resources degradation.

Proposal
It is in response to this critical local, regional and international need for coastal resources management that the COASTAL RESOURCES INSTITUTE (CRI) is being proposed. Studies, programs, and strategies must be developed to mitigate, reverse, improve and/or properly manage the harmful effects that man's activities have had and are continuing to have on the worlds coastal environments.

MISSION AND GOALS

A balanced, realistic perspective of coastal resources management is vital in attempting to develop programs that successfully integrate the coastal environments' physical, biological, and social aspects. CRI welcomes all professional disciplines involved with and manage the coastal environments.

Mission
The CRI mission is to conduct research, develop programs and strategies that will serve to improve coastal resources management by mitigating the impacts of human development on the coastal environment. Research will be directed toward both narrow, single discipline problems and broader problems requiring multiple disciplines. The latter may address conflict resolution among vested coastal resource users. Management decisions and implementation strategies, within coastal environments, to be effective will be based on current cross-disciplinary analysis, assessment, and evaluation.

Goals
• provide opportunities for faculty, staff and student cooperation and integration by participating in a university-wide, interdisciplinary effort to develop programs to manage coastal resources
• provide opportunities for professional, intellectual, and personal growth through applied research and development activities
• analyze, plan and implement activities in coastal environments that benefit both human and natural systems
• review literature and state-of-the-art technologies that may be applied to the coastal zone
• provide the opportunity for faculty to apply current research and learnings to teaching and instructional programs
• invite the local, regional and national community to participate and promote the transfer of information and technologies through applied research
• conduct cross-disciplinary applied research that will inform the public and decision makers about mitigation, management, and implementation strategies that impact coastal resources
• develop a computerized data base (including literature) and techniques for resources information distribution
• develop educational programs that will inform the public at large as well as decision makers about the major issues, concerns, and opportunities available to management in the coastal zone
• allow interdisciplinary teams the opportunity to work toward a single goal that unifies their research energies
• create an institute which is self-sustaining, is complementary to and enriches other programs, activities, and institutes at Cal Poly
• obtain nonprofit status for CRI
• provide a vehicle (workshops, conferences and symposiums) for the exchange of ideas and skills from the physical, biological, social, and economic sciences, as well as engineering and technology, and the arts and humanities.

**NATURE OF PROJECTS**

The kinds and magnitude of research activities that could be performed under the auspices of CRI are varied. They could range from simple vertebrate species identification to complex interdisciplinary regional cross impact assessment methodologies. Recently faculty working under the CRI concept have successfully obtained approximately $350,000 in contracts from the Central Coast Regional Water Quality Control Board. The studies include designating the beneficial use categories of water in the Central Coast, leading to the development of a basin plan; another deals with an interdisciplinary assessment of the quantity of mercury entering Lake Nacimiento, and the preparation of a watershed management plan, etc. Faculty used an interdisciplinary team approach to proposal preparation.
The Food Science and Nutrition Department supports CRI and is actively engaged in pursuing research in marine food production development, natural products from the marine ecosystem, and nutritional evaluation of marine food products. Their support and participation could be an important link in solving management problems associated with the population dynamics of marine ecosystems and in identifying and solving problems with harvesting coastal food resources.

A search through the 1990 Annual Report from the Grants Development Office reveals a number of projects that might have benefited from being part of CRI. These include proposals for studying the environmental conditions of Morro Bay, the Monarch butterfly, and local fish populations.

CRI: THE PROPOSED INSTITUTE

It is clear from the formation of local and regional conservation and environmental groups that there is intense national interest in the study, management, and development of coastal resources. However, many study and research needs sought by these groups require institutions with a diverse and interdisciplinary resource base which is generally not continuously available in the public or private sector. Large public/private institutions may contain the expertise necessary for meeting the challenges of the conservation groups, but were not organized for such purposes. CRI would provide the institutional structure and Cal Poly the diverse faculty for such activity while at the same time complementing the educational mission of the university. Government and private agencies would, through the Cal Poly Foundation, be able to contract with CRI for specific research, management and coastal resource studies.

The faculty in Biological Sciences, City and Regional Planning, Civil and Environmental Engineering, Food Science and Nutrition, Landscape Architecture, Physical Sciences, Natural Resources Management, Soil Science, and other departments are enthusiastic at the prospect of developing an institute that would focus on research directed at solving the varied and diverse management problems associated with marine and coastal resources.
Membership
Membership will consist of faculty, and staff of Cal Poly with an interest in studying and researching coastal resource issues. In addition, CRI faculty-selected consultants and research associates working on CRI projects may serve as adjunct faculty to the university. Cal Poly students may be hired to work on projects as adjunct staff.

Organization
The Director of the CRI as a multidisciplinary entity would report to the Associate Vice President for Graduate Studies and Research. The Director/Coordinator of CRI would act as administrator to the institute, providing support to the various projects undertaken by faculty and staff. Each project would have a project director who would be directly responsible for its implementation and accounting. Funds would be managed by the Cal Poly Foundation, which would also serve as the funding recipient on behalf of CRI.

Location
During CRI's demonstration phase it is not anticipated that a specific physical space will be required to conduct activities. The Director would serve as the focal contact for CRI business using his/her university office. Monthly or quarterly membership meetings will be held to update the membership of CRI activities. Other CRI members as identified in the Annual Membership List can serve as a CRI contact. The Applied Research and Development Facility (ARDFA, Bldg #4) and the Natural Resources Management Department in the School of Agriculture have both agreed to house the institute temporarily when physical space is required for specific projects.

The decision on permanent housing will be made when there are sufficient research activities to warrant such space. The Executive Committee will initiate such a request through appropriate university channels. It is anticipated that as research activities increase during the third and fourth year a permanent on-campus location will be necessary. The location could be in Bldg 04 or another site on campus.

Although not a requirement for the successful initiation of CRI, an off-campus research/teaching facility, located on the coast, would be desirable for some CRI activities. It is possible that through appropriate non-university funds such a facility could be secured and jointly used by CRI research faculty, guest scientists and
educators. An off-campus, ocean side locality is desirable in such research needs as in-lab seawater biological studies, nutrition, and mariculture studies, as well as in the housing of equipment used in coastal research.

On California's Central Coast, one of the most attractive and diverse areas of the coastal zone is Morro Bay. It offers a typical example of a complex coastal/urban environmental interface which involves farming, rapid urban growth, overlapping political jurisdictions, a strong environmental movement, a diverse natural environment, etc. It is situated eleven miles from Cal Poly and provides an excellent environmental lab and testing ground for research and development activities associated with the coastal system. Morro Bay could serve as a environmental laboratory, outdoor classroom, and training facility for CRI faculty conducting coastal research projects.

**Advisory Board**
An Advisory Board composed of 12-30 community leaders will provide outside consultation and direction to CRI and will meet with CRI's Director/Coordinator and project managers at least once a year to review the work and advise on future directions.

**Rules of Operation**
The CRI shall follow the rules of formation and operation for Institutes and Centers as laid down in Administrative Bulletin 87-3.

**Research Activities**
The CRI will serve as a multifaceted interdisciplinary research institute for the organization of coastal studies. Such facets will include primary research, applied research, data collection, evaluation, organization, and the enhancement of education in the coastal zone, region, community, Rancho El Chorro, and Cal Poly.

CRI would provide many opportunities for student learning through theses research and class activities. Class projects could be directed toward research and data collection and toward practical resource management problems which contribute to faculty and student learning and development. It is expected that much of the work will benefit the quality of human life as well as the natural environment.
Funding
Initially, start up resources will be requested from the Vice President for Academic Affairs. Costs are assessed to be 0.6 FTE (27 WTU's) and $10,000 for approximately two years. The FTE's will be used for the purpose of securing grants, funds, gifts and monies from various sources. CRI will receive the assigned time and monies, and the Director will allocate the resources in conjunction with the Executive Committee. The monies will be used for travel and expenses incurred in securing grants and funding.

It is anticipated that once CRI is official, funds for research activities will be a function of communicating the CRI concept to the various federal, state and local agencies and developing proposals.

During the past three years Cal Poly faculty communicated the CRI concept to the RWQCB which resulted in RFP's totaling about $500,000. The faculty were successful in securing about $350,000. This amounted to almost what could be called a sole source contract. There was only one other institution that was allowed to bid on a few of the RFP's. It is anticipated that other federal, state, and local agencies have the same needs as the RWQCB, and that once contact is made and the interdisciplinary concept of CRI communicated, CRI will be able to be financially self sufficient.

Grant funding would be used to support, (1) a full and part time technical and clerical staff, (2) a core research and administration program, and (3) assigned time for faculty, staff and students. The following schematic identifies approximate percentage of positions necessary to implement CRI over a five year period. University support, (1.2 FTE's), is requested for the first two years. It is anticipated that the majority of technical and clerical support for this time will come from contracts; and the positions will be self supporting thereafter. The "X" for RWQCB identifies current contracts, while the row for "OTHERS" identifies potential.
Basic grant administration costs of the Foundation and the university will be covered by indirect costs generated from CRI grants. The RWQCB contracts have indirect costs of approximately 25% which, over a two year period, will bring about $8,000 back to CRI for infrastructure cost.

During the first two years of operation, in order to adequately cover CRI infrastructure cost, CRI is requesting 1.2 FTE's and $20,000. This will be supplemented by the 40% uncommitted indirect costs that are returned to the project.

For all proposals generated for the first five years CRI will stress that they carry the maximum indirect cost rate of 49% of salaries and wages. This will allow CRI to become self-sufficient within three years.

In addition, depending on the sponsor and circumstances of the RFP, CRI will require that administrative activities for each project be covered as a line item in the budget.

During our start up period CRI faculty will actively seek other sources of funds which may include gifts, donations and co-funding or the selling of memberships to cover administrative costs. The latter may allow sponsors greater access for research endeavors.

When funded projects require physical space, CRI will utilize ARDFA, Bldg 04, and take advantage of the sharing of indirect costs identified

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in Adm. Bulletin 90-2. It is anticipated that by year five, CRI will be housed in Bldg 04 or have its own structure. Within five years, it is anticipated that a university policy dealing with indirect cost sharing will be developed for applied research facilities that do not have general fund or other continuing sources of support.

The Cal Poly Foundation, through CRI, would serve as a recipient of funds for research proposals which would be developed as either part of a master research program developed for CRI, as an independent faculty-generated project, or at the request of outside agencies or organizations.

CRI is proposed as a nonprofit institute, and will be under the jurisdiction of the Cal Poly Foundation.

**Resources/Facilities**

Initially CRI will utilize campus, department and faculty resources, e.g. computer, library, and laboratory facilities. The faculty that are involved with developing this proposal have expressed a willingness and desire to work together and to share resources and facilities to accommodate the development of CRI.

The faculty will schedule research activities on campus so that resource facilities will not impact any existing programs or activities. The start-up resources that will be used for CRI are presently available to faculty and will not be utilized in any way that will detract from the primary purpose of education.

It is difficult to predict, with any degree of certainty, the type of resources that will be necessary. The following is an appropriate subset of what might be necessary and represents a reasonable view of the type of functionality required. This list is approximate as to machine and software type, and merely serves an an indication of the level of sophistication that may be required. Most, if not all, of these resources are available on campus.

- HP 9000 Workstation and Supporting CAD/CAM Software
- DEC VAX Station and Supporting CAD/CAM Software
- GIS system, including digitizer, plotter
- Apple and IBM PC network
- SLONET access
- Access to a data base (IBM)
- VT 3 xx
A specific set of software applications, operating systems and language that can be used for research

Current hardware systems available for use on campus include an IBM/3090/400E Super Computer, Sequent Balance 8000, SUN network, DEC VAX 750 and pyramid 98XE. Cal Poly's mainframe is linked by a system-wide network to computing resources at other CSU campuses, large data base national networks and information services. Several microcomputer facilities are available at Cal Poly for research and development.

The Kennedy main library at Cal Poly has reasonable coastal research literature available at the present time. An inter-library loan program would facilitate access to library resources outside of the main library.

PROGRAM DEVELOPMENT

Data Base and Clearinghouse
The CRI will initially start forming a data base on the Central Coast watersheds through research projects from RWQCB. The data base will be extended to other watersheds, environments and coastal regions as research opportunities become available.

The initial data base generated from the biological and physical science, and engineering disciplines will include species lists, habitat inventories, watershed geologic and sedimentation data, water and sediment physics and chemistry, tidal flow, hydrology etc. A related data base on ocean, coastal, and environmental engineering would also be developed. Facilities currently exist in the Natural Resources Management and Landscape Architecture Departments and in the School of Engineering to store and manipulate this type of data with expert graphic information systems, such as ARC/INFO.

It is expected that state, federal and local governments/agencies would cooperate in using and funding this information data base, and that the presence of CRI would enhance relationships between the university and those agencies by providing a current and comprehensive data base for management, educational and research endeavors.
As a clearinghouse, the CRI would create a forum for defining, studying, and resolving public policy and resource management issues in the coastal zone. The forum could incorporate national, state, and local policies, especially those involving conflict-resolution of matters such as marine terminal basing, offshore oil drilling, land use policies, pollution control and property rights. This function may develop into an economic and geoeconomic model building exercise with complex cost-benefit analysis within a multifaceted economy.

Development of Descriptive and Predictive Models
Natural Resources Management, Landscape Architecture, Physical Sciences, Biological Sciences, Civil and Environmental Engineering, and other departments have a great interest in developing and expanding software and computer systems for preparing computer simulated models.

Initially the models would include basic physical, social and biological features in the landscape and develop into integrated holistic predictive simulation models capable of simulating a variety of political, social and engineering scenarios.

Development of Specific Research Programs
It is important that research projects be conducted with a sense of continuity, cross-disciplinary cooperation, and that these projects contribute to research, education and management of the coastal ecosystems. Research endeavors should be directed, proposed and guided by the mission and goal statement of the CRI.

Some research areas identified by CRI faculty which have immediate potential for funding are:

- Salt water contamination and intrusion
- Beneficial use designations for water bodies
- Dredging impacts on Morro Bay (physical, biological, social, and political)
- Land use changes
- Enhancement of rare plant habitats
- Identification of eel grass habitats/use in the estuary
- Land use conflicts
- Political and jurisdictional management conflicts
- The estuary as a marine nursery
- Interdisciplinary management implementation models
- Human population growth patterns
- Erosion and sediment in filling of tidelands
- Patterns of land development
- Hydraulics of tidal and wave action on beaches and bay environment
- Coastal modeling

Public Education
The CRI expects to work with docents of museums, conservation and industry groups, local and county planners, and others in communicating the critical factors influencing the management of the coastal zone. The CRI faculty can play an important role in developing education and outreach programs through technology transfer methodologies for local, state and federal governments and agencies.

Enhancing Student Programs
The presence of specific research and public information programs developed by CRI would facilitate and enhance teaching programs utilizing new research data and interdisciplinary team activity. Biology, Engineering, Geology, Land Use, Political Science, and Resource Management courses would gain from the presence of CRI's facilities, student project opportunities, and from the sense of continuity developed by student contribution to a program of greater scope. In the future it is likely that CRI could provide opportunities to substantially enhance the university's curriculum research and information transfer mechanisms.

SOURCES OF FUNDING
The Institute shall be self-sustaining, with funds coming from grants developed by the Director/Coordinator and CRI members. In kind contributions from the university, in the form of office and laboratory space, may be required in the initial stages of formation.

One of the prime advantages of the CRI will be to act as the recipient of grants, awards and contracts through Cal Poly Foundation. The CRI interdisciplinary approach to proposal development is considered very advantageous in obtaining funds, as opposed to a proposal developed by a single faculty member or discipline. It is especially important when addressing coastal resources problems to develop proposals that are interdisciplinary and regional in scope.
The CRI would coordinate faculty and students to participate in interdisciplinary efforts and provide a means to secure resources that would otherwise be unattainable by a single researcher or discipline. It is anticipated that outside resources, during times of limited funds, could improve facilities for applied research and instructional programs.

Sources
- State of California Department of Fish and Game
- U.S. Army Corps of Engineers
- California Regional Water Quality Control Board
- State of California Coastal Conservancy
- Nature Conservancy
- San Luis Obispo County
- California Department of Transportation
- Land Conservancy
- San Luis Obispo County
- California Department of Parks and Recreation
- California Department of Forestry and Fire Protection
- Pacific Gas and Electric
- U.S. Fish and Wildlife Service
- Port San Luis
- PG&E
- Private Industry
- Foundations

Coordination
CRI expects to work very closely with other institutes and centers within the university and with groups outside the university that will be independently seeking grant monies. For example, the Bay Foundation, if Morro Bay, may seek grants but does not have the technical capability to complete the project. CRI will be able to provide the technical capabilities needed to supplement their proposal. Groups, within the Central Coast, such as the Coastal Conservancy and Regional Water Quality Control Board may want to utilize CRI’s pool of researchers rather than relying on institutions in other regions to provide solutions to local environmental problems.

It is expected that CRI would act closely with Federal and State agencies such as the U.S. Fish and Wildlife Service, California Department of Fish and Game, California Department of Parks and Recreation, Coastal Conservancy, U.S. Army Corps of Engineers, and
the Environmental Protection Agency. This would be an advantageous relationship for students, faculty and the environment.

KEY FACULTY

**School of Agriculture**
- Stephen M Kaminaka Ph.D. Professor of Agriculture Engineering. Waste disposal systems and computer applications
- Robert O Noyes Ph.D. Professor of Food Science and Nutrition. Coastal food resources (fisheries).
- Joseph Montecalvo Ph.D. Professor of Food Science and Nutrition. Coastal food resources (fisheries).
- Mary E Pedersen Ph.D. Professor of Food Science and Nutrition. Coastal food resources (fisheries).
- Douglas Piirto Ph.D. Professor of Natural Resources Management. Coastal Forest Resources Management.
- James R Vilkitis Ph.D. Professor of Natural Resources Management. Regional resources planning and interdisciplinary team management.

**School of Architecture and Environmental Design**
- Linda Dalton Ph.D. Department Head and Professor of City and Regional Planning. Local and regional planning, assessment and implementation.
- David Dubbink Ph.D. Professor of City and Regional Planning. Coastal Management and Policies.
- Gerald L Smith. Professor of Landscape Architecture. Five Interested Faculty. Computer applications of geographic information systems, landscape analysis, assessment, planning, visual impact analysis.

**School of Engineering**
- R. V. Craig Ph.D. Professor of Civil and Environmental Engineering. Structural engineering.
- Jay Scott DeNatale Ph.D. Associate Professor of Civil and Environmental Engineering. Geotechnical engineering.
- Stephen Hockaday Ph.D. Professor of Civil and Environmental Engineering. Fifteen Interested Faculty. Transportation, Port Systems, Geotechnical, Structural, and Water Resources.
- Carl C F Hsieh Ph.D. Professor of Civil and Environmental Engineering.
- Chien-Kuo Lo Ph.D. Associate Professor of Civil and Environmental Engineering. Hydraulic engineering.
- Edward A Nowatzki Ph.D. Associate Professor of Civil and Environmental Engineering. Soils and Geotechnical Engineering.
- Celina U Penalba Ph.D. Lecturer of Civil and Environmental Engineering. Marine structures and dynamic load engineering.
- Robert Earl Sennett III, Ph.D. Professor of Civil and Environmental Engineering. Civil engineering and engineering mechanics.
- Edward C Sullivan Ph.D. Associate Professor of Civil and Environmental Engineering. Traffic and highway engineering.
- Samuel Vigil Ph.D. Professor of Civil and Environmental Engineering.

School of Liberal Arts
- Richard Kranzdorf Ph.D. Professor of Political Science. Policies of Continental Shelf Development.
- Dianne N Long Ph.D. Professor of Political Science. Political structure, implementation strategies,
sampling methodologies, and environmental impact assessment

School of Science and Mathematics

- Leslie S Bowker Ph.D. Professor of Biological Sciences. Computer applications to biological systems
- David H Chipping Ph.D. Professor of Physics. Geography, Hydrogeology and Sedimentation.
- Royden Nakamura Ph.D. Professor of Biological Sciences. Aquatic fresh and salt water biology.
- Thomas L Richards Ph.D. Professor of Biological Sciences. Aquatic invertebrates
- Aryan I Roest Ph.D. Professor of Biological Sciences. Vertebrate Zoology.
These bylaws are applicable within the authorization established by the Board of Trustees of the California State University (CSU) and the California Polytechnic State University (Cal Poly).

ARTICLE I - NAME

The name of this organization shall be the Coastal Resources Institute (CRI).

ARTICLE II - PURPOSE

Section 1 - Direction
The CRI is a non-profit, non-partisan organization established for educational, research, and service purposes. The CRI will promote the study of coastal resources, their management, and public participation in the decision making process. The CRI programs will be of an applied nature involving students, faculty, and community.

Section 2 - Policies
The policies of CRI shall be in harmony with the policies of the Trustees of the CSU system and Cal Poly.

Section 3 - Dissolution
In the event CRI is dissolved, its assets remaining after payment of, or provision for payment of, all debts and liabilities shall be distributed to the Cal Poly Foundation in trust for the University.

ARTICLE III - MEMBERSHIP

There shall be one class of membership and each member shall have equal rights and voting privileges. Only faculty and staff of Cal Poly shall be members of CRI; membership is open to all interested faculty and staff.
The Director and the Executive Committee of CRI shall acknowledge members through the publication of an annual list.

ARTICLE IV - CRI ADMINISTRATION

Administrators of CRI shall consist of a Director, Associate Director(s), Research Associate(s), and those others selected by the membership with the consent of the Executive Committee. The Director shall carry on the day to day management and administrative activities of CRI. The Associate Directors may be identified for administration, new project development, capital campaign, etc. Research Associates may be identified for specific research projects.

Staff members shall work under the direction of an administrator who is supervised by the Director. Staff members are those persons serving the University in an instructional or non-instructional program of CRI.

The Director will report to the Associate Vice President for Graduate Studies and Research.

ARTICLE V - ADVISORY BOARD

Section 1 - Composition
The Advisory Board to CRI shall consist of at least nine but no more than 30 persons recommended by the membership and approved by the President of Cal Poly.

Section 2 - Powers and Duties
The Advisory Board shall provide advice and comment on CRI programs, shall engage in public relations and fund raising for CRI programs, and shall provide overall guidance and direction to CRI. The Advisory Board may select such additional persons to serve as non-voting Honorary Advisory Board members as it deems appropriate.

Section 3 - Meetings
The Advisory Board shall meet at least once a year to review CRI programs and to provide general direction. The Advisory Board shall select a chair who will preside at meetings. The chair shall serve for one year and can run for re-election. The date of the Advisory Board meeting shall be at the pleasure of the Advisory Board.
Section 4 - Number Constituting a Quorum
A majority of the Advisory Board then in office shall constitute a quorum for the transaction of business at a meeting of the Advisory Board. The members present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of members from the meeting.

ARTICLE VI - EXECUTIVE COMMITTEE

Section 1 - Composition
There shall be an Executive Committee composed of the Director of CRI, five other members of the University and three members of the Advisory Board who are non-voting members.

Section 2 - Membership
A nominating committee of the membership shall propose Executive Committee members for vote by the membership. In the first year of operation, members to the Executive Committee will be recommended by the membership and approved by the Associate Vice President of Graduate Studies and Research.

Section 3 - Meetings
The Executive Committee shall meet once each quarter, except summer quarter.

Section 4 - Duties
The Executive Committee shall provide the general guidance related to the business activities and affairs of CRI. The Director shall implement those decisions.

A report of CRI activity shall be submitted to the Advisory Board for information at its Annual Meeting with the Honorary Board unless a special meeting is called for that purpose.

Section 5 - Terms
The Executive Committee shall serve staggered three (3) year terms of office.

Section 6 - Conduct of Meeting
Meetings shall be governed by Robert's Rules of Order, as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with the CSU and Cal Poly.
ARTICLE VII - FISCAL POLICIES

Section 1 - Fiscal Year

The fiscal year shall be in accordance with that specified by Cal Poly.

Section 2 - Accounts and Audit

The books and accounts of the CRI shall be kept by the Cal Poly Foundation in accordance with sound accounting practices, and shall be audited annually in accordance with Cal Poly policies.

ARTICLE VIII - OPERATING GUIDELINES

The Executive Committee may develop operating guidelines to implement these bylaws.

ARTICLE IX - AMENDMENTS

The bylaws may be amended by a two-thirds (2/3) vote of the members of the Executive Committee voting at any meeting of CRI. Each member shall have two (2) weeks advance written notification of the proposed amendments.
To: Academic Senators  

From: Craig Russell, SLA Caucus Chair  

Subject: An Amended version of the U.S. Ethnic Pluralism Program Resolution

When the Executive Committee met on April 23 Luis Torres submitted a resolution that had been drafted after months of work by the U.S. Ethnic Pluralism Development Committee. After some discussion, I proposed an amendment to their initial plan: the amendment passed and then the motion passed as amended. It is that amended version that you see in your packet affixed to today's agenda.

In the meantime, however, I have consulted with the U.S. Ethnic Pluralism Development Committee and have arrived at yet another revised version of the resolution that is—in my mind—an improved version of the resolution. It is much clearer than the older one, and presents a more articulate and noble vision of what we wish to accomplish.

I feel it is absolutely imperative that we as a body pass this resolution as soon as possible. We should act expeditiously and positively. Three strong reasons for doing so are:

1. **Morally, it is the right action to take at this time.** The cultures of North and South America, Asia, Africa, Mexico, etc. are NOT "peripheral" and second-rate. It is time for us to include and to accept the contributions of American and world cultures into our own curriculum and our own campus.

2. **The resolution deals with Americans and American cultures.** If American universities do not esteem their own cultures, then who will? It is ironic and embarrassing that many of my German colleagues know more about Lakota or Hopi music than my fellow musicologists that came out of the American university system. My friends in Spain know more about Langston Hughes and Frederick Douglass than most of us—and I am embarrassed. It is time for Cal Poly to include as part of the mandatory curriculum courses that deal with such brilliant writers, leaders, and artists as Frederick Douglas, Al Momaday, LeRoi Jones, Duke Ellington, Fannie Lou Hamer, Louis Ballard, Sor Juana Inés de la Cruz, Antonio de Salazar, etc. They are giants in American culture. It is time to dig in and enjoy them and learn from them.

3. **The resolution has practical applications in the "real world."** If a student in crop science knows what a corrido is or can talk to his Chicano friends about the latest album by Los Tigres del Norte, he is going to win a warm respect and friendship that will have practical benefits when he is out in the field harvesting crops. If a computer science graduate is employed by INTEL and is speaking to a colleague from Japan, he will have a better chance of getting that contract and landing the account if he can converse about the shamisen and the shakuhachi. Let's not kid ourselves. People that learn about each other, soon grow to like each other—and happy people that are cooperating produce more. I am one of those old-fashioned people who believes that morality is practical. The morally correct stance—in the long run—is also the best position in the business world.

PLEASE—PASS THIS RESOLUTION!
Background Statement:

The challenge facing our educational system is to provide an environment which encourages students of all backgrounds to fully develop their intellectual ability and prepare them to live productively in a multicultural society. Such an environment requires academic programs and services that give consideration to the multicultural heritage of the faculty, student population, and society as a whole.

The success of our multicultural society hinges on the productive interaction between people of different cultures, life styles, and views. Our educational system should be a catalyst for this interaction. Our state universities should create an environment in which every student—regardless of race or ethnic origin—is educated with respect to the cultural pluralism of our society. Cal Poly's academic programs should increasingly reflect this goal. The development of a U.S. Ethnic Pluralism Program will promote this University objective.

AS- __________________________________________

RESOLUTION ON

U.S. Ethnic Pluralism Program

________________________________________________

WHEREAS, The U.S. Ethnic Pluralism Program would introduce a significant and relatively new discipline to our curriculum; and

WHEREAS, Such a program would promote an enhanced understanding of ethnic cultures and traditions especially in relation to their interaction with those of the dominant culture; and

WHEREAS, Such a program would develop an appreciation for the contributions of ethnic communities; and

WHEREAS, This program would foster an analysis of the significant issues and problems facing ethnic communities; and

WHEREAS, It is imperative that all Cal Poly students develop the understanding required to live and work productively and responsibly in California's and the nation's increasingly multicultural society; therefore be it

RESOLVED: That the Senate endorses the development of a U.S. Ethnic Pluralism Program which would advance instruction about and enhance knowledge of the American cultures of Native Americans, African Americans, Chicanos/Latinos, and Asian Americans; and be it further
RESOLVED: That the Senate endorse in principle the need for a "Cultural Pluralism" or "Cultural Diversity" baccalaureate requirement at Cal Poly and hereby announce our willingness to work toward that goal—and the advancement of the proposal(s) judged best by University constituencies. The objectives of the said proposal(s), in general, are as follows:

*a. To bring greater multicultural perspective to all Cal Poly students.

*b. To foster greater understanding of cultural and ethnic differences in the United States and in relation to a wider world.

*c. To help students appreciate differing cultural values and assumptions and the "relativity of otherness."

d. To nourish tolerance for and enjoyment of cultural diversity.

e. To encourage American commonalities and continuities amidst diversity.
Grading and Academic Standards

Students who have been placed on academic probation, administrative-academic probation, or who have been notified of their disqualification may request review of such action by the dean of the school taking the action. Students who have been disqualified for inadequate progress or performance will not be readmitted until presentation of satisfactory evidence that they have improved their chances of academic success. The request for readmission will be referred to the dean of the school in which the student wishes to enroll.

Students on academic probation may not participate on intercollegiate teams nor may they hold positions of leadership in student organizations or student government groups. This includes, but is not limited to, such groups as: athletic teams, debate teams, drama casts, judging teams, ASI councils, boards and committees. Such students may not hold an office in a student organization, nor may they be editors, managers, or hold similar positions on student publications. However, students on academic probation may participate in such activities as club membership, intramurals, and music which do not include travel and the official representation of the university.

Certain groups may have set higher standards than the minimum for specific positions or areas of responsibility that require considerable commitments of time and energy.

**ACADEMIC PROBATION OR DISQUALIFICATION**

Both academic progress toward the degree objective and quality of academic performance are considered in the determination of a student's eligibility to remain enrolled. An undergraduate student becomes subject to academic probation or disqualification under the conditions shown below. For minimum scholarship standards applicable to graduate and postbaccalaureate students see the Graduate Studies section, page 135.

I. Academic Probation: An undergraduate student is subject to academic probation if at any time his or her higher education grade point average or the student's Cal Poly cumulative grade point average falls below 2.0 (C). Students are notified of probationary status by a message on individual grade reports. An undergraduate student will be removed from academic probation when the student's higher education grade point average and the student's Cal Poly cumulative grade point average is 2.0 (C) or higher.

II. Academic Disqualification: An undergraduate student on academic probation may be disqualified when his or her higher education grade point average or his or her Cal Poly cumulative grade point average is 2.0 (C) or higher. Such a student on academic probation shall be subject to disqualification:

A. As a freshman or sophomore student (less than 90 quarter units of college credit completed) whose average falls 22% or more quality points below a 2.0 (C) average on all higher education quality hours or in all quality hours at Cal Poly.

B. As a junior student (90 to 134 quarter units of college credit completed) whose average falls 13% or more grade points below a 2.0 (C) average on all higher education quality hours or in all quality hours at Cal Poly.

C. As a senior student (135 or more quarter units of college credit completed) whose average falls 9% or more grade points below a 2.0 (C) average on all higher education quality hours or in all quality hours at Cal Poly.

A student who is placed on probation or who is subject to disqualification at the end of an enrollment period will be notified by a message on the grade report which is issued following the end of the term in which the student's performance fails to meet the prescribed conditions. In cases where a student ordinarily would be disqualified at the end of a term save for the impossibility of making timely notification, the student may be advised that the disqualification is to be effective at the end of the next term.

**ADMINISTRATIVE-ACADEMIC PROBATION OR DISQUALIFICATION**

An undergraduate or graduate student may be placed on administrative-academic probation by action of the dean of the school in which the student is enrolled for any of the following reasons:

A. Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms.

B. Repeated failure to progress toward the stated degree or program objective when such failure appears to be due to circumstances within the control of the student.
Article 1. Scholastic Probation and Disqualification

41300. Academic Probation and Disqualification.

For purposes of determining a student's eligibility to remain at the campus both quality of performance and progress toward his or her objective shall be considered. Such eligibility shall be determined by use of grade points, and grade point average and by application of guidelines provided for in Section 41300.1.

Campuses shall adhere to the following criteria to ensure satisfactory student progress toward the degree:

(a) An undergraduate student shall be subject to probation if, in any academic term the student fails to maintain a cumulative grade point average of at least 2.0 (grade of C);

(b) An undergraduate student shall be subject to disqualification if the student's cumulative grade point balance displays a deficiency in excess of the number permitted for his or her class level pursuant to deficiency levels established by the Chancellor;

(c) An undergraduate student who is not on probation may be disqualified if at any time the student's cumulative grade point average falls below 1.0 (grade of D) and, in the opinion of the appropriate campus authority it is unlikely in light of the student's overall educational record, that the resultant grade point deficiency will be removed in subsequent terms.

(d) A student who is enrolled in a graduate degree program in conditionally classified or classified standing shall be subject to academic probation if the student fails to maintain a cumulative grade point average of at least 3.0 (grade of B) in all units attempted subsequent to admission to the program;

(e) A student who is enrolled in any post-baccalaureate status other than in conditionally classified or classified standing shall be subject to academic probation if the student fails to meet criteria established by the campus. Such criteria shall not be less than those established for undergraduate students;

(f) A graduate or post-baccalaureate student shall be subject to disqualification if while on probation the student fails to earn sufficient grade points to be removed from probationary status. Disqualification may be either from further registration in a particular program or from further enrollment at the campus as determined by appropriate campus authority.

A student disqualified for scholarship deficiency may not enroll in any regular session of the campus without permission from the appropriate campus authority, and may be denied admission to other educational programs operated or sponsored by the campus.


HISTORY:
1. New subsections (d), (e), and (f) filed 7-26-74; effective thirtieth day thereafter (Register 74, No. 30). For prior history, see Register 73, No. 41.
2. Amendment of section and NOTE filed 4-29-77; effective thirtieth day thereafter (Register 77, No. 18).
3. Amendment filed 5-31-79; effective thirtieth day thereafter (Register 79, No. 22).
4. Amendment of NOTE filed 3-19-82; effective thirtieth day thereafter (Register 82, No. 12).
Date: July 1, 1982
To: Presidents

From: Harry Harmon
Executive Vice Chancellor

Subject: Scholastic Probation and Disqualification

Enclosed are five (5) copies of Executive Order No. 393 which sets forth provisions for academic and administrative-academic probation and disqualification. This Executive Order is effective immediately and supersedes the provisions of Executive Order No. 186. The purpose of this revised Executive Order is to eliminate the heretofore mandatory provisions for computing progress points. The elimination of this requirement follows action by the Board of Trustees on March 28, 1979, deleting reference to progress points in Section 41300 of Title 5 of the California Administrative Code. This action, however, does not preclude campuses from utilizing progress points or similar devices for determining when students might be subject to administrative-academic probation or disqualification.

Any questions concerning this Order should be directed to Robert O. Bess, Assistant Vice Chancellor, Academic Affairs, Office of the Chancellor.
THE CALIFORNIA STATE UNIVERSITY  
Office of the Chancellor  
400 Golden Shore  
Long Beach, California 90802  

Executive Order No.: 393  
Title: Scholastic Probation and Disqualification  
Effective Date: Immediately  
Supersedes: Executive Order No. 186  

This Executive Order is issued under the authority of Sections 41300 and 41300.1 of Title 5 of the California Administrative Code.  

I. Academic Probation: An undergraduate student is subject to academic probation if at any time the cumulative grade point average in all college work attempted or cumulative grade point average at the campus where enrolled falls below 2.0. The student shall be advised of probation status promptly.  

Campus procedures and regulations shall provide for exceptions in circumstances where academic probation is judged to be inappropriate.  

An undergraduate student shall be removed from academic probation when the cumulative grade point average in all college work attempted and the cumulative grade point average at the campus where enrolled is 2.0 or higher.  

II. Academic Disqualification: An undergraduate student on academic probation is subject to academic disqualification when:  

A. As a lower division student (less than 60 semester hours of college work completed*) the student falls 15 or more grade points below a 2.0 (C) average in all units attempted or in all units attempted at the campus where enrolled.  

B. As a junior (60-89 semester hours of college work completed*) the student falls 9 or more grade points below a 2.0 (C) average in all units attempted or in all units attempted at the campus where enrolled.  

C. As a senior (90 or more semester hours of college work completed*) the student falls 6 or more grade points below a 2.0 (C) average in all units attempted or in all units attempted at the campus where enrolled.  

*Colleges on the quarter system will express and apply the above standards in quarter-hour equivalents.
Executive Order No. 393

In addition to the above disqualification standards applicable to students on probation, the President may designate a campus official to act to disqualify an individual not on probation when the following circumstances exist:

1. At the end of any term, the student has fewer cumulative grade points than cumulative units attempted, and

2. The cumulative grade point deficiency is so great that in view of the student’s overall educational record, it seems unlikely that the deficiency will be removed within a reasonable period.

Students who are disqualified at the end of an enrollment period under any of the provisions of this Executive Order shall be notified before the beginning of the next consecutive regular enrollment period. Students disqualified at the beginning of a summer enrollment break shall be notified at least one month before the start of the fall term. In cases where a student ordinarily would be disqualified at the end of a term, save for the fact that it is not possible to make timely notification, the student may be advised that the disqualification is to be effective at the end of the next term. Such notification should include any conditions which, if met, would result in permission to continue in enrollment.

III. Probation and Disqualification of graduate students are subject to criteria established by the campus. Such criteria may not be less than those established for undergraduate students.

IV. Administrative-Academic Probation: An undergraduate or graduate student may be placed on administrative-academic probation by action of appropriate campus officials for any of the following reasons:

A. Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms. (Note: A student whose withdrawal is directly associated with a chronic or recurring disability or its treatment is not to be subject to Administrative-Academic probation for such withdrawal.)

B. Repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 units of NCr, when such failure appears to be due to circumstances within the control of the student.

C. Failure to comply, after due notice, with an academic requirement or regulation which is routine for all students or a defined group of students (examples: failure to complete English Placement Test, failure to complete a required practicum, failure to complete a specified number of units as a condition for receiving student financial aid).

When such action is taken, the student shall be notified in writing and shall be provided with the conditions for removal from probation and the circumstances which would lead to disqualification, should probation not be removed.

V. Administrative-Academic Disqualification: A student who has been placed on administrative-academic probation may be disqualified from further attendance if:

A. The conditions for removal of administrative-academic probation are not met within the period specified.
B. The student becomes subject to academic probation while on administrative-academic probation.

C. The student becomes subject to administrative-academic probation for the same or similar reason for which he has been placed on administrative-academic probation previously, although not currently in such status.

When such action is taken, the student shall receive written notification including an explanation of the basis for the action.

VI. Reinstatement: Each campus shall establish procedures whereby a student who is either placed on probation or disqualified under the provisions of Parts I through V above may appeal such action. Each campus shall establish procedures whereby a student previously disqualified at the campus or at any other campus of The California State University may seek readmission or admission. Such procedures are to include provisions for evaluating the probable impact of any disability on previous unsatisfactory academic performance. In both instances, use of an appropriate review board or committee is recommended.

VII. Notice: The foregoing provisions for probation and disqualification shall be summarized in each campus bulletin together with information on local policies and procedures related to their implementation. Procedures for orientation of new students shall include distribution of written materials concerning all aspects of probation and disqualification as well as provisions for review and reinstatement.

Glenn S. Dumke, Chancellor

Date: July 1, 1982
Subsequent to the issuance of Executive Order 186, "Scholastic Probation and Disqualification," questions have been raised by the Disabled Students Coalition concerning applicability of certain of its provisions to disabled students. So that there is no misunderstanding, please be sure that all members of your staff concerned with implementation of this document, are aware of the following clarifying points:

1. A student whose withdrawal is directly associated with a chronic or recurring disability or its treatment is not to be subjected to administrative-academic probation (or subsequent disqualification) by reason of repeated withdrawals.

2. Campus procedures for reconsideration of disqualification actions and reinstatement of previously disqualified students are to include provisions for evaluating the probable impact of any disability on a student's previous unsatisfactory academic performance.

The intent of these points is to ensure that every assistance be given to disabled students as they seek to achieve their educational objectives.
This Executive Order is issued under the authority of Sections 48550 and 48551 of Title 5 of the California Administrative Code. It supersedes the provisions of Executive Order No. 50 dated August 19, 1964 and is effective immediately.

I. Academic Probation: An undergraduate student is subject to academic probation if at any time his cumulative grade point average in all college work attempted or his cumulative grade point average at the campus where he is enrolled falls below 2.0 or if during any term while he is enrolled he fails to earn at least two times as many progress points as all units attempted. The student shall be advised of probation status promptly.

Campus procedures and regulations shall provide for exceptions in circumstances where such action is judged to be inappropriate.

An undergraduate student shall be removed from academic probation when his cumulative grade point average in all college work attempted and his cumulative grade point average at the campus where he is enrolled is 2.0 or higher and when he earns at least twice as many progress points as all units attempted in a term.

II. Academic Disqualification: An undergraduate student on academic probation is subject to academic disqualification:

A. As a lower-division student (less than 60 semester hours of college work completed*) if he falls 15 or more grade points below a 2.0 (C) average on all units attempted or in all units attempted at the campus where he is enrolled.

B. As a junior (60-89 semester hours of college work completed*) if he falls 9 or more grade points below a 2.0 (C) average on all units attempted or in all units attempted at the campus where he is enrolled.

* Colleges on the quarter system will express and apply the above standards in quarter-hour equivalents.
C. At a senior (90 or more semester hours of college work completed) if he fails 8 or more grade points below a 2.0(C) average on 3 units attempted or in all units attempted at the campus where he is enrolled.

D. Regardless of class level or cumulative grade point average, if in any term while he is on probation he fails to earn at least twice as many progress points as units attempted.

In addition to the above disqualification standards applicable to students on probation, the President may designate a campus official to act for him in disqualifying individuals not on probation when the following circumstances exist:

1. At the end of any term, the student has fewer cumulative grade points than cumulative units attempted, and

2. The cumulative grade point deficiency is so great that in view of the student's overall educational record, it seems unlikely that the deficiency will be removed within a reasonable period.

Students who are disqualified at the end of an enrollment period under any of the procedures set forth in this Executive Order shall be notified before the beginning of the next consecutive regular enrollment period. Students disqualified at the beginning of a summer enrollment break shall be notified at least one month before the start of the fall semester or quarter. In cases where a student ordinarily would be disqualified at the end of a term, save for the fact that it is not possible to make timely notification, the student may be advised that his disqualification is to be effective at the end of the next term. Such notification should include any conditions which, if met, would result in permission to continue.

III. Probation and disqualification of graduate students are subject to criteria established by the campus. Such criteria may not be less than those established for undergraduate students.

IV. Administrative-Academic Probation: An undergraduate or graduate student may be placed on administrative-academic probation by action of appropriate campus officials for any of the following reasons:

* Colleges on the quarter system will express and apply the above standards in quarter-hour equivalents.
A. Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms.

B. Repeated failure to progress toward the stated degree objective or other program objective (when such failure appears to be due to circumstances within the control of the student).

C. Failure to comply, after due notice, with an academic requirement or regulation which is routine for all students or a defined group of students (examples: failure to take placement tests, failure to complete a required practicum).

When such action is taken, the student shall be notified in writing and shall be provided with the conditions for removal from probation and the circumstances which would lead to disqualification, should probation not be removed.

V. Administrative-Academic Disqualification: A student who has been placed on administrative-academic probation may be disqualified from further attendance if:

A. The conditions for removal of administrative-academic probation are not met within the period specified.

B. The student becomes subject to academic probation while on administrative-academic probation.

C. The student becomes subject to administrative-academic probation for the same or similar reason for which he has been placed on administrative-academic probation previously, although not currently in such status.

When such action is taken, the student shall receive written notification including an explanation of the basis for the action.

VI. Reinstatement: Each campus shall establish procedures whereby a student who is either placed on probation or disqualified under the provisions of Parts I through V above, may appeal such action. Each campus shall establish procedures whereby a student previously disqualified at the campus or at any other campus of The California State University and Colleges may seek re-admission or admission. In both instances, use of an appropriate review board or committee is recommended.
VII. Notice: The foregoing provisions for probation and disqualification shall be summarized in each campus bulletin together with information on local policies and procedures related to their implementation. Procedures for orientation of new students shall include distribution of written materials concerning all aspects of probation and disqualification as well as provisions for review and reinstatement.

Dated: November 5, 1973

Glenn S. Dumke
Chancellor

No: 186: Scholastic Probation and Disqualification
**SUBCHAPTER 4. STUDENT AFFAIRS**

**Article 1. Subsidiary Probation and Disqualification**

41901. Academic Probation and Disqualification.

For purposes of determining a student’s eligibility to remain at the campus, both quality of performance and progress toward his or her objective shall be considered. Such eligibility shall be determined by the use of grade points, and grade point average and by application of guidelines provided for in Section 41502.

Campuses shall adhere to the following criteria to ensure satisfactory student progress toward the degree.

(a) An undergraduate student shall be subject to probation if, in any academic term, the student fails to maintain a cumulative grade point average of at least 2.0 grade points (B) in all units attempted subsequent to admission to the program; and, if the student's cumulative grade point average falls below 1.0 grade point average (A) in any academic term, the student shall not be subject to academic probation.

(b) An undergraduate student shall be subject to academic probation if the student’s cumulative grade point average falls below 1.0 grade point average (A) in any academic term.

(c) A student who is on dual enrollment status shall be subject to academic probation if the student fails to maintain a cumulative grade point average of at least 3.0 grade points (B) in all units attempted subsequent to admission to the program.

(d) A student who is in a graduate degree program in an academic discipline or classified or classified standing shall be subject to academic probation if the student fails to maintain a cumulative grade point average of at least 3.0 grade points (B) in all units attempted subsequent to admission to the program.

(e) A student who is on dual enrollment status shall be subject to academic probation if the student fails to maintain a cumulative grade point average of at least 3.0 grade points (B) in all units attempted subsequent to admission to the program.

(f) A student who is on dual enrollment status shall be subject to academic probation if the student fails to maintain a cumulative grade point average of at least 3.0 grade points (B) in all units attempted subsequent to admission to the program.

41902. Administrative Academic Disqualification.

An undergraduate or graduate student may also be placed on probation or may be disqualified by appropriate campus authorities for unsatisfactory scholastic progress regardless of cumulative grade point average or grade point average. Such actions shall be limited to those arising from repeated withdrawal, failure to progress toward an educational objective and noncompliance with an academic requirement, and shall be consistent with guidelines issued by the Chancellor.


**HISTORY**

1. Section 41901 was added by Register No. 62, page 3-30-62.

2. Amendments of section 41502, effective July 1, 1979 (Register 79, No. 28).

3. New section added by Register 73, No. 41.

4. Amendments of section 41901, effective March 1, 1982 (Register 82, No. 15).

5. Amendment of section 41901, effective April 7, 1983 (Register 83, No. 16).

6. Amendment filed 9-30-83; effective thirtieth day thereafter (Register 83, No. 31).

Article 2. Student Discipline

41901. Expulsion, Suspension and Probation of Students.

Following procedures consistent with due process established pursuant to Section 41504, any student of a campus may be expelled, suspended, placed on probation or given a lesser sanction for one or more of the following offenses which must be campus related:

(a) Cheating or plagiarism in connection with an academic program at a campus.

(b) Forgery, alteration or misuse of campus documents, records, or identification or knowingly furnishing false information to a campus.

(c) Misrepresentation of oneself or of an organization to be an agent of a campus.

(d) Obstruction or disruption, on or off campus property, of the campus educational process, administrative process, or other campus function.

(e) Physical abuse on or off campus property of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse.

(f) Theft of, or non-accidental damage to, campus property, or property in the possession of, or owned by, a member of the campus community.

(g) Unauthorized entry into, unauthorized use of, or misuse of campus property.

(h) On campus property, the sale or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis.

(i) Knowingly possessing drugs, restricted dangerous drugs, or narcotics as those terms are defined in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis.

(j) Engaging in publicly indecent or obscene behavior on campus property or at a campus function.

(k) Absentee behavior directed toward, or hazing of, a member of the campus community.