

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

**Meeting of the  
Academic Senate Executive Committee  
Tuesday, May 9, 2000  
UU220, 3:00-5:00pm**

- I. Minutes: none.
- II. Communication(s) and Announcement(s):
- III. Reports:
  - A. Academic Senate Chair:
  - B. President's Office:
  - C. Provost's Office:
  - D. Statewide Senators:
  - E. CFA Campus President:
  - F. ASI Representative:
  - G. Other:
- IV. Consent Agenda:
- V. Business Item(s):
  - A. **Resolution on 1999-2000 FMI Procedures:** Bethel, chair of the Faculty Affairs Committee (pp. 2-5).
  - B. **Academic Senate committee vacancies for 2000-2002:** (pp. 6-12).
  - C. **University-wide committee vacancies for 2000-2002:** (p. 13).
- VI. Discussion Item(s):
- VII. Adjournment:

Adopted:

**ACADEMIC SENATE  
Of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA**

**AS-\_\_\_\_-00/  
RESOLUTION ON  
1999-2000 FMI Procedures**

- 1   **Whereas:**   The faculty unit collective bargaining agreement (MOU 31.13) requires all faculty unit  
2                   employees to provide annually a Faculty Activity Report (FAR) of his/her activities  
3                   irrespective of whether he/she is applying for a Faculty Merit Increase (FMI); and
- 4   **Whereas:**   The FAR form is used for both FMI and SSI (Salary Service Increases); and;
- 5   **Whereas:**   In the two previous FMI cycles the FAR form was confusing because it was not clear that  
6                   the faculty unit employee was to document all activities relevant to his/her job assignment  
7                   for the applicable period; and
- 8   **Whereas:**   The FAR form was inconsistent with requirements of MOU 31.29 because the form  
9                   allowed a faculty member to opt not to have his or her name and award published; and
- 10   **Whereas:**   The FAR form seemed to some faculty members to be demeaning by requiring them to  
11                  state that yes, they wanted to be considered for an FAR; and
- 12   **Whereas:**   It is helpful for budgeting purposes that FMI awards be in whole dollar amounts each  
13                  month, and
- 14   **Whereas:**   Some faculty who did not have full-time assignments were confused when their FMI  
15                  awards were paid proportionally to their time bases; be it therefore
- 16   **Resolved:**   That the FAR form be revised as per the attached sample; and be it further
- 17   **Resolved:**   That deans/directors and departments be urged to make FMI annual award  
18                  recommendations in whole dollar amounts that are evenly divisible by twelve based on an  
19                  equivalent time-base of full-time; and be it further
- 20   **Resolved**    That deans/directors be urged to inform their faculty that FMI awards are paid  
21                  proportionally to the faculty member's time base:

Proposed by: Academic Senate Faculty Affairs Committee  
Date: May 2, 2000

**CAL POLY FACULTY MERIT INCREASE CALENDAR  
FAR: JULY 1, 1999 - JUNE 30, 2000**

**September 22, 2000**

- Departments determine whether to utilize a Departmental FMI Committee composed of faculty unit employees, the department head/chair, designee, or combination of the above at the discretion of the department.
- Department head/chair advises dean (or appropriate administrator) of department's decision.

**September 22, 2000**

- Faculty unit employees (faculty, librarians, coaches, counselors) submit completed Faculty Activity Reports to the department chair/head who makes them available to the Departmental FMI Committee or designee, and provides dean (or appropriate administrator) and the President with a copy of each FAR.
- Faculty Activity Reports shall detail in separate sections all of the appropriate activities based on the employee's work assignment for the period July 1, 1999 through June 30, 2000. (The work assignment for most tenure track faculty consists of teaching, scholarship, and service; a lecturer's typical work assignment consists of teaching, only. Faculty who are unsure of their assignment should check with their department chair/head or dean.)

**October 13, 2000**

- Departmental FMI Committee (or designee) reviews all Faculty Activity Reports of Unit 3 employees from respective department/unit and provides recommendations to dean with a copy to candidate and to the President.

**October 20, 2000**

- Candidate may submit a written rebuttal to the dean.

**November 3, 2000**

- Dean (or appropriate administrator) reviews Faculty Activity Reports, department recommendations, and provides separate recommendation to President with copy to the candidate.

**November 10, 2000**

- Candidate may submit a written rebuttal to the President.

**November 20, 2000**

- President (or designee) notifies candidates of final FMI decisions retroactive to July 1, 2000.

**December 4, 2000**

- Appeal deadline. Faculty may appeal if they were favorably recommended by the department or the dean/appropriate administrator for an FMI, and the final FMI decision is less than the amount recommended at either level, or the FMI was denied.



## **SSI (Service Salary Increase) Criteria and Calendar for FY 2000-01**

**SSI Criteria:** demonstrated satisfactory performance commensurate with rank, work assignment, and service during the period between July 1, 1999 through June 30, 2000. Part-time lecturers are eligible for SSI after teaching 36 WTUs and thus, reports should include all appropriate activities for the period between their last SSI and June 30, 2000.

### **September 22, 2000**

- All SSI-eligible faculty unit employees submit to department chair/head a Faculty Activity Report that details the following for an **2000/01 SSI**:

All appropriate activities between July 1, 1999, through June 30, 2000 will be considered for the SSI which will be effective on the incumbent's SSI eligibility date, normally the beginning of Fall Quarter.

**Note:** This FAR will also be used for employees wishing to be considered for a 2000/01 FMI.

### **September 25, 2000**

- Department chairs/heads provide a copy of FARs that have been submitted by SSI-eligible faculty to dean (or appropriate administrator) and to the President.

### **September 29, 2000**

- Department chairs/heads provide recommendations for 2000/01 SSIs to dean (or appropriate administrator).

### **October 10, 2000**

- Dean (or appropriate administrator) grants or denies Service Salary Increase and communicates decision to employee, department chair/head and President. An approved SSI shall result in a salary increase of 2.65% to be effective on appropriate SSI eligibility date of incumbent.

## **SSI Appeals**

### **October 17, 2000**

- Employee denied SSI may request meeting with dean (or appropriate administrator) to discuss review.

### **October 21, 2000**

- Employee may appeal the decision to deny an SSI. An appeal committee of faculty shall hear the appeal.

### **Note: FMI review commencing September 22, 2000**

- **2000/01 FMI:** The FAR submitted for 2000/01 SSI on September 22, 2000 will also be used for 2000/01 FMI consideration for those employees wishing to be considered for an FMI. Such FARs will be forwarded by department chair/head to appropriate departmental FMI designee (dean and President were provided copies on September 25, 2000).
- See Cal Poly "Faculty Merit Increase Policy" for procedures and calendar.



# California State University Faculty Activity Report

## JULY 1, 1999 through JUNE 30, 2000

The criteria for the award of a Faculty Merit Increase shall be for demonstrated performance commensurate with the rank and work assignment of the faculty unit employee (i.e., most tenure track faculty have a work assignment of teaching, scholarship, and service, whereas, a typical lecturer's work assignment consists of teaching only. If you are unsure of your assignment, please check with your department chair or dean.)

Please check the area of evaluation that pertains to your work assignment (check only one):

- ☐ Teaching only (see Section I below)
- ☐ Teaching and scholarship (see Sections I and II below)
- ☐ Teaching and service to University and community (see Sections I and III below)
- ☐ Teaching, scholarship, and service to University and community (see Sections I, II and III below)

Name \_\_\_\_\_ Dept. \_\_\_\_\_

Highest Degree & Date \_\_\_\_\_

- ☐ Check here if eligible for SSI (Service Salary Increase)
- ☐ Check here if you do NOT want to be considered for an FMI (note: a Faculty Activity Report is required even for those employees who elect not to be considered for a faculty merit increase.)

In no more than four (4) typewritten pages using 12-point type and one-inch margins, provide information on your activities, contributions, and accomplishments in the areas applicable to your work assignment, for the period covered by this report. (Note, the sub-headings under each section are considered guidelines and not an obligatory request for information)

### I. Teaching & Contributions to Student Development/Other Primary Work Assignment

- A. Summarize and comment on your student evaluations of teaching.
- B. Describe any changes in teaching approach or in responsibilities.
- C. Describe your responsibilities in advising, supervision, or similar activities.
- D. Course development or other curricular activities (i.e. redesign a major or minor)
- E. Other

### II. Scholarly/Creative Activities and Professional Development/Practice

- A. List/describe work completed (books, journal articles, performances, editing, presentations, grant proposals, etc.).
- B. List/describe work in progress.
- C. Other

### III. University & Community Service (list/describe your contribution to the following)

- A. Department Committees/Service
- B. College, University, Systemwide Committees/Service
- C. Professional Service Activities
- D. Community Service Activities
- E. Other

### IV. Optional: List special accomplishments & other activities not included in any of the above

I attest that the information provided in this report is accurate and true to the best of my knowledge.

\_\_\_\_\_  
Faculty Member's Signature

\_\_\_\_\_  
Date

The following information will be accessible to departments; faculty members are NOT REQUIRED to include it on their FAR. Faculty Assignment by Department (FAD) reports for the past year will be accessible to FMI reviewers at department and college levels. FAD summarizes data regarding courses taught and enrollments by term for each faculty member. Academic Personnel will send each Department a report to include: rank/classification; tenured or probationary or temporary; if probationary, date of initial tenure-track appointment; if temporary, date of first appointment in present range; time base; June 2000 monthly salary rate, and SSI counter.

4.26.00

**COLLEGE OF AGRICULTURE**  
**Faculty Interest Questionnaires Received for**  
**Academic Senate Committee Vacancies for 2000-2002**

	<u>Department</u>	<u>Order of Preference</u>
<u>Budget and Long range Planning Committee</u> NO VACANCIES		
<u>Curriculum Committee</u> Casey, Glen (Incumbent)	AgEd&Comm	1 of 1
<u>Cultural Pluralism Requirement Subcommittee</u> NO VACANCIES		
<u>Faculty Affairs Committee</u> NO VACANCIES		
<u>Faculty Awards Committee</u> Thompson, Robert	Agribus	1 of 1
<u>Faculty Ethics</u> NO VACANCIES		
<u>Fairness Board</u> Harris, John Vance, Robert (Incumbent)	NRM AniSci	2 of 2 1 of 1
<u>Grants Review Committee</u> Green, David	EHS	1 of 1
<u>Instruction Committee</u> Harris, John	NRM	1 of 2
<u>Library Committee</u> NO VACANCIES		
<u>Program Review and Improvement Committee</u>		
<u>Research and Professional Development Committee</u> NO VACANCIES		
<u>Student Grievance Board</u>		

\*would be willing to chair committee if released time were available

4.26.00

**COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN**  
**Faculty Interest Questionnaires Received for**  
**Academic Senate Committee Vacancies for 2000-2002**

	<u>Department</u>	<u>Order of Preference</u>
<u><b>Budget and Long range Planning Committee</b></u> Johnston, Hal	ConstMgt	1 of 1
<u><b>Curriculum Committee</b></u> Benedict, Will	Arch	1 of 1
<u><b>Cultural Pluralism Requirement Subcommittee</b></u> Lucas, Michael (Incumbent)	Arch	1 of 1
<u><b>Faculty Affairs Committee</b></u> NO VACANCIES		
<u><b>Faculty Awards Committee</b></u>		
<u><b>Faculty Ethics</b></u> NO VACANCIES		
<u><b>Fairness Board</b></u> Berrio, Mark	ArchEngr	1 of 1
<u><b>Grants Review Committee</b></u> NO VACANCIES		
<u><b>Instruction Committee</b></u> NO VACANCIES		
<u><b>Library Committee</b></u> Wack, Paul* (Incumbent) Yip, Christopher	C&R Plann Arch	1 of 1 1 of 1
<u><b>Program Review and Improvement Committee</b></u> NO VACANCIES		
<u><b>Research and Professional Development Committee</b></u> Clay, Gary	Land Arch	1 of 1
<u><b>Student Grievance Board</b></u>		

\*would be willing to chair committee if released time were available

4.26.00

**COLLEGE OF BUSINESS**  
**Faculty Interest Questionnaires Received for**  
**Academic Senate Committee Vacancies for 2000-2002**

	<u>Department</u>	<u>Order of Preference</u>
<u><b>Budget and Long range Planning Committee</b></u>		
Peach, David	Mgtmt	1 of 3
<u><b>Curriculum Committee</b></u>		
Battles, Ralph	Finance	1 of 1
<u><b>Cultural Pluralism Requirement Subcommittee</b></u>		
NO VACANCIES		
<u><b>Faculty Affairs Committee</b></u>		
Biggs, JR* (Incumbent)	Mgtmt	1 of 1
Peach, David	Mgtmt	2 of 3
<u><b>Faculty Awards Committee</b></u>		
Frayne, Colette	GlStr&Lw	1 of 1
<u><b>Faculty Ethics</b></u>		
NO VACANCIES		
<u><b>Fairness Board</b></u>		
NO VACANCIES		
<u><b>Grants Review Committee</b></u>		
<u><b>Instruction Committee</b></u>		
Shiers, Alden (Incumbent)	Econ	1 of 1
<u><b>Library Committee</b></u>		
NO VACANCIES		
<u><b>Program Review and Improvement Committee</b></u>		
<u><b>Research and Professional Development Committee</b></u>		
NO VACANCIES		
<u><b>Student Grievance Board</b></u>		
Peach, David	Mgtmt	3 of 3
Beardsley, George (Incumbent)	Econ	1 of 1

\*would be willing to chair committee if released time were available

4.26.00

**COLLEGE OF ENGINEERING**  
**Faculty Interest Questionnaires Received for**  
**Academic Senate Committee Vacancies for 2000-2002**

	<u>Department</u>	<u>Order of Preference</u>
<u>Budget and Long range Planning Committee</u> NO VACANCIES		
<u>Curriculum Committee</u> NO VACANCIES		
<u>Cultural Pluralism Requirement Subcommittee</u> NO VACANCIES		
<u>Faculty Affairs Committee</u> NO VACANCIES		
<u>Faculty Awards Committee</u> Myers, Len	CmpSci	1 of 1
<u>Faculty Ethics</u> Agbo, Samuel	ElecEngr	2 of 2
Mallareddy, H.	C&EEng	1 of 1
Niku, Saeed (Incumbent)	MechEngr	1 of 1
<u>Fairness Board</u> NO VACANCIES		
<u>Grants Review Committee</u> NO VACANCIES		
<u>Instruction Committee</u>		
<u>Library Committee</u> Agbo, Samuel	ElecEng	1 of 2
<u>Program Review and Improvement Committee</u> NO VACANCIES		
<u>Research and Professional Development Committee</u> NO VACANCIES		
<u>Student Grievance Board</u> NO VACANCIES		

\*would be willing to chair committee if released time were available

4.26.00

**COLLEGE OF LIBERAL ARTS**  
**Faculty Interest Questionnaires Received for**  
**Academic Senate Committee Vacancies for 2000-2002**

	<u>Department</u>	<u>Order of Preference</u>
<b><u>Budget and Long range Planning Committee</u></b>		
Long, Dianne	PoliSci	1 of 2
Lutrin, Carl (Incumbent)	PoliSci	1 of 1
<b><u>Curriculum Committee</u></b>		
Keesey, Doug* (Incumbent)	English	1 of 1
<b><u>Cultural Pluralism Requirement Subcommittee</u></b>		
NO VACANCIES		
<b><u>Faculty Affairs Committee</u></b>		
Bethel, Walter (Incumbent)	Philo	1 of 1
Brown, Kenneth	English	1 of 1
<b><u>Faculty Awards Committee</u></b>		
Russell, Craig	Music	1 of 1
<b><u>Faculty Ethics</u></b>		
Battenburg, John*	English	1 of 2
McKim, Patrick	SocSci	2 of 3
Tryon, Bette (Incumbent)	Psych&HD	1 of 2
<b><u>Fairness Board</u></b>		
NO VACANCIES		
<b><u>Grants Review Committee</u></b>		
NO VACANCIES		
<b><u>Instruction Committee</u></b>		
McKim, Patrick	SocSci	3 of 3
<b><u>Library Committee</u></b>		
Peterson, Valerie	SpchComm	1 of 1
Schwartz, Debora* (Incumbent)	English	1 of 1
<b><u>Program Review and Improvement Committee</u></b>		
<b><u>Research and Professional Development Committee</u></b>		
Long, Dianne	PoliSci	2 of 2
Orij, John	History	1 of 1
Ruggles, Phil	GrphComm	1 of 2
<b><u>Student Grievance Board</u></b>		
Battenburg, John	English	2 of 2
Levi, Daniel	Psyc	1 of 1
McKim, Patrick	SocSci	1 of 3
Ruggles, Phil	GrphComm	2 of 2
Tryon, Bette	Psych&HD	2 of 2

\*would be willing to chair committee if released time were available

4.26.00

**COLLEGE OF SCIENCE AND MATHEMATICS  
(Including UCTE)  
Faculty Interest Questionnaires Received for  
Academic Senate Committee Vacancies for 2000-2002**

	<u>Department</u>	<u>Order of Preference</u>
<u><b>Budget and Long range Planning Committee</b></u> Greenwald, Harvey (Incumbent)	Math	1 of 1
<u><b>Curriculum Committee</b></u> NO VACANCIES		
<u><b>Cultural Pluralism Requirement Subcommittee</b></u> Davidman, Patricia (Incumbent) Lewis, George*	UCTE Math	1 of 1 1 of 1
<u><b>Faculty Affairs Committee</b></u> NO VACANCIES		
<u><b>Faculty Awards Committee</b></u>		
<u><b>Faculty Ethics</b></u> NO VACANCIES		
<u><b>Fairness Board</b></u> NO VACANCIES		
<u><b>Grants Review Committee</b></u> Colome, Jaime Villablanca, Francis	BioSci BioSci	1 of 2 2 of 2
<u><b>Instruction Committee</b></u> NO VACANCIES		
<u><b>Library Committee</b></u> NO VACANCIES		
<u><b>Program Review and Improvement Committee</b></u> NO VACANCIES		
<u><b>Research and Professional Development Committee</b></u> Agronsky, Steve* Colome, Jaime Villablanca, Francis	Math BioSci BioSci	1 of 1 2 of 2 1 of 2
<u><b>Student Grievance Board</b></u>		

\*would be willing to chair committee if released time were available

4.26.00

**PROFESSIONAL CONSULTATIVE SERVICES**  
**Faculty Interest Questionnaires Received for**  
**Academic Senate Committee Vacancies for 2000-2002**

	<u>Department</u>	<u>Order of Preference</u>
<u><b>Budget and Long range Planning Committee</b></u> NO VACANCIES		
<u><b>Curriculum Committee</b></u> NO VACANCIES		
<u><b>Cultural Pluralism Requirement Subcommittee</b></u> Domingues, Tony	Admissions	1 of 1
<u><b>Faculty Affairs Committee</b></u> Sydnor, Bill	Ed Equity	1 of 1
<u><b>Faculty Awards Committee</b></u> NO VACANCIES		
<u><b>Faculty Ethics</b></u> Harris, Pat (Incumbent)	StdntLife	1 of 1
<u><b>Fairness Board</b></u> Aleshire, Shelley	Dis. Res. Ctr	1 of 1
<u><b>Grants Review Committee</b></u> NO VACANCIES		
<u><b>Instruction Committee</b></u> NO VACANCIES		
<u><b>Library Committee</b></u> Fryer, Ann	DRC	1 of 1
<u><b>Program Review and Improvement Committee</b></u> Brar, Navjit	Library	1 of 1
<u><b>Research and Professional Development Committee</b></u> Harlan, Sallie	Library	1 of 1
<u><b>Student Grievance Board</b></u> Jelinek, Cindy	DirAdvCtr/CSM	1 of 1

\*would be willing to chair committee if released time were available



**UNIVERSITY-WIDE COMMITTEES**  
**Faculty Interest Questionnaires Vacancies for 2000-2002**

	<u>Department</u>	<u>Order of Preference</u>
<b><u>ASI STUDENT SENATE</u></b> (1 Vacancy/1 Appointment)		
<b><u>ATHLETICS GOVERNING BOARD</u></b> (1 Vacancy/3 Appointments) Two original vacancies Johnston, Hal	Const Mgt	1 of 1
<b><u>CAL POLY PLAN STEERING COMMITTEE</u></b> (3 Vacancies/3 Appointments) Hedrick, David	CRSC	1 of 1
<b><u>CAMPUS SAFETY AND RISK MANAGEMENT COMMITTEE</u></b> (1 Vacancy/2 Appointments) Previous nominee elected already on committee Goldenberg, Stuart Kellogg, Bill	Mathematics AgEd&Comm	1 of 1 2 of 2
<b><u>INFORMATION RESOURCE MANAGEMENT POLICY AND PLANNING COMMITTEE</u></b> (1 Vacancy/1 Appointment)		
<b><u>STUDENT HEALTH ADVISORY COMMITTEE</u></b> (1 Vacancy/1 Appointment)		



## DRAFT DRAFT DRAFT

RESOLUTION ON OPERATIONAL METHODS TO MONITOR AND MAINTAIN  
ACADEMIC QUALITY IN THE FACE OF POTENTIAL ENROLLMENT GROWTH

BACKGROUND: The Academic Senate adopted Resolution 524-99 on May 25, 1999. That resolution, RESOLUTION ON PRINCIPLES TO GOVERN ENROLLMENT GROWTH AT CAL POLY, was intended to reinforce several principles that were felt to be important to the faculty at Cal Poly. These included: 1 - that academic quality not be jeopardized, 2 - that academic progress not be delayed, 3 - that any enrollment growth should be fully funded, 4 - that facilities must be in place before growth occurs, 5 - that Cal Poly continue to follow its role as a Polytechnic university and its adopted mission statement, and 7 - that enrollment growth must be sensitive to its impact on surrounding communities and environment.

where  
b  
↑

As we entered into the development of a new Master Plan for Cal Poly, it became evident that some operational definitions of the **Principles to Govern Enrollment Growth** were needed in order to assess whether or not the above principles were indeed being met. This concern has led to the introduction of this resolution. The substance of this resolution has also been communicated to the Master Plan Development coordinators and to DEPAC, the Dean's Enrollment Planning and Advisory Committee.

WHEREAS: Cal Poly is coming to closure on its Year 2000 update of its Campus Master Plan; and

WHEREAS: A previous **RESOLUTION ON PRINCIPLES TO GOVERN ENROLLMENT GROWTH AT CAL POLY (AS-524-99/B&LRPC)** was adopted by the Academic Senate on May 25, 1999; and

WHEREAS: Operational methods by which the impacts of enrollment growth upon academic quality, facilities utilization, and resource allocation can be properly monitored, assessed, and dealt with as per the intent of that resolution are needed; therefore be it

RESOLVED: That the new Cal Poly Master Plan incorporate the following suggested strategies for operationalizing the **Principles For Enrollment Growth** as embodied in Resolution AS-524-99.

Submitted by: Academic Senate Budget & Long Range Planning  
Committee

Date: May 9, 2000

**SUGGESTED STRATEGIES:****PLAN FOR PHASED ASSESSMENT OF ENROLLMENT GROWTH  
IMPACTS**

1. Planning for growth should be based upon a CONTINGENCY PLANNING concept which recognizes that additional capacity for enrollment will be built in discrete units.
2. Make use of key MILESTONES such as those points in time when FACILITIES (for classrooms & labs, etc. ) become available.
3. Conduct an assessment at each PHASE OF GROWTH where PHASE ZERO (0) represents the point when we reach our current Master Plan Capacity (15,000 net AY FTE). PHASE is to be defined as "a point in time where we pause to think about where we're at".

**SELECT MEASURES AND DEVELOP BENCHMARKS**

1. Select a limited and manageable set of measures to be continuously monitored.
2. Establish current benchmarks for those measures to provide a reference point.
3. The faculty, students, staff, and administration of each college and program should engage in a collaborative process to select those measures which they would most prefer to use as benchmarks.
4. Recognize the need for two sets of measures: (1) those required by the CSU System, and (2) those which best correspond to your own program objectives.
5. Avoid value judgments, at this stage, as to the meaning of the selected measures. The meaning of the selected measures should be debated later in a different forum.
6. Each college or program could select those measures which they would most prefer to use as benchmarks.

**QUALITY APPROACH**

1. Use a Quality Control approach to monitor for excessive deviations from NORMAL benchmark values.
2. Use the results of your monitoring efforts to assess the impacts of any enrollment growth upon academic quality.

## SOME POSSIBLE MEASURES THAT MIGHT BE CONSIDERED:

NB. There is no value judgment implied by the listing of these measures. Whether or not these are indicators of higher or of lower quality is yet to be debated.

1. ACADEMIC QUALITY MEASURES?
  1. \$/FTES
  2. Class size
  3. Size of applicant pool, quality of applicant pool
  4. Student / faculty ratios
  5. Group work versus individual work -  
Can new paradigms cause us to rethink student/faculty ratios?
  6. Number of SCANTRON exams given per student
  7. Faculty teaching loads
  8. Ratio of full-time to part-time faculty
  9. Quality of new faculty hires?
  10. Benchmarks- based upon current status?
2. ACADEMIC PROGRESS MEASURES?
  1. Time to graduation Need well-defined cohorts
  2. Retention
  3. Surrogate = course loads (annual basis, summer loads)
  4. Benchmark = students' perception of ability to capture classes ? (CAPTURE)
3. GROWTH SHOULD BE FULLY FUNDED MEASURES?  
See Item 5
4. FACILITIES MUST BE IN PLACE BEFORE ?  
See Item 5
5. GROWTH SHOULD OCCUR IN PLANNED PHASES ?
  1. Contingency planning - based upon when facilities become available.
  2. Conduct assessment at each phase
  3. Phase 0 - when we reach our current Master Plan capacity (15,000).
6. ROLE AS A POLYTECHNIC UNIVERSITY AND ADOPTED MISSION STATEMENT?
  1. Mission statement states this goal in terms of percentages?
  2. Are absolute numbers an alternative?
7. ENROLLMENT GROWTH MUST BE SENSITIVE TO IMPACT ON SURROUNDING COMMUNITIES AND ENVIRONMENT ?
  1. Evaluate negative and positive press coverage?
  2. Effects on housing and traffic.
  3. Effects on local economy.
  4. Environmental Impact Analysis

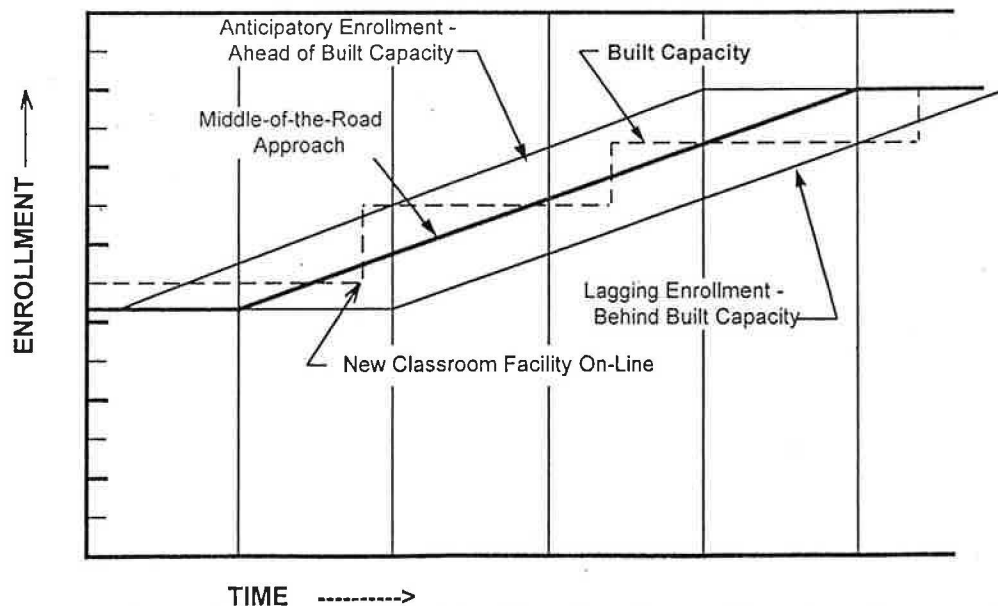


FIGURE 1: Alternative Strategies for Matching Enrollment Growth to Construction of New Built Capacity. Construction of New Facilities are assumed to be key milestones for planning purposes.

**DRAFT DOCUMENT ---- RESOLUTION ON INTERDISCIPLINARY TEACHING**

"We have met the enemy, and He is Us!"  
Pogo

- WHEREAS, The reward structure at Cal Poly is designed to recognize the achievement of individuals , not of teams; and
- WHEREAS, The structure of the resource allocation system is built upon narrowly focused discipline based departments, and
- WHEREAS, Funding is inflexible and highly formula driven (whether explicitly recognized or not), and
- WHEREAS, Rigid bureaucratic structures and labyrinthine processes created by both the faculty and the administration stifle creativity and innovation, and
- WHEREAS, A structure in which curriculum is the prerogative of the faculty while resource allocation is exercised by the administration leads to a disconnect in planning, and
- WHEREAS, The capacity for finding reasons why we can't do it far exceed the capacity for finding ways to make it happen, and
- WHEREAS, Failure to institutionalize courses effectively ensures their demise, and
- WHEREAS, Death by slow starvation is a degrading and humiliating way for an interdisciplinary course to expire , and
- WHEREAS, The lip service given in support of interdisciplinary teaching is more likely to lead to chapped lips than to substantive action; therefore, be it hereby
- RESOLVED: That the phrase "interdisciplinary teaching" be deleted from all Cal Poly documents including:  
the **Strategic Plan**;  
the **Visionary Pragmatism** document;  
the **General Education 2001 Mission, Objectives, and Criteria** statement; and  
all other similar documents.

Proposed by: M. Stephen Kaminaka, BRAE  
Bud Evans, POLS  
Thomas Ruehr, SS  
John Phillips, CRSC  
John Culver, POLSS  
David Hannings, EHS

Date: May 4, 2000



**DRAFT**

Adopted:

**ACADEMIC SENATE  
Of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA**

**AS-\_\_\_\_-00/  
RESOLUTION ON OPERATIONAL METHODS  
TO MONITOR AND MAINTAIN ACADEMIC QUALITY IN THE FACE OF  
POTENTIAL ENROLLMENT GROWTH**

1 **Background: TO BE ADDED.**  
2  
3

4 WHEREAS, Cal Poly is coming to closure on its Year 2000 update of its campus Master Plan;  
5 and  
6

7 WHEREAS, A previous *Resolution on Principles to Govern Enrollment Growth at Cal Poly*  
8 (AS-524-99/B&LRPC) was adopted by the Academic Senate on May 25, 1999;  
9 and  
10

11 WHEREAS, Operational methods are needed by which the impacts of enrollment growth upon  
12 academic quality, facilities utilization, and resource allocation can be properly  
13 monitored, assessed, and dealt with as per the intent of that resolution; therefore,  
14 be it  
15

16 RESOLVED: That the new Cal Poly Master Plan incorporate the attached suggested strategies  
17 for operationalizing the *Principles to Govern Enrollment Growth* as embodied in  
18 Resolution AS-524-99/B&LRPC.

Proposed by: The Academic Senate Budget  
and Long Range Planning Committee  
Date: May 5, 2000

## **SUGGESTED STRATEGIES**

### **PLAN FOR PHASED ASSESSMENT OF ENROLLMENT GROWTH IMPACTS:**

1. Planning for growth should be based upon a CONTINGENCY PLANNING concept which recognizes that additional capacity for enrollment will be built in discrete units.
2. Make use of key MILESTONES such as those points in time when FACILITIES (for classrooms & labs, etc. ) become available.
3. Conduct an assessment at each PHASE OF GROWTH where PHASE ZERO (0) represents the point when we reach our current Master Plan Capacity (15,000 net AY FTE). PHASE is to be defined as "a point in time where we pause to think about where we're at".

### **SELECT MEASURES AND DEVELOP BENCHMARKS:**

1. Select a limited and manageable set of measures to be continuously monitored.
2. Establish current benchmarks for those measures to provide a reference point.
3. The faculty, students, staff, and administration of each college and program should engage in a collaborative process to select those measures which they would most prefer to use as benchmarks.
4. Recognize the need for two sets of measures: (1) those required by the CSU System, and (2) those which best correspond to your own program objectives.
5. Avoid value judgments, at this stage, as to the meaning of the selected measures. The meaning of the selected measures should be debated later in a different forum.
6. Each college or program could select those measures which they would most prefer to use as benchmarks.

### **QUALITY APPROACH:**

1. Use a Quality Control approach to monitor for excessive deviations from NORMAL benchmark values.
2. Use the results of your monitoring efforts to assess the impacts of any enrollment growth upon academic quality.

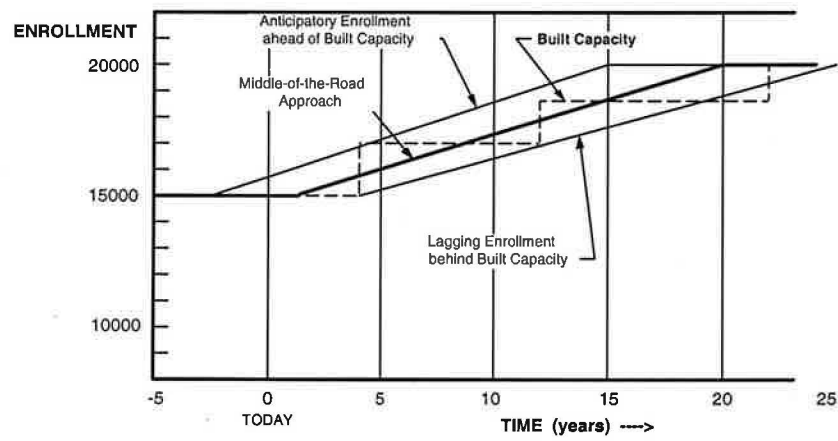


FIGURE 1: Alternative Strategies for Matching Enrollment Growth to Construction of New Built Capacity. Construction of new facilities are assumed to be key milestones for planning purposes.



Adopted:

ACADEMIC SENATE  
Of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA

AS-\_\_\_\_-00/  
RESOLUTION ON  
CODE OF PRODUCT LABOR PRINCIPLES AND BUSINESS STANDARDS

1 **Background:** The abuse of basic worker rights in the apparel industry has been a continuing problem.  
2 These abuses include child labor, women labor, as well as forced labor. Health and safety issues have all  
3 too frequently been ignored.  
4

5 At the national level, the United Students Against Sweatshops (USAS) was organized as an attempt to  
6 eliminate these abuses of basic worker rights in the apparel industry. Sit-ins and other confrontations  
7 between students and university officials have become increasingly common as students demand a change  
8 in university policies to end sweatshop manufacturing of university apparel.  
9

10 The Cal Poly chapter of the USAS, Cal Poly Students Against Sweatshops, was organized with a similar  
11 intent to end sweatshop manufacturing of university apparel. Over the last several months the students in  
12 the Cal Poly Students Against Sweatshops have entered into a dialogue with the administration at Cal Poly  
13 with the goal of establishing a Code of Conduct concerning the manufacturing of university apparel.  
14

15 The enclosed Code of Product Labor Principles and Business Standards is a joint effort of the Provost, the  
16 Cal Poly Students Against Sweatshops, and faculty members.  
17

18 WHEREAS, The abuse of basic worker rights in the apparel industry throughout the world has been a  
19 continuing problem; and  
20

21 WHEREAS, ~~The University~~ Cal Poly can and must be a part of the solution to this problem; and  
22

23 WHEREAS, There are fundamental rights that all workers everywhere should possess; and  
24

25 WHEREAS, ~~The University~~ Cal Poly must ensure that the goods manufactured bearing its name and  
26 symbols be produced in a manner consistent with these fundamental rights; therefore, be it  
27

28 RESOLVED: That ~~the Cal Poly's Academic Senate of Cal Poly~~ endorse the enclosed Code of Product  
29 Labor Principles and Business Standards.

Proposed by: Harvey Greenwald  
Date: May 3, 2000

*California Polytechnic State University*

**CODE OF PRODUCT LABOR PRINCIPLES AND BUSINESS STANDARDS**

I. Purpose

This *Code* frames the policy within which the University will implement Executive Order No. 718, *Prohibition of Labor Abuse Among Contractors*, dated December 7, 1999, relating to licensed University goods. The *Code* also reaffirms a commitment to safe, healthful, and fair working conditions in keeping with its education mission.

II. Background

The abuse of basic worker rights in the apparel industry has stirred a national awareness of the need to hold accountable (to internationally recognized labor standards) those in the production process of emblematic goods.

There are several dimensions to this global issue, but the role of the University is basically two-fold:

First, to restate and commit to fundamental rights of all workers. The University can, within its mission, foster a fertile campus environment for a full and fair exposition of the issue, cultivate and network resources, and help to find solutions. To this end, the University adopts the *Product Labor Principles* stated in Section III.

Secondly, the University, with goods in the marketplace bearing its name and symbols, should set license product labor standards and internal practices that are consistent with the *Product Labor Principles*. The *Business Standards* are expressed in Section IV. *Internal Practices* are provided for in Section V.

III. Product Labor Principles

- A. Worker Respect. The worker should be accorded respect and treated with dignity. Such treatment precludes forced or child labor, harassment or abuse, or discrimination.
- B. Workplace Condition. The workplace should be a safe and healthy environment. Required work hours shall adhere to accepted business standards and conform to applicable law.
- C. Compensation. Compensation for regular or overtime hours of work should be fair, at least that required by applicable law or prevailing in the industry (whichever is higher), including legally mandated benefits, and which constitutes a dignified living wage.
- D. Workforce Representation. The workforce possesses the right to representation and freedom of association.

#### IV. Business Standards for Vendors and Licensees

All persons or entities (licensees or vendors) authorized to engage in the production process of goods bearing University names or symbols shall adhere to the following standards as a condition of such authorization:

- A. General. Every Licensee and vendor shall conduct its business with honesty, integrity, trustworthiness, and respect for and value of its workers. Licensees and their contractors must, at a minimum, comply with applicable laws of the country in which the goods are made. Where such laws differ from, or conflict with, these Licensee standards, the higher standard applies.

Licensees, vendors, and their contractors must operate workplaces and ensure that their contractors operate workplaces whose workers are present voluntarily, are not at undue risk of physical or psychological harm, are fairly compensated, and are not exploited.

#### B. Specific Standards

Forced Labor. The use of prison, indentured, bond or other forms of forced labor shall not be permitted.

Child Labor. Workers shall be at least fifteen years of age (or fourteen where, consistent with ILO practices for developing countries, the law of the country in which the goods are produced allow such exception). Where the age for completing compulsory education is higher than the minimum employment age stated above, the higher age shall apply. Licensees shall cooperate with governmental, human rights, and non-governmental organizations, as determined by the University, to minimize the effect of children released from work because of this standard.

Women Labor. The following prohibitive standards apply to women workers: pregnancy tests are not a precondition for prospective or continued work; maternity leave shall not prejudice continued work (by dismissal or threat thereof), seniority, or wage or benefit loss; contraceptive use shall not be forced or pressured as a condition of work, prospective or continued; and exposure to hazards shall not endanger reproductive health or safety. Licensees or vendors and their contractors shall use their best efforts to reinstate workers who have taken maternity leave to the same or similar position or the same or comparable compensation.

Health and Safety. Licensees or vendors and their contractors shall provide a safe and healthy workplace. The minimum standard in this regard shall be applicable health and safety laws. Worker housing provided by an employer shall be safe and healthy.

Harassment or Abuse. No worker shall be subject to any physical, sexual, psychological or verbal harassment or abuse. Corporal punishment in any form shall not be tolerated. Worker efforts to freely associate or bargain collectively shall not result in harassment, intimidation or retaliation.

Nondiscrimination. No worker shall be subject to any discrimination in hiring, compensation, advancement, discipline, termination or retirement, on the basis of gender, race, religion, age, disability, sexual orientation, marital status, pregnancy, maternity leave status, nationality, political opinion, or social or ethnic origin.

Work Periods. Hourly and/or quota-based wage workers shall not be required to work more than the lesser of 48 hours per week or the limits on regular hours allowed by the law of the country in which the goods are made, and shall be entitled to at least one day off in every seven day period, as well as holidays and vacations. Overtime work shall be voluntary.

Right to Association and Representation. The right of workers to the freedom to associate and to thereby secure representation through collective bargaining by representatives their choice shall be recognized and respected.

**Compensation.** Worker compensation (pay and benefits) constituting a dignified living wage, shall comply with applicable laws of the country in which the goods are made, provided such compensation is at least comparable to the prevailing compensation within the apparel industry of the country in which the goods are made, whichever is higher. Overtime compensation shall be in addition to regular work hours and paid at a premium rate that at least conforms to the domestic law.

Notification of Standards. Workers for licensees or vendors, and their contractors, shall be notified of these business standards on a fair, open and consistent basis.

Product Sources. Licensees and vendors of Cal Poly emblematic apparel shall provide the sources and locations where such goods are made.

#### V. Internal Practices

The University will develop and use written practices to implement this *Code*. Such practices shall be prudent and practicable, and include:

- Licensee assurance requirements;
- Full manufacturing-processes and plant location disclosures;
- Effective verification and monitoring methods; and
- Specific License Agreement terms and conditions

that further the above *Standards*.

The University is committed to the furtherance of the principles and business standards expressed in this *Code* and may associate with local, regional, national or international entities to this effect. The University will also provide an annual report to the campus on the execution of this code.

---

Warren J. Baker  
President

---

Alfred W. Amaral  
Foundation Executive Director

Date:

Date:

*Miss - Spc 5.9.00*  
**FILE COPY**

## MEMORANDUM

Date: April 25, 2000

To: Tim O'Keefe, Chair  
Academic Senate Instruction Committee

From: Myron Hood, Chair  
Academic Senate

Subject: Committee Resolutions

Copies:

After reviewing the three resolutions submitted by the Instruction Committee, I am returning them to committee for the following reasons:

1. **Resolution on Proposal to Expect Campuswide Completion of all Degree Requirements Prior to Commencement:**  
The Whereas clause is an incomplete presentation of the problem. The problem of graduating without degree completion is both extensive and persistent. The statistics and examples Academic Records has provided in the past should be part of the background to this resolution. In addition, the two Resolved clauses contradict each other. Are we tightening the expectation? Loosening the expectation? Or leaving the decision up to each department? What is a "Cal Poly 'cultural' expectation" (Cal Poly has several academic "cultures")?
2. **Resolution on Proposal to Establish a Campuswide Policy on Posthumous Degrees:**  
Again, complete background information should be sought from Student Affairs regarding frequency and tradition in this matter. Although compassion may be an element for creating policy, it is not the only appropriate reason for doing so—stress the nonuniformity of the current policy.
3. **Resolution on Choice of Catalogs:**  
This resolution is too cumbersome. But more importantly, there are existing policies and procedures that need mention in this resolution (i.e., AS-389-92/IC, Resolution on Time Frame to Obtain Degree, attached). Shouldn't Evaluations have a role in determining academic currency? What about related issues involving grade changes and/or graduation for these students? Did you contact any other campuses to see if they allow students to complete degrees after 10 years? I think an argument needs to be made defending this position.

Have these resolutions been submitted to Tom Zuur (Academic Records) for procedural review?

If you need more help in assembling these resolutions, please feel free to contact Margaret in the Senate office. Thank you.

Attachment

Adopted: May 26, 1992

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

AS-389-92/IC  
RESOLUTION ON  
TIME FRAME TO OBTAIN DEGREE

- WHEREAS, Title 5, section 40101, California Administrative Code authorizes individual campuses to "...prescribe that particular (degree) requirements be met within as few as seven years of the date of award of the degree."; and
- WHEREAS, Continuity, competence, coherence, and currency of course work is necessary to ensure a student's understanding of the degree materials; and
- WHEREAS, Many students attending Cal Poly presently require seven or more years of diligent effort to complete their degree requirements, and therefore a longer period of time than seven years should be permitted; and
- WHEREAS, This university has no stated policy regarding the length of time a student may take to obtain a degree; therefore, be it:
- RESOLVED: That beginning with Fall 1992, all baccalaureate degree requirements at this university will be completed within the ten (10) year period preceding award of the degree; and be it further
- RESOLVED: That this ten-year time frame apply to all newly admitted students and former students returning; and be it further
- RESOLVED: That all major and support courses required for the baccalaureate degree must be completed within the aforementioned ten-year period immediately preceding award of the degree; and be it further
- RESOLVED: That courses completed prior to this ten-year period may be revalidated by a demonstration of competence or knowledge of the subject as may be prescribed by the department offering the course; and that students with unusual problems may file a Petition for Special Consideration.

Proposed by the Academic Senate  
Instruction Committee  
Date: April 21, 1992



Adopted:

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

AS-\_\_\_-99/  
RESOLUTION ON  
Proposal to Expect Campus-wide Completion  
of all Degree Requirements Prior to Commencement

- 1 WHEREAS, in recent years some students who did not complete all degree requirements  
2 incorrectly considered themselves (and presented themselves) as graduated;  
3 therefore, be it  
4  
5 RESOLVED: that departments and colleges will make it clear to all students that there is a  
6 Cal Poly "cultural" expectation for all students to fully complete all degree  
7 requirements, including GWR and senior project, prior to commencement, and  
8 be it further  
9  
10 RESOLVED: that faculty at the department and college level will have the responsibility for  
11 implementation of this resolution including department allowances for a  
12 flexible process, and limited summer program

Proposed by: Academic Senate Instruction  
Committee  
Date: April 13, 2000

Adopted:

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

AS-\_\_\_-99/

RESOLUTION ON

Proposal to Establish a Campus Wide Policy on Posthumous Degrees

REAS, Cal Poly has had a long history of compassionate interaction with family of deceased students; and

REAS, this compassionate interaction is in the best interest of family and of the University; and

REAS, there has in recent years been a concern about uniform University policy concerning awarding posthumous degrees; therefore, be it

OLVED: <sup>that the</sup> that the major faculty may recommend to the President the award of a posthumous degree to family of a deceased student, who has satisfactorily completed at least 2/3 of all course work towards a degree; and be it further

OLVED: that family of the deceased student should initiate such request through the student's department, and be it further

OLVED: that when a deceased student lacks the 2/3 required course work the faculty may recommend to the President and the President may present the family with a certificate.

Proposed by: Academic Senate Instruction  
Committee  
Date: April 13, 2000



Adopted:

ACADEMIC SENATE  
Of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA

AS-\_\_\_\_-99/  
RESOLUTION ON  
Choice of Catalogs

1 WHEREAS, in recent years there has been an increase in the number of individuals requesting  
2 special consideration to complete degree requirements under an old (older than 10  
3 years) Cal Poly catalog, and  
4

5 WHEREAS, there is currently a wide range of college or department policy for dealing with  
6 such requests; and  
7

8 WHEREAS, a standard, university-wide policy on this issue of catalog choice would increase  
9 academic efficiency; therefore, be it  
10

11 RESOLVED: that a student may request to complete his/her degree on a catalog older than 10  
12 years if the only remaining requirements are one or two quarters of course work,  
13 or senior project or the GWR; the student must submit a statement explaining how  
14 he/she is current in his/her degree field. This choice of catalog information will  
15 be passed on to the student's department chair who will appoint a faculty group to  
16 review the request. Support materials may include a letter explaining why he/she  
17 did not originally complete the degree, current resume, transcripts and  
18 publications, etc.  
19

20 Once a department decision is made, the choice of catalog information will be  
21 returned to the College for review by the Associate Dean. The Associate Dean  
22 will then send the choice of catalog information and faculty group  
23 recommendation to Vice Provost for Academic Programs for approval.  
24

25 If additional coursework is outstanding, the student may be given the option to  
26 return to Cal Poly and complete his/her requirements under the current catalog

Proposed by: Academic Senate Instruction  
Committee  
Date: April 13, 2000