Academic Senate Agenda
Tuesday, January 12, 1988
3:00-5:00 p.m.
UU 220

I. Minutes:
   Approval of the December 1, 1987 Minutes (pp. 4-6).

II. Communications:
   Materials available for reading in the Academic Senate office (pp. 2-3).
   Resolution approved by President Baker:
   AS-262-87/RC Resolution on Applied Research and Development Facility
   AS-263-87/RC Resolution on Research: CAM 452

III. Reports:
   A. President
   B. Academic Affairs Office
   C. Statewide Senators
   D. Art Gloster, Vice President for Information Systems - The Academic Computing Environment at Cal Poly.

IV. Consent Agenda:
   Resolution on Miscellaneous Catalog Changes-Dana, Chair of the Curriculum Committee (pp. 7-8).

V. Business Items:
   A. GE&B Proposal for TH 328X-Lewis, Chair of the General Education and Breadth Committee, Second Reading (p. 9).
   B. GE&B Proposal for TH 210X-Lewis, Chair of the General Education and Breadth Committee, Second Reading (p. 10).
   C. Resolution on Budget Information Reporting-Conway, Chair of the Budget Committee, Second Reading (pp. 11-22).
   D. Resolution on the Foundation Election Process-Greenwald, Chair of the Ad Hoc Committee on the Cal Poly Foundation Election Process, First Reading (pp. 23-24).
   E. Resolution on the Effects of Class Size, Mode and Level of Faculty Workload-Palmer, Chair of the Ad Hoc Committee on Effect of Class Size on Instructional Quality and Faculty Workload, First Reading (pp. 25-27).
   F. Resolution on International Education Office (IEO)-Little, Head of Foreign Languages Department, First Reading (pp. 28-34).
   G. Resolution on Consultative Procedures for Faculty Position Controls-Andrews, First Reading (p. 35).
   H. Resolution on the Future of Concurrent Enrollment-Crabbe, Chair of the Academic Senate, First Reading (p. 36).

VI. Discussion Items:

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

(New reading materials highlighted in bold)

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/10/87</td>
<td>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</td>
</tr>
<tr>
<td>6/22/87</td>
<td>Publications from the Office of the Chancellor re Teacher Education</td>
</tr>
<tr>
<td>July 1987</td>
<td>The Master Plan Renewed, Commission for the Review of the Master Plan for Higher Education</td>
</tr>
<tr>
<td>8/3/87</td>
<td>Quarterly Internal Report on Enrollment-Summer 1987 (Cal Poly, SLO)</td>
</tr>
<tr>
<td>Aug 1987</td>
<td>Subject Matter Assessment of Prospective English Teachers (CSU)</td>
</tr>
<tr>
<td>9/4/87</td>
<td>Capital Outlay Program 1988-89</td>
</tr>
<tr>
<td>9/15/87</td>
<td>Board of Trustees' Agenda, September 15/16, 1987</td>
</tr>
<tr>
<td>9/23/87</td>
<td>1986/87 Discretionary Fund Reports (Cal Poly, SLO)</td>
</tr>
<tr>
<td>10/12/87</td>
<td>Executive Review Policies and Procedures</td>
</tr>
<tr>
<td>10/20/87</td>
<td>Funding Excellence in Higher Education (CPEC)</td>
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<td></td>
<td>The State's Interest in Student Outcomes Assessment (CPEC)</td>
</tr>
<tr>
<td></td>
<td>State Incentive Funding Approaches for Promoting Quality in California Higher Education: A Prospectus (CPEC)</td>
</tr>
<tr>
<td></td>
<td>Assembly Bill #2016 - Higher Education Talent Development</td>
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<tr>
<td>10/28/87</td>
<td>State Incentive Funding Approaches (memo from Kerschner to VPAA's dated 10/28/87)</td>
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<tr>
<td>10/30/87</td>
<td>Organizational charts of administrative positions throughout the CSU system (CSU)</td>
</tr>
<tr>
<td>11/2/87</td>
<td>Academic Mainframe Computer Replacement Plan (CSU)</td>
</tr>
<tr>
<td>11/5/87</td>
<td>Earthquake Status Report (CSU, Los Angeles)</td>
</tr>
<tr>
<td>11/6/87</td>
<td>Quarterly Internal Report on Enrollment-Fall 1987 (Cal Poly, SLO)</td>
</tr>
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</table>
11/12/87  Retreat Rights for Academic Administrators (Cal Poly, SLO)
11/16/87  Summary Notes of the President's Council Meetings (Cal Poly, SLO)
11/16/87  Status of Current Major Capital Outlay Projects (Cal Poly, SLO)
Nov 1987  Computer-Aided Productivity Center (Cal Poly SLO)
Nov 1987  Development Activities of the University Relations Division (Cal Poly, SLO)
Nov 1987  Recommendations of the Commission for the Review of the Master Plan
Nov 1987  Cal Poly IBM Specialty Center (Cal Poly, SLO)
11/13/87  Asilomar Retreat of the Academic Senate CSU (Nov 13-15, 1987). Summary of the Executive Committee and campus Senate chairs' meetings (Academic Senate CSU)
11/30/87  Allocation of MPPP Awards 1987-88 (number of awards to each school) (Cal Poly, SLO)
12/1/87   Summer Bridge and Intensive Learning Experience: Second Year Evaluation (CSU)
1/12/88   CSU Systemwide Full-Time Faculty by Tenure Status, Sex and Ethnicity: 1975-1987 (CSU)
Background Statement: At various times and for various reasons over the last few months there have been a small number of “odds and ends” catalog proposals that have been put before the Senate Curriculum Committee. Some were acted on by the committee as far back as last June but were never brought before the Senate for its action. Some were submitted to the Academic Affairs office during the summer and early Fall and were referred to the Curriculum Committee for our opinions.

AS-__-87/___

Resolution on Miscellaneous Catalog Changes

WHEREAS, The catalog changes in the attached list have been acted on by the Academic Senate Curriculum Committee; therefore be it

RESOLVED: That the Senate recommend the approval of attached list of catalog changes.

proposed November 18, 1987
Curriculum Committee
## Miscellaneous Catalog Changes

<table>
<thead>
<tr>
<th>Course</th>
<th>Explanation</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 354</td>
<td>Changes substantial so committee requested expanded course outline -- no time to get back to it last year</td>
<td>approved 8-0  11/18</td>
</tr>
<tr>
<td>AG 500</td>
<td>Individual Study; currently X course.</td>
<td>approved 6-0  10/26</td>
</tr>
<tr>
<td>NRM 101</td>
<td>Change in course description to &quot;internationalize&quot; it. Course is already changed; this changes catalog title and description to match.</td>
<td>approved 6-0  10/26</td>
</tr>
<tr>
<td>NRM 310</td>
<td>In dept.'s zeal to answer our request to delete courses with no or low enrollment, this one was deleted when it should not have been. This action reinstates it.</td>
<td>approved 6-0  10/26</td>
</tr>
<tr>
<td>ENGR 141</td>
<td>&quot;Engineering Orientation&quot;</td>
<td>approved 4-3-2 5/21</td>
</tr>
<tr>
<td>ENGR 142</td>
<td>&quot;Engineering Careers&quot;</td>
<td></td>
</tr>
<tr>
<td>ENGR 303</td>
<td>&quot;Professional Development&quot;</td>
<td></td>
</tr>
<tr>
<td>ME 234</td>
<td>Tabled by Senate for return to committee to resolve the committee's concerns between it and ME 134. 234 is a design course for transfers rather than more basic 134 design/intro course for freshman. Has been taught as X course already.</td>
<td>approved 7-0-2 5/21</td>
</tr>
<tr>
<td>Electro-Optics Concentration</td>
<td>Physics major concentration. Modification in response to our concerns of it not being different enough from other concentrations was satisfactory to committee.</td>
<td>approved 9-0-0 5/21</td>
</tr>
<tr>
<td>Ag Mgt</td>
<td>Allow only 3 units of AG prefix courses to be among the 20 units of SAGR electives w/o AM or AGED prefix.</td>
<td>approved 9-0  5/21</td>
</tr>
<tr>
<td>AM 336</td>
<td>Change 2 lect/1 activity to 4 lecture units</td>
<td>no comment (vote to approve: 2-2-5) 5/21</td>
</tr>
<tr>
<td>1. PROPOSER'S NAME</td>
<td>2. PROPOSER'S DEPT.</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>Roger Kenvin</td>
<td>Theatre and Dance</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH 328X  History of the Theatre   (4 units)</td>
</tr>
<tr>
<td>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. 3 lectures, 1 activity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. SUBCOMMITTEE RECOMMENDATION AND REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. GE &amp; B COMMITTEE RECOMMENDATION AND REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approves   (9-0)</td>
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</table>

<table>
<thead>
<tr>
<th>7. ACADEMIC SENATE RECOMMENDATION</th>
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</table>
# GENERAL EDUCATION AND BREADTH PROPOSAL

<table>
<thead>
<tr>
<th>1. PROPOSER'S NAME</th>
<th>Roger Kenvin</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. PROPOSER'S DEPT.</td>
<td>Theatre and Dance</td>
</tr>
<tr>
<td>3. SUBMITTED FOR AREA (include section, and subsection if applicable)</td>
<td>C.2</td>
</tr>
<tr>
<td>4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format)</td>
<td>TH 210X Introduction to Theatre in London (4 units)</td>
</tr>
<tr>
<td></td>
<td>Play production process and approach to the theatre including theatrical terminology, methods, aesthetics, and technology, with special application to London. 3 lectures, 1 activity.</td>
</tr>
<tr>
<td>5. SUBCOMMITTEE RECOMMENDATION AND REMARKS</td>
<td>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.</td>
</tr>
<tr>
<td>6. GE &amp; B COMMITTEE RECOMMENDATION AND REMARKS</td>
<td>Approves (9-0)</td>
</tr>
<tr>
<td>7. ACADEMIC SENATE RECOMMENDATION</td>
<td></td>
</tr>
</tbody>
</table>
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.
2. RESOLUTION

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
Date: June 26, 1987

To: Presidents

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.
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: tmn
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.

   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.
WHEREAS, The faculty at Cal Poly are striving to achieve input in the budgetary process affecting the instructional budget at California Polytechnic State University, San Luis Obispo, and

WHEREAS, The faculty can have the greatest influence in budgetary matters at the school/division/department/program levels, and

WHEREAS, The faculty must have information on current budgets to provide valuable input in the budgetary process, and

WHEREAS, All faculty members are not currently being made aware of the budgets of the schools/divisions/departments/programs in which they serve, now, be it therefore

RESOLVED: That each September the proposed budget for the upcoming academic year, and the final budget figures for the past academic year in each school/division/department/program should be distributed to all faculty members within said school/division/department/program; and, be it further

RESOLVED: That budget figures at the school/division level are to be distributed by the Dean and should include all aspects of the instructional program by department including faculty position, operating expense, equipment, replacement equipment, in state and out of state travel, and technical/clerical/student assistant allocations; and, be it further

RESOLVED: That budget figures at the department/program level are to be distributed by the department head or program leader and should also include all aspects of the instructional program, and should provide greater detail than the budget figures provided at the school level.

APPROVED

MARCH 8, 1977
Robert E. Kennedy

Academic Senate Resolution—Budget Information

Your memo of March 9 transmitted to me a resolution adopted by the Academic Senate to the effect that various budgetary information be made available to the faculty of each department/program. 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. In order to assure that basic information, as a minimum, is made available I am forwarding to Vice President Jones and Director of Business Affairs Landreth the attached sample format for possible use by school deans and department heads. In so doing, it is not my intent to mandate that this format be used or to require those administrators currently making information available to conform to the format. Rather, its purpose is to provide a guide to the information which should be made available.

Further, I am leaving to the judgment of the deans and department heads the medium to be used in distributing the information. Some may choose to do it through a departmental or school memo, others may wish to distribute the information through the school council or departmental council minutes. By copy of this memo I am asking Dr. Jones to implement the distribution of information in all instructional areas beginning with Fall, 1977.

Attachment
ZEE Departmental Summary

<table>
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<tr>
<th>Positions</th>
<th>1975-76 Actual</th>
<th>1976-77 Budgeted</th>
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<td>Administrative FTE</td>
<td>0.6</td>
<td>0.6</td>
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<tr>
<td>Faculty, FTE</td>
<td>12.5</td>
<td>13.0</td>
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<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>
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Operating Expense and Equipment:

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<th>1976-77</th>
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<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</td>
<td>(Budgeted by School)</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>
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Student Credit Units Data

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<tr>
<th></th>
<th>1975-76</th>
<th>1976-77</th>
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<tbody>
<tr>
<td>Department SCU</td>
<td>2401</td>
<td>2411</td>
</tr>
<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 requirement: 2% faculty and 4% nonfaculty.*
### School of XYZ Summary

<table>
<thead>
<tr>
<th></th>
<th>1975-76 Actual</th>
<th>1976-77 Budgeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positions:</td>
<td></td>
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</tr>
<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>7.7</td>
<td>7.2</td>
</tr>
<tr>
<td><strong>Total FTE Positions</strong></td>
<td><strong>119.54</strong></td>
<td><strong>121.68</strong></td>
</tr>
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</table>

### Operating Expenses and Equipment:

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

<table>
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<tr>
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<th>1975-76</th>
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<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.*
ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

Background statement: The committee has received extensive testimony from administrators, faculty, and students concerning the Cal Poly Foundation. The committee has also obtained input from the Executive Director and the Associate to the Executive Director of the Foundation.

The present election process for the Foundation Board of Directors has not been effective in communicating openings on this Board to faculty. In addition, the present process provides for the election of new Board members by the current Board thus enabling the directors to reelect themselves. The result has been a Board that has effectively been closed to new individuals and new ideas.

AS-____-87/____

RESOLUTION ON
THE FOUNDATION ELECTION PROCESS

WHEREAS, The current process by which the Board of Directors of the California Polytechnic State University Foundation is elected has resulted in a Board that has effectively been closed to new individuals and new ideas; therefore be it;

RESOLVED: That the membership of the Board of Directors of California Polytechnic State University Foundation shall include at least two tenured faculty members of the University; and be it further

RESOLVED: That the selection of the faculty members shall be consistent with the following:

1. The faculty members shall be nominated by the Academic Senate.

2. The names of at least two (but no more than three) faculty shall be presented to the Board of Directors of the Foundation for each position for which a faculty member is being sought.

3. If the Board of Directors determines that none of the candidates presented are qualified, the Academic Senate will be notified and presented reasons for nonqualification per the criteria outlined in #4 and will be asked to repeat the process beginning at #1.

4. In presenting candidates, the Academic Senate will utilize, at a minimum, the criteria utilized by the Board of Directors in reviewing candidates for Board membership including the following:
   a. A consistent history of active involvement with an interest in University affairs;
   b. Demonstrated ability to work productively as a member of a governing body; and
   c. Willingness to actively serve for the term of office.
5. No faculty member shall serve more than two consecutive terms except in unusual circumstances as determined by the Academic Senate.

6. In the event that a position occupied by a faculty member on the Board becomes vacant, a replacement shall be nominated in accordance with these same principles.

Proposed By:
Ad Hoc Committee on the Cal Poly Foundation Election Process
January 5, 1988
Background statement: In May 1986, the decision to include a 200-station auditorium-type lecture classroom in the remodel of Engineering East was communicated to the Chair of the Academic Senate. Upon receiving said information, the Chair of the Senate suggested to Douglas Gerard, Executive Dean, the need for a mechanism which would ensure faculty consultation before such decisions are finalized. Subsequently, the Executive Committee of the Senate was informed by President Baker that a similar size lecture room was being considered for the remodel of the Business Administration & Education Building.

On May 13, 1986, the Chair of the Academic Senate requested the chairs of the Personnel Policies Committee, Student Affairs Committee, Long-Range Planning Committee, and the Instruction Committee to look into this planning situation. Subsequently, these four chairpersons were asked to name a person from their particular committee to serve as a member on the Ad Hoc Committee on Effective Class Size, Instructional Quality, and Faculty Workload.

The charge to the committee was to study the implications that issues such as class size, level, mode, and number of faculty preparations, and other considerations may have on faculty workload and the effectiveness of instruction in a given class. As a result of the committee’s deliberations, the following resolution is submitted.

**RESOLUTION ON THE EFFECTS OF CLASS SIZE, MODE AND LEVEL OF FACULTY WORKLOAD**

WHEREAS. Faculty workload is a function of several factors such as the level of the coursework taught, the type of class and instructional method, the mix of direct instruction and instruction-related activities, number of units attached to the courses taught by an instructor, the number and variety of preparations required, and the enrollment size of the class being taught; and

WHEREAS. Faculty instructional units are generated based on the number of students in the class as well as the instruction mode and level; and

WHEREAS. Courses in which enrollments exceed the break-even point generate additional faculty positions which have allowed department, school, and university flexibility in faculty assignments; and
RESOLUTION ON THE EFFECTS OF
CLASS SIZE, MODE AND LEVEL OF FACULTY WORKLOAD
Page Two

WHEREAS. Decisions related to class size and staffing should address concerns of faculty, students, and administration; and

WHEREAS. Mode and level allows for a range in the number of students in a given class; instructional quality and faculty workload considerations dictate that classes be taught at the lower end of the class size range; and

WHEREAS. The assignment of three four-unit classes, as opposed to four three-unit classes, may significantly reduce the faculty member's workload related to the total number of preparations and consequently increase quality of instruction; and

WHEREAS. There are specific class size parameters which must be considered regarding funding and support for the class. These include:

For classes with census date enrollment between 75 and 120 and exceptional workload, a graduate assistant or student assistant may be allocated;

For classes with census enrollment of over 120, a graduate assistant, a student assistant, or an additional 2 WTU's may be assigned; and

WHEREAS. The campus is currently considering the construction of lecture facilities with capacities significantly greater than 120 stations; and

WHEREAS. To date the administration has not come forth with a model for consultation on classroom size to be built in remodelling or construction of new facilities; therefore, be it

RESOLVED: That all staffing and class size decisions be based upon instructional effectiveness and faculty workload considerations; and be it further

RESOLVED: That additions, modifications, new construction, or other changes in instruction space configuration take place only after full consultation and input from faculty involved with programs which may use such facilities; and be it further

RESOLVED: That complete and thorough consultation take place between individual faculty, department faculty as a group, and the department head/chair regarding class assignments, the number of preparations required during a given quarter, the units associated with the various classes in the department, class sizes, and the relationship of these factors to faculty workload; and be it further

RESOLVED: That class size parameters be established only after full and complete consultation with faculty in the affected departments; and be it further
RESOLUTION ON THE EFFECTS OF CLASS SIZE, MODE AND LEVEL OF FACULTY WORKLOAD

RESOLVED: That the use of large class facilities (which permit enrollments which entitle faculty to additional teaching units) be restricted to courses which, after faculty consultation, are identified as appropriate for the facility; and be it further

RESOLVED: That individual faculty members assigned to teach large classes (those earning extra WTU's) be made fully aware of the fact that additional units accrue as a result of teaching those classes; that under normal circumstances the faculty member who generates these units should receive credit for them; and be it further

RESOLVED: That it is the responsibility of each department head/chair to make the department faculty members aware of staffing formulas and the ramifications of these formulas on faculty workload, instructional space considerations and instructional quality, and that faculty be encouraged to participate in decision making related to these issues.

Proposed By:
Ad Hoc Committee on Effective Class Size, Instructional Quality, and Faculty Workload
January 5, 1988
WHEREAS, Cal Poly has no International Education Office (IEO); and
WHEREAS, Most of the principal functions and duties of the proposed IEO are being performed by a number of highly dedicated individuals in a variety of offices across campus but without centralized leadership resulting in an unorganized, inefficient, and fragmented program; and
WHEREAS, The international dimension of the curriculum is growing in strength and prominence throughout the seven schools; and
WHEREAS, The School of Agriculture has a long and fruitful tradition of international ventures and contracts; and
WHEREAS, The School of Business is strengthening its international dimension; and
WHEREAS, The School of Architecture has a major role in established international programs (e.g., CSU International Program (IP) in Italy and Denmark) and in ad hoc programs in France, Spain, Japan, and Taiwan; and
WHEREAS, The School of Liberal Arts collaborates in all CSU IP programs, has pioneered the London Study Quarter, is planning a Paris Study Quarter, and is projecting a Japan Study Quarter; and
WHEREAS, California's demographic changes in the near future will inevitably make Cal Poly's student body more international, multi-ethnic, and multi-lingual and, in the long term, will make the majority of the student body multi-ethnic and multi-lingual; and
WHEREAS, Cal Poly's location, curricula, and quality will force us to become an effective partner in Pacific Rim programs of all kinds; and
WHEREAS, The attached proposal has received unanimous approval of all faculty, staff, and administrators who have collaborated in writing it; and
WHEREAS, The IEO is essential for managing internationally related affairs at Cal Poly; and
WHEREAS, The undersigned faculty, staff, and administrators support this proposal and this resolution; therefore, be it
RESOLUTION ON
INTERNATIONAL EDUCATION OFFICE (IEO)
Page Two

RESOLVED: That the Academic Senate supports the plan to reallocate positions in such a way that the director and secretary positions can be funded through existing positions and monies; and be it further

RESOLVED: That the Chair of the Academic Senate requests the Vice President of Academic Affairs, Malcolm Wilson, to convene a committee empowered to produce a recommendation for the funding and staffing of the IEO.

Proposed By:
William Little, Department Head of the Foreign Languages Department
January 5, 1988
Signature Attachment to the Resolution on International Education Office (IEO)

Due to the number of signatures received, in order to reduce the volume/expense of photocopying this agenda, the signature pages have not been reproduced. A copy of the original signatures will be forwarded to the President with this resolution if adopted by the Academic Senate.

The number of signatures received in support of this resolution totals 65.
INTERNATIONAL CENTER PROPOSAL

[NOVEMBER 14, 1986 — DRAFT NO. 10]

I. RATIONALE

President Warren Baker, in his Convocation on Planning held October 10, 1985, called for internationalization of the various academic and non-academic programs at Cal Poly. Implicit in President Baker’s message is the knowledge that unless we link our students’ training in technology, science, and the arts to greater knowledge of the world beyond the borders of our own economic and cultural microcosm, we are shortchanging their educations.

Cal Poly is not unique in its need to respond to new multi-ethnic, multi-cultural, and multi-national pressures on curricula and other programs. Indeed, throughout the United States and at virtually all levels of society, there is recognition that higher education must take the lead in preparing America for successful international cooperation and competition. As California’s economy and culture become more ethnically diverse, Cal Poly must equip its graduates to cope with the greater diversity of California and the United States. Additionally, they must be prepared to carry their technical expertise and their visions of a better world into careers that more and more involve an international dimension.

II. BACKGROUND

Currently, Cal Poly supports a wide variety of functions relating to multi-cultural issues. There is such fragmentation in their management, however, that Cal Poly is perceived to have no international dimension at all. This perception does a disservice to the university and to those who labor under current circumstances. The current scene is characterized by redundancy, overlapping, and fragmentation. Examples include:

ITEM: The Admissions Office handles acceptance and initial registration of foreign students, but the Dean of Students Office clears on permits to register, while both the Records Office and the Dean of Students Office provide immigration forms. In the same vein, the School of Agriculture provides its own separate and parallel services for immigration affairs.

ITEM: The CSU International Programs Office administers the Fulbright Program on an informal basis.

ITEM: The Grants Development Office coordinates the foreign Fulbright Scholars Program and assists Cal Poly faculty members who wish to apply for Fulbright Grants or other types of international exchange opportunities.

ITEM: ACTION funds a contract held by the School of Agriculture to recruit candidates from the entire campus for the Peace Corps.

Clearly, because of the need for greater coherence and organization, it is appropriate for Cal Poly to establish an entity to promote and coordinate internationally-oriented interests and activities on campus as well as to generate off-campus support. Accordingly, it is recommended that Cal Poly take steps to establish an INTERNATIONAL CENTER, the creation of which should be guided by the goals and considerations hereinafter described.
III. GOALS

The INTERNATIONAL CENTER’s goals will be to:

1. Centralize currently dispersed aspects of Cal Poly's international activities and functions;
2. Create a vital, dynamic ambiance on campus;
3. Foster off-campus support for international ambiance on campus;
4. Facilitate coordination of efforts by administrators, professors, and staff personnel engaged in non-curricular, internationally-oriented functions;
5. Seek additional non-state funding for international events, functions, and programs; and
6. Promote active awareness of international grant and research opportunities.

IV. PURPOSE AND FUNCTIONS

The INTERNATIONAL CENTER will be designed to serve students, faculty, departments, administrators, and community entities in areas concerned with international affairs. Its purpose will be to aid foreign students and faculty members who come to study and teach at Cal Poly as well as resident faculty and students who wish to increase their international awareness or to make personal, academic, or professional connections overseas. Above all, by eliminating the inefficiency resulting from the lack of coordination among the existing collection of single-issue offices and functions, the CENTER will help to accelerate the internationalization of the university. Three principal functions of the CENTER will include:

A. Responsibility for:

1. Enhancement of international awareness through activities such as:
   a. Support of and involvement in new international ventures, such as a program in Pacific Rim studies, exchange teaching assignments with Australia, and the School of Agriculture’s Costa Rica project to develop Escuela Agrícola para la Región del Trópico Húmedo;
   b. Encouragement for those wishing to develop various overseas programs; and
   c. Encouraging an international dimension for the Center for Practical Politics.
2. Administration of:
   a. CSU International Programs (the campus CSU foreign study program);
   b. Faculty foreign exchange programs (including Fulbright);
   c. Student Fulbright Programs;
   d. Sponsored and exchange student programs;
   e. Support services for foreign dignitaries, scholars, and faculty; and
   f. Support services for foreign students.
IV. PURPOSE AND FUNCTIONS (Continued)

B. Maintenance of affiliation and/or liaison with:

1. Academic Departments, especially those with an international focus;
2. London Study Program;
3. Ethnic- and internationally-oriented student organizations and clubs, such as French Club, International Business, LASA (Latin American Student Association), Latinos in Agriculture, MECHA (Movimiento Estudiantil Chicano), etcetera;
4. Related national organizations, such as the National Association of Foreign Students Affairs, among others;
5. The Master's Program in International Agriculture Development;
6. The Multi-Cultural Center;
7. Internationally-sponsored contracts on campus;
8. Related university and school committees such as IFAC (International Food and Agriculture Committee); and

V. ORGANIZATION

The INTERNATIONAL CENTER shall be responsible to the Academic Vice President. Initially, the CENTER will consist of a director, a secretary, and an advisory committee as described below:

A. Director. Appropriate level twelve-month staff position. Functions of this position are as follows:

1. Develop programs supportive of the CENTER's goals and purposes;
2. Chair the INTERNATIONAL CENTER Advisory Committee;
3. Liaison with university administrators, departments, faculty, students, and the community;
4. Coordinate the CSU International Programs;
5. Coordinate Fulbright Programs and Grants;
6. Coordinate support services for foreign dignitaries, scholars, and faculty; and
7. Facilitate the delivery of financial aid, advisement, and other services for foreign students.

B. Secretary/Clerical. Twelve-month position.

C. The INTERNATIONAL CENTER Advisory Committee will include the following members:

1. Director;
2. The campus faculty representative to the CSU Academic Council on International Programs;
V. ORGANIZATION (Continued)

3. Two staff members with continuing appointments:
   a. Associate Dean of Students, and
   b. Associate Dean, School of Agriculture;

4. Chairman, IFAC;

5. Three representatives chosen by the Academic Vice President or designee from a list of nominees submitted by the deans of the seven schools. Nominees should be internationally-oriented faculty members who are interested in the CENTER; and

6. Three student representatives: One shall be the CSU International Programs alumni representative; two shall be chosen by the ASI President, one of which will be a visa student, and the other will be an at-large student.

The Advisory Committee will meet regularly to determine objectives, review proposals, and establish policy priorities.

VI. POLICIES

The INTERNATIONAL CENTER will abide by policies of Cal Poly, the Chancellor's Executive Orders 165 and 421, and the California State University System. The Cal Poly Foundation will administer non-state funds collected by the CENTER.
RESOLUTION ON
CONSULTATIVE PROCEDURES FOR FACULTY POSITION CONTROLS

WHEREAS, The spirit of collegiality is premised on faculty consultation regarding matters that directly affect faculty affairs; and

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:
Charles Andrews
January 5, 1988
ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California
AS—-87/____
RESOLUTION ON
THE FUTURE OF CONCURRENT ENROLLMENT

WHEREAS, The Concurrent Enrollment program offers an important service for people who are unable to meet the established deadlines of application for admission to The California State University; and

WHEREAS, Twenty percent of Concurrent Enrollment students become regularly enrolled students; and

WHEREAS, Approximately half of the participants utilize the program to enhance their career and job skills thus contributing to the competitiveness of the California economy; and

WHEREAS, Concurrent Enrollment provides an opportunity for disqualified students to demonstrate performance for readmission thus, contributing to the cause of educational equity in the state; and

WHEREAS, The Concurrent Enrollment program offers an important service to citizens who need one or two courses rather than a full program in pursuit of a degree; and

WHEREAS, 1987-88 is the second fiscal year that 25% of all continuing education revenue has been required by the California Department of Finance for the General Fund budget; and

WHEREAS, This decreases the funding that was previously available to (1) academic schools and departments for institutional supplies and services and faculty travel, and (2) Extended Education to administer its program; and

WHEREAS, The present budgetary procedure of levying an assessment on the campus Concurrent Enrollment programs to pay a portion of concurrent enrollment money into the General Fund ($2,000,000 in '85-86 and again in '86-87) causes Extended Education programs to remit funds to pay these assessments, thus endangering the future of both the Concurrent Enrollment programs and the financial stability of Extended Education programs; therefore, be it

RESOLVED: That the Academic Senate of The California State University work with others involved in the budget-making process for 1988-89 to eliminate the Concurrent Enrollment assessments for each campus; and be it further

RESOLVED: That the Board of Trustees, the Chancellor's Office, and the Cal Poly administration be asked to join the effort to preserve the Concurrent Enrollment programs by opposing the diversion of Concurrent Enrollment money to the General Fund.

Proposed By:
Academic Senate Executive Committee
January 5, 1988
Memorandum

To: Academic Senate

From: William Little

Subject: International Education Office Proposal

As requested by several members of the Executive Committee of the Academic Senate, I would like to submit this succinct list of intentions that the framers of the proposal have in calling for the creation of the International Education Office.

The I.E.O. is intended to:

1. Be a creature of the faculty;
2. Serve as an informational and motivational center for matters concerning faculty and students involved in international affairs;
3. Administer only those items specifically mentioned in the document (IV.A. 1.a.-f.);
4. Increase efficiency and vitality of those internationally related affairs by locating them in one office; and
5. Actively establish and maintain liaison with any department, unit or office at Cal Poly that would benefit by networking with the I.E.O.

The I.E.O. is intended not to:

1. Be or become predominantly a management function of the administration;
2. Take over by unilateral initiative any university functions not specified by this proposal or approved through the normal consultational process including the Academic Senate; and
3. Act intrusively in any way that would interfere with any department, faculty member, student, staff member or administrator and their free and independent access to international grants, exchanges or opportunities of any kind.