I. Minutes:
   Approval of the November 10, 1987 Minutes (pp. 4-7).

II. Communications:
   Materials available for reading in the Academic Senate office (pp. 2-3).
   Resolutions approved by President Baker:
   AS-258-87 Departmental Name Change - Metallurgy (Approved by M Wilson)
   AS-259-87 Blanket Substitution for Literature
   AS-260-87 GE&B Course Proposals for ARCH 317, 318, 319

III. Reports:
   A. President
   B. Academic Affairs Office
   C. Statewide Senators

IV. Consent Agenda:

V. Business Items:
   A. Resolution on Affirmative Action Facilitator-Stallard, Chair of the Status of Women Committee, Second Reading (pp. 8-9).
   B. Resolution on Research and Professional Development: CAM 452-Jamieson, Chair of the Research Committee, Second Reading (pp. 10-18).
   C. Resolution on Conflict of Interest in Personnel Decisions: CAM 311.5-Murphy, Chair of the Personnel Policies Committee, Second Reading (pp. 19-20).
   D. GE&B Proposal for TH 328X-Lewis, Chair of the General Education and Breadth Committee, First Reading (p. 21).
   E. GE&B Proposal for TH 210X-Lewis, Chair of the General Education and Breadth Committee, First Reading (p. 22).
   F. Resolution on Budget Information Reporting-Conway, Chair of the Budget Committee, First Reading (pp. 23-34).

VI. Discussion Items:

VII. Adjournment:
Materials Available for Reading in the Academic Senate Office (FOB 25H)

June 1987

- Documents/statistics/reports/etc. provided at the Student Retention Conference in June 1987
- Correspondence from Eric Seastrand re allocation of lottery funds to the CSU and Board of Trustees’ Committee on Finance Report on the Lottery Revenue Budget Process
- Publications from the Office of the Chancellor re Teacher Education
- CSU Committee of the Whole: New Priority Topics for 1987-88
- Status Report #4-FY 1987/88, CSU Final Budget Quarterly Internal Report on Enrollment-Summer 1987 (Cal Poly, SLO)

July 1987

- The Master Plan Renewed, Commission for the Review of the Master Plan for Higher Education
- Quarterly Internal Report on Enrollment-Summer 1987 (Cal Poly, SLO)
- Capital Outlay Program 1988-89
- Board of Trustees' Agenda, September 15/16, 1987
- 1986/87 Discretionary Fund Reports (Cal Poly, SLO)
- Executive Review Policies and Procedures
- Funding Excellence in Higher Education (CPEC)
- The State's Interest in Student Outcomes Assessment (CPEC)
- State Incentive Funding Approaches for Promoting Quality in California Higher Education: A Prospectus (CPEC)
- Assembly Bill #2016 - Higher Education Talent Development

October 1987

- State Incentive Funding Approaches (memo from Kerschner to VPAA's dated 10/28/87)
- Academic Mainframe Computer Replacement Plan (CSU)
- Earthquake Status Report (CSU, Los Angeles)
- Quarterly Internal Report on Enrollment-Fall 1987 (Cal Poly, SLO)
- Retreat Rights for Academic Administrators (Cal Poly, SLO)
- Status of Current Major Capital Outlay Projects (Cal Poly, SLO)
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<tr>
<td>Nov 1987</td>
<td>Computer-Aided Productivity Center (Cal Poly SLO)</td>
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<td>Nov 1987</td>
<td>Development Activities of the University Relations Division (Cal Poly, SLO)</td>
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<td>Nov 1987</td>
<td>Recommendations of the Commission for the Review of the Master Plan</td>
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<td>Nov 1987</td>
<td>Cal Poly IBM Specialty Center (Cal Poly, SLO)</td>
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Background statement: The most recent effort to help strengthen the Affirmative Action Program was the creation of the Affirmative Action Facilitator position. Through the Affirmative Action Facilitator, each department and unit will assume direct responsibility for Affirmative Action. The Affirmative Action Facilitator helps coordinate departmental efforts with those of the Affirmative Action office to hire and retain underrepresented groups. The Affirmative Action Facilitator is appointed by the program manager. The Affirmative Action office and the Equal Opportunity Advisory Council have held training sessions for facilitators. Their responsibilities are listed below:

1. The facilitator takes an active role as a member of the hiring or selection committee.
2. The facilitator identifies recruitment problems and assesses recruitment efforts.
3. The facilitator recommends strategies to the selection committee for attracting qualified underrepresented groups to apply for the vacant position (e.g., identify sources for generating underrepresented applicants).
4. The facilitator briefs the selection committee on the department's Affirmative Action goals and timetables.
5. The facilitator ensures that Equal Opportunity and Affirmative Action are being addressed according to valid job-related criteria and degree of compliance to employment procedures.
6. The facilitator monitors the selection procedures and advises the committee of any potential adverse impact on underrepresented groups.
7. The facilitator documents Affirmative Action efforts for recruitment.
8. The facilitator informs employees that a policy for accommodating religious observances and practices exists.

AS—__—87/SWC

RESOLUTION ON
AFFIRMATIVE ACTION FACILITATOR

WHEREAS, The Academic Senate is in support of mechanisms for the enhancement of Affirmative Action programs at Cal Poly; and

WHEREAS, Campus awareness of the role of the Affirmative Action Facilitator must be promoted, and
WHEREAS, there is no formal document that describes the role of the Affirmative Action Facilitator; and

WHEREAS, in an effort to strengthen the University’s commitment to Affirmative Action and to promote campus awareness to the role of the Affirmative Action Facilitator; and--

WHEREAS, The University would benefit by having an official document that outlined the responsibilities of the Affirmative Action Facilitator; therefore, be it

RESOLVED: That the responsibilities listed in the background statement be adopted for the Affirmative Action Facilitator; and be it further

RESOLVED: That the Affirmative Action Facilitator also encourage collegiality and mentorship between current faculty and new faculty to promote retention of Affirmative Action faculty; and be it further

RESOLVED: That the Affirmative Action officer provide a report on the Affirmative Action Facilitator program to the Academic Senate through its Status of Women Committee in order to determine the success of the program.

Proposed By:
Status of Women Committee
November 3, 1987
Revised November 24, 1987
Background statement: In September 1981, Cal Poly adopted Administrative Bulletin 81-2 which identified research as an important form of professional development at Cal Poly. In February of 1985, the President issued Administrative Bulletin 85-2 which defined professional development and asserted its integral role in the educational mission of the university.

The 400 section of CAM is being reviewed and revised throughout the university. It is appropriate therefore, that the parts in the academic section governing research be updated to reflect the new policies. The update proposed generally involves no new information or policy; it incorporates the essence of the administrative bulletins already reviewed and approved by the Academic Senate; it deletes a section now covered in more detail in another section of CAM; and it incorporates recent directives from the Chancellor's Office concerning conflict of interest on proposing a flexible policy on proprietary research to enhance collaborative efforts with private industry.

AS--87/RC

RESOLUTION ON RESEARCH AND PROFESSIONAL DEVELOPMENT: CAM 452

WHEREAS, The Campus Administration Bulletin section 452 has not had a major revision since the adoption of the administrative bulletin on research; and

WHEREAS, The reasons and benefits for pursuing research should be articulated in the body of the Campus Administrative Manual (CAM); and

WHEREAS, CAM 452.5, which details the condition governing additional compensation, is now covered in CAM 324.2 and therefore redundant in this section; and

WHEREAS, A policy on conflict of interest, which has been mandated by the Fair Political Practices Commission, is now in effect in the California State University and should be reflected in CAM; and

WHEREAS, The policy on proprietary research will profit from more flexibility to encourage collaborative efforts with private industry; therefore, be it

RESOLVED: That the Academic Senate adopt the attached revision of CAM 452.

Proposed By:
Academic Senate Research Committee
November 3, 1987
It is university policy that the professional growth of faculty plays an important role in maintaining the vitality of the educational program. The university, therefore, treats professional growth as essential second only in priority to its teaching mission. Insofar as research is an important form of professional development, it is to be encouraged and supported at all levels.

Title 5 of the California Administrative Code prescribes that university research should complement the primary function of the California State University which is to provide undergraduate and graduate instruction through the master's degree. Within this context, research can produce several benefits: 1) increased instructional effectiveness and relevance of the curriculum; 2) enhanced placement potential for Cal Poly graduates; 3) improved opportunities for accreditation of academic and professional programs; 4) augmented institutional resources through grants and contracts; and 5) greater appeal of the university to qualified faculty.
The Faculty research activities of the university are actively encouraged and guided by the administration of the university and by the Academic Senate. To give direction to this effort, the University Academic Senate Research Committee was established, as a committee-of-the-Academic-Senate. The Research Committee directs its recommendations affecting university-wide policies and procedures both to the President via the Academic Senate and the Vice President for Academic Affairs, to the Director, and to the University Research Committee.

Research projects may include the following types of activities: community service research, institutional research, research in the California State University graduate programs, and individual faculty research.

Although the definition of the term "research" varies with each discipline, it includes the following basic and applied activities: the creation of fundamental knowledge; the creation of generalizable solutions to the immediate problems of the classroom, discipline, business, industry, or government through investigative
or development activities; and the pursuit of new art forms and expressions.

452.63 Research projects should not interfere with the normal use of laboratory, classroom, or other space furnished by the State for the instructional program of the university.

Projects supported by outside agencies normally pay the full costs of research, both direct and indirect, including facilities usage fees, etc., unless provisions for cost sharing have been made explicit in advance and approved by the university on the proposal approval form.

452.24 Administration of research projects activities must be compatible with appropriate rules and regulations of the sponsoring agency, the State of California, the Trustees of the California State University, the Office of the Chancellor, and the university administration.

452.25 The university will not approve participation in only those sponsored research projects for-government agencies-or-private-industry-which-are-"classified"-or "secret"-in-nature.—While-there-are-many-different interpretations-and-definitions-of-these-two-words,—the basic-underlying-principle-of-this-policy-is-that
unless the university is free to make public in which there is assurance that results can be made public within a reasonable length of time. During the conduct of the project, the university must be able to disclose in general terms the purpose and scope of a proposed research project; it will not be approved or endorsed by the university. The provision is not intended to jeopardize proprietary rights which may result from research activity (see CAM 544 regarding patent policy and procedures).

Research activities should increase the effectiveness of instructional assignments.

Faculty members employed full-time by the university during the academic year shall not undertake research projects for extra compensation during the same period of more than the equivalent of 1/4 the full-time load. (See CAM 324.2)

Research Compensation Rates

A. A faculty member normally employed on an academic year basis who becomes employed full-time on an authorized research project may be compensated at a rate up to 1/3 of the "annual salary" per quarter, or proportionate share thereof for lesser
time-periods—(i.e., 1/9-per-month, 1/15-per-week, 1/175-per-day, or 1/490-per-hour)—As used in this section, "annual-salary" is defined as the faculty-member's regular salary based on the class code, rank, salary step, and the current California-State-University-salary-scheduler.

B: A full-time faculty-member regularly employed on an academic-year-basis who has been authorized under CAM-324 to be additionally employed part-time on an authorized research project may be additionally compensated up to the rate proportional to the "annual-salary" as defined in A—above (see CAM-452.4).

G: Faculty or staff members regularly employed on a 12-month basis who have been authorized to participate in research projects may be compensated as in A—or B—above except that the rate of compensation may be up to 1/240 of their "annual-salary" per day, or proportionate share thereof for other time periods.

B: Faculty member employed on an academic-year basis may be additionally employed full-time on research projects for not more than 15 weeks in any one calendar year.
Faculty working on sponsored research projects may be released from teaching responsibilities for research reimbursed through a grant or contract. Faculty may work for additional compensation following guidelines laid out for additional employment in CAM 324.2 and in the Memorandum of Agreement.

Materials, supplies, and equipment of $25 or more in value purchased or given for research projects carried on in university facilities will become the property of the university or the Foundation unless prohibited by the funding contract upon termination of the project unless otherwise specified in the sponsoring agreement.

It is the responsibility of the project director, who may be the staff member so designated by mutual consent of the group wishing to conduct the research activity, to develop the proposal. Sponsored research project requests to be supported by the university budget or other sources should be prepared in accordance with established administrative procedures, and must be reviewed at all appropriate levels and approved by the Coordinator—Research Development. Projects and an interdisciplinary nature should be reviewed by the several subject areas involved.
Signatures are required from the department head, school dean, director of business affairs, foundation executive director, director of research development, and for projects with a total budget of more than $10,000, from the appropriate vice president or dean of students. Information on sources of funding and program application forms may be obtained from the Office of Research Development. All units of the university and its auxiliaries likely to be affected by a project should review a proposal prior to its submission to a sponsor. A proposal approval form, available in the Grants Development Office, is used to secure internal approval for proposals.

Suitable provision by the University Research Committee should be made for adequate records of all projects considered, and the disposition of each.

Conflict of Interest: The California Fair Political Practices Commission requires that the California State University ensure that no conflict of interest exists when the research of principal investigators is supported by non-governmental sponsors. For proposals to all such sponsors, the principal investigator must file a Statement of Economic Interest (Form 730-U) with the Grants Development Office prior to submitting a research proposal, or with the academic dean's office.
prior to accepting a gift for research. Financial interest, if it exists, is reviewed by an Independent Review Committee, and recommendations are made to the Vice President for Academic Affairs concerning any potential conflict of interest.
Background statement: CAM 311.5 deals with the employment of close relatives. While it does address the matter of favoritism, it also includes provisions which are not compatible with the concept of equal opportunity in employment. The key idea in this section is that conflict of interest must be avoided in personnel decisions. This idea is obvious, but the committee feels that it should be made explicit.

RESOLUTION ON CONFLICT OF INTEREST IN PERSONNEL DECISIONS: CAM 311.5

WHEREAS, CAM 311.5 is in conflict with the concept of equal opportunity in employment; and

WHEREAS, The mere appearance of conflict of interest in personnel decisions should be avoided; therefore, be it

RESOLVED: That the current section 311.5 of the Campus Administrative Manual (CAM) be replaced by the following:

311.5 CONFLICT OF INTEREST

No university employee shall vote, make recommendations, or in any way participate in personnel decisions if such participation constitutes a conflict of interest. This prohibition includes but is not limited to personnel decisions that directly affect the employment status, work assignment, or financial interest of any relative.

Proposed By:
Academic Senate Personnel Policies Committee
November 3, 1987
Employment of Close Relatives

The term "close relative" as used in this section (CAM 311.5) is defined as the son, daughter, brother, sister, mother, father, husband, or wife of an employee of the university or one of the official auxiliary organizations thereof.

While "close relative" relationship of an applicant is not of itself a bar to employment by the university or its official auxiliary organizations, it is recognized that concurrent employment of close relatives can create problems which would not otherwise exist. For example, the equity of an action in which a close relative participates becomes controversial when the action involves a direct benefit to a member of his or her immediate family.

To protect the university and its employees from accusations of favoritism based on family relationship while simultaneously preserving the rights of applicants against discrimination on any basis, including discrimination on the basis of sex, the following guidelines governing employment of close relatives are established.

A. Regular full-time or part-time employees

1. Prior approval of the President's designee, in the appointee's service area, is required for initial appointment or reappointment of a close relative.
   a. Academic Affairs area - Vice President for Academic Affairs
   b. Administrative Affairs area - Executive Vice President
   c. Student Affairs area - Dean of Students

   An annual summary report of such appointments should be made available to the president's office by the Director of Personnel Relations.

2. When a close relative is being considered for employment, the individual's application must be reviewed in accordance with all appropriate procedures customary for the type of position involved. Normal recruitment procedures must be followed in order to generate multiple applications for the vacant position. A close relative may be employed only if determined to be the best available applicant.

3. It is inappropriate for employees to initiate or participate in institutional decisions involving a direct benefit to their close relatives. "Direct benefits" include, but are not limited to, initial appointment, reappointment, promotion, tenure, leaves, working conditions, and other personnel actions.

4. Close relatives will not be placed or retained in positions in which one is:
   a. under the direct supervision of another,
   b. in a position of direct fiscal responsibility or accountability with regard to the employment of another, or
   c. on a committee or in any other position in which one would be expected to initiate recommendations that could change the personnel status of the other.

5. Employees who become close relatives subsequent to their initial appointments are subject to the limitations and conditions of CAM 311.5.A.

B. Student Employees

CAM Section 311.5.A. notwithstanding, any full-time enrolled student of this university (12 or more units undergraduate or 8 or more units graduate) who is closely related to an employee of the university or its official auxiliary organizations may be employed as a student assistant or as hourly help subject to the conditions of CAM 311.5.A.4.

When special circumstances exist which warrant consideration of employment of part-time students enrolled for 6 or more units, prior approval by the appropriate vice president of the university or the Dean of Students is required. In reaching a decision, the Vice President or Dean of Students will consider the special circumstances in the light of the University's obligation to encourage diligence on the part of all students in the pursuit of their course of study and the need to conserve quota space for students who will make best use of the State's facilities and services. (See also CAM 662.)
### GENERAL EDUCATION AND BREADTH PROPOSAL

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<th>1. PROPOSER'S NAME</th>
<th>2. PROPOSER'S DEPT.</th>
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<td>Roger Kenvin</td>
<td>Theatre and Dance</td>
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<th>3. SUBMITTED FOR AREA (include section, and subsection if applicable)</th>
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<th>4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format)</th>
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<tr>
<td>TH 328X History of the Theatre (4 units)</td>
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A history of the British theatre from the medieval period through the Elizabethan, Restoration, 18th century, 19th century, up to the present with an emphasis on preservation of the British acting and playwriting tradition. The activity will include attendance at performances and visits to theatres.

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<th>5. SUBCOMMITTEE RECOMMENDATION AND REMARKS</th>
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<td>The Area C subcommittee approves unanimously Roger Kenvin's request that Theatre 328X be given C.3 credit for the London Program. An hour will be added to an existing course to allow for an activity taking advantage of cultural activities in London.</td>
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<th>6. GE &amp; B COMMITTEE RECOMMENDATION AND REMARKS</th>
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<td>Approves (9-0)</td>
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<th>7. ACADEMIC SENATE RECOMMENDATION</th>
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### 1. PROPOSER'S NAME
Roger Kenvin

### 2. PROPOSER'S DEPT.
Theatre and Dance

### 3. SUBMITTED FOR AREA (include section, and subsection if applicable)
C.2

### 4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format)
**TH 210X  Introduction to Theatre in London (4 units)**

Play production process and approach to the theatre including theatrical terminology, methods, aesthetics, and technology, with special application to London. 3 lectures, 1 activity.

### 5. SUBCOMMITTEE RECOMMENDATION AND REMARKS
The Area C subcommittee approves unanimously Roger Kenvin's request that Theatre 210X be given C.2 credit for the London Program. An hour will be added to an existing course to allow for an activity taking advantage of cultural activities in London.

### 6. GE & B COMMITTEE RECOMMENDATION AND REMARKS
Approves (9-0)

### 7. ACADEMIC SENATE RECOMMENDATION
BUDGET INFORMATION REPORTING: BACKGROUND, RESOLUTION, GUIDELINES

submitted by

The
Academic Senate Budget Committee

James R. Conway, Chair

November 6, 1987
BUDGET INFORMATION REPORTING

1. BACKGROUND

The Chancellor's Office has been moving toward more openness in the budgeting process at both the systemwide and the individual campus levels, which may ease implementation of these proposed guidelines. For a chronology of the Chancellor's Office efforts and a statement of the current policy, see Attachment 1. President Warren Baker also has shown concern by approving actions to make the budgeting process at Cal Poly more open to faculty and student input and inquiry. The use of discretionary funds on the campus has become an annual report item available to the university community as a result of President Baker's reactions to proposals made by the Academic Senate Budget Committee. He also approved the creation of two budget oversight committees that include faculty and student representation, the President's Advisory Committee on Budgets and Resource Allocations and the Instructional Program Resources Advisory Committee.

A further step is needed to improve faculty and student involvement in the budgeting process, and that step is based upon I-N-F-O-R-M-A-T-I-O-N. Without information as to how instructional budgets are arrived at and what the expenditures are, it is impossible for faculty and students to be fully-functioning partners in the budgeting process. The attached proposed resolution and guidelines are being respectfully submitted for approval by the Academic Senate and by President Baker in the hopes of improved understanding and collegiality in the budgetary process.

On April 14, 1977, AS-25-77/BC BUDGET INFORMATION RESOLUTION was approved by President Robert E. Kennedy. The resolution (see Attachment 2) called for information concerning all instructional budget categories within each school/department to be made available to the faculty. Such information included proposed budgets for the next academic year and final budget figures for the past academic year.

A sample reporting format for possible use by school deans and department heads accompanied President Kennedy's memo approving the resolution (see Attachment 3). He made the following comment in regard to the resolution:

After review with appropriate personnel, I am approving what I perceive to be the intent of that resolution. As you and members of the Senate are no doubt aware, some schools and/or departments currently make this information known to the faculty in a variety of ways, others do not.

The former President's comment that some schools/departments make information available and others do not remains true today--ten years after the BUDGET INFORMATION RESOLUTION was passed. Attached are a new resolution and guidelines for budget information reporting.
WHEREAS, Information concerning allocations and expenditures of the instructional budget categories within each school/department is essential for informed faculty/student participation in the budgeting process; and

WHEREAS, The Chancellor's Office and the administration at Cal Poly have both gone on record supporting greater openness in the budgeting process, and that includes providing more information about the budgeting process; and

WHEREAS, To assure implementation and compliance with AS-25-77/BC, approved April 14, 1977; therefore, be it

RESOLVED, That the Academic Senate of California Polytechnic State University, San Luis Obispo, endorses the attached specific Budget Information Reporting Guidelines, and forwards them to President Warren Baker for his approval and implementation.
3. GUIDELINES

Purpose
The purpose of these guidelines is to set standards for the reporting of budget information concerning instructional schools and departments at Cal Poly. When these guidelines are implemented, they will provide a meaningful summary of the instructional budgetary status and financial condition to faculty, students, and other members of the university community. It should be made clear that any school/department that wishes to provide information beyond the scope of these guidelines be encouraged to do so. It is hoped that implementation of these guidelines for the instructional component will encourage other program areas of the university to share budget information more fully with faculty and students.

Origin of Reports
The Vice President for Academic Affairs' office and the Budget Planning and Administration Department of the university will be responsible for compiling and supplying the reports. The Academic Senate office will distribute the reports.

Timing of Reports
Reports are to be issued jointly by the second Friday in November of each academic year.

Content of Reports
REPORT I To be prepared by the Vice President for Academic Affairs' office. It will include the allocation method/model used by the university to make the allocations, the initial allocations based upon those methods/models, augmentations (if any), and total allocations for the prior academic year made to the schools/departments by the Vice President for Academic Affairs. The report will cover the budget categories listed below and include any current year allocations made to those budget categories.

*AY (Annual Year) Faculty Positions
*SQ (Summer Quarter) Faculty Positions
Instructional Administrative Positions
Technical/Clerical/Student Assistant Positions
*Supplies and Services (Operating Expenses)
  Travel In-State
  Travel Out-of-State
  Faculty Recruitment
  Regular Equipment
  Replacement Equipment
  Telephone
  University Assigned Time
  Any Other Allocations Made to the Schools/Departments

*The report shall include resources generated by each school and department via models and resources actually used by each school and department. For faculty positions the summary by classification and level (SCAL) reports will suffice. For supplies and services the 90% and 10% allocation memorandums will suffice.

REPORT II To be provided by the Budget Planning and Administration Department. The following information will be provided in two reports: (1) subcode within each department for each school and (2) department within subcode for each school. They will include the budget, expenditures, and budget balance for the prior fiscal year in each of the budget categories recorded in the Financial Accounting System (FAS) as of June 30th for each instructional school and department of the university.
Cautionary Note: The prior year allocation totals reported by the Vice President for Academic Affairs' office may not coincide with the prior year expenditure totals recorded in the Financial Accounting System (FAS). This may occur as a result of the budget transfers made within the schools and departments annually, as well as the infusion of monies from other funding sources; e.g., discretionary accounts. The reporting of such transfers and augmentations was considered by the Academic Senate Budget Committee, but was believed to be too complex to track for the purposes of this budgetary reporting mechanism. The committee believed that enough budget information would be made available to the faculty and students by these reports so that responsible and informed questions could be asked about any budget total differences in the reports from the two offices.

REPORT III To be prepared by the Vice President for Academic Affairs' office. It will include Lottery Fund allocations by category to each school and department for the prior year. It is believed that these funds should be reported separately from the General Fund monies due to the nature of the funding source. The allocation memorandums will suffice for this report.

REPORT IV To be supplied by the Vice President for Academic Affairs' office. It will include a report of school and department allocations of assigned time. This "school" assigned time should be reported separately, so as not to be confused with "university" assigned time.

Distribution of Reports
The following will receive complete reports relating to all schools/departments:

President of the University
Vice President for Academic Affairs
Vice President for Business Affairs
Budget Officer
School Deans
Executive Committee of the Academic Senate
ASI President
ASI Controller
Remaining Members, Instructional Program Resources Advisory Committee
Members, Academic Senate Budget Committee
Special Collections and Archives, Library

The following will receive the report relating to their respective school only:

All Departments in the School (2 copies--one for the department head/chair and one for the faculty)

Remaining Academic Senators
June 26, 1987

J

From: W. Ann Reynolds
Chancellor

Subject: Campus Budget Advisory Committee

In July 1986, the Board of Trustees adopted several priority topics for review during the year. One of the items involved "Student Representation on Campus Budget Committees". Concern had been expressed by the student leadership about the actual functioning of Campus Budget Advisory Committees (CBAC's) that are required by Board of Trustee policy.

As background to this issue, three specific events occurred:

- In September of 1984 the Board of Trustees established new student fee policies which incorporated several principles including:
  a. Students should be active participants in the consideration of program and budget related issues.
  b. Committees, which include students, faculty and any other appropriate constituency, shall exist at each of the campuses and at the system level to offer advice on budget policy, planning and resource allocation.

- In September of 1985 the Board of Trustees approved the statement of Collegiality with the CSU which "... recognizes the value of participation by the faculty in budgetary matters, particularly those directly affecting the areas for which the faculty has primary responsibility".

- In January of 1986 the Trustees received a report on structure and operation of CBAC's. The report showed that a wide variety of structure existed, but that all campuses appeared to be in compliance with the policy.

Distribution:
Vice Presidents, Academic Affairs
Vice Presidents, Administration
Vice Presidents/Deans of Students
Financial Managers
Budget Officers
Accounting Officers
Chancellor's Office Staff
Academic Senate Chairs
Associated Students Presidents Chair, Statewide Academic Senate Chair, CSSA
The work plan for addressing this issue stated that it would be referred to
the System Budget Advisory Committee (SBAC) for review and recommendation.
The SBAC, working with the Executive Council, Statewide Academic Senate and
CSSA, developed the principles included in Attachment A entitled "The Role of
Faculty and Students in Budgetary Matters".

By this memorandum, I am endorsing the attached principles for implementation
on all campuses. Information on the functioning of CBAC's shall be maintained
by each campus so that future reports to the Board of Trustees may be readily
compiled as necessary. The information maintained shall include dates and
agendas for meetings, attendees and a record of committee recommendations.

If there are any questions about these principles, please contact John
Richards of Budget Planning and Administration, (ATSS) 8-635-5725.

WAR: tmm

Attachment
ROLE OF FACULTY AND STUDENTS IN BUDGETARY MATTERS

Principles

1. Access to Information
   a. Faculty, student, and other members of the University community are entitled to information which provides a meaningful summary of the institution's budgetary status and financial condition.
   b. Persons serving in a formal consultative role should have early access to relevant information regarding the public funds available to the institution and their use.
   c. The campus policies and procedures employed in the development of the campus budget should be clearly described and understood by those engaged in formal consultative roles.
   d. The campus policies and procedures employed in the allocation of campus resources should be clearly described and understood by those engaged in formal consultative roles.
   e. The groups engaged in formal consultation, and the procedures employed in the consultative process should be clearly described and understood by those engaged in the process.

2. Formal Consultation Process
   a. There will be a committee, or committees, advisory to the President, or designee(s) of the President. The committee(s) will include faculty and students selected through established campus governance procedures. The President or designee, may appoint additional members because of their special expertise or value to the committee.
   b. The role of the committee(s) in budget matters, including special considerations such as lottery funds, will be made known clearly through a written charge to the committee.
   c. Regular committee processes normally should be followed, including the preparation of timely agendas, advance distribution of discussion material, and maintenance of a written record of the committee's recommendations. Actions regarding recommendations will be communicated to the participants.
   d. The desirability of membership continuity in budget deliberations should be recognized by appropriate terms of service.
## ZEE Departmental Summary

<table>
<thead>
<tr>
<th>Positions:</th>
<th>1975-76 Actual</th>
<th>1976-77 Budgeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative FTE</td>
<td>0.6</td>
<td>0.6</td>
</tr>
<tr>
<td>Faculty, FTE</td>
<td>12.5</td>
<td>13.0</td>
</tr>
<tr>
<td>Support Staff, FTE</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Student Assistants, FTE</td>
<td>1.4</td>
<td>1.1</td>
</tr>
<tr>
<td><strong>Total FTE Positions</strong></td>
<td><strong>17.7</strong></td>
<td><strong>18.9</strong></td>
</tr>
</tbody>
</table>

**Operating Expense and Equipment:**

<table>
<thead>
<tr>
<th></th>
<th>1975-76</th>
<th>1976-77</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies and Services</td>
<td>$8,831</td>
<td>$10,672</td>
</tr>
<tr>
<td>Travel In-State</td>
<td>368</td>
<td>397</td>
</tr>
<tr>
<td>Travel Out-State (Budgeted by School)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular Equipment</td>
<td>3,132</td>
<td>2,567</td>
</tr>
<tr>
<td>Replacement Equipment</td>
<td>2,118</td>
<td>2,320</td>
</tr>
</tbody>
</table>

**Student Credit Units Data**

<table>
<thead>
<tr>
<th>Department SCU</th>
<th>2401</th>
<th>2411</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department SCU as % of Campus Total</td>
<td>1.1%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

*Positions subject to salary savings requirements: 2% faculty and 4% nonfaculty.*
School of XYZ Summary

1975-76  
Actual  
1976-77  
Budgeted

<table>
<thead>
<tr>
<th>Positions:</th>
<th>1975-76</th>
<th>1976-77</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative, FTE</td>
<td>3.24</td>
<td>3.28</td>
</tr>
<tr>
<td>Faculty, FTE</td>
<td>93.4</td>
<td>95.2</td>
</tr>
<tr>
<td>Support Staff, FTE</td>
<td>15.8</td>
<td>16.0</td>
</tr>
<tr>
<td>Student Assistant, FTE</td>
<td>7.1</td>
<td>7.2</td>
</tr>
<tr>
<td>Total FTE Positions</td>
<td>119.54*</td>
<td>121.68*</td>
</tr>
</tbody>
</table>

Operating Expenses and Equipment:

<table>
<thead>
<tr>
<th></th>
<th>1975-76</th>
<th>1976-77</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies and Services</td>
<td>$86,434</td>
<td>$93,278</td>
</tr>
<tr>
<td>Travel In-State</td>
<td>3,420</td>
<td>3,840</td>
</tr>
<tr>
<td>Travel Out-State</td>
<td>3,182</td>
<td>3,633</td>
</tr>
<tr>
<td>Regular Equipment</td>
<td>23,144</td>
<td>25,676</td>
</tr>
<tr>
<td>Replacement Equipment</td>
<td>22,604</td>
<td>24,898</td>
</tr>
</tbody>
</table>

Student Credit Units Data

<table>
<thead>
<tr>
<th></th>
<th>1975-76</th>
<th>1976-77</th>
</tr>
</thead>
<tbody>
<tr>
<td>School SCU</td>
<td>13,409</td>
<td>13,509</td>
</tr>
<tr>
<td>University SCU</td>
<td>213,521</td>
<td>212,416</td>
</tr>
</tbody>
</table>

*Positions subject to salary savings requirements: 2% faculty and 4% nonfaculty.
WHEREAS, The spirit of collegiality is premised on faculty consultation regarding matters that directly affect faculty affairs; and

WHEREAS, Faculty position controls have been put into effect without substantial examination by nor consultation with the Faculty; therefore, be it

RESOLVED: That the Academic Senate requests that the Vice President for Academic Affairs appear before the Academic Senate to explain the processes by which specific faculty position controls have been and will be developed; and be it further

RESOLVED: That the Academic Senate recommends that those charged with making budget allocation decisions to implement faculty position controls be directed to make those decisions only after consultation with the Faculty in the spirit of collegiality.

Proposed by:
School of Business Academic Senate Caucus
December 1, 1987
RESOLVED: That the Academic Senate recommends that the background statement be adopted by the Affirmative Action Officer for use by the Affirmative Action Facilitators; and be it further.

RESOLVED: That the Affirmative Action Facilitators be encouraged to promote collegiality and mentorship between current faculty and new faculty to promote retention of Affirmative Action faculty; and be it further.

RESOLVED: That the Affirmative Action officer provide an annual report on the Affirmative Action Facilitators program to the Academic Senate through its Status of Women Committee.

Submitted by Barbara Weber.