

FILE COPY

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

Meeting of the  
Academic Senate Executive Committee  
Tuesday, January 5, 1999  
UU218, 5:00-6:00pm

*all minutes  
were removed*

- I. Minutes: Approval of the Executive Committee minutes for September 15, September 22, October 13, November 2, and November 17, 1998 (pp. 2-10).
- 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. **Academic Senate/committee vacancies:** (pp. 11-12).
  - B. **Curriculum proposals:** Keesey, chair of the Curriculum Committee (p. 13. See [http://www.calpoly.edu/~acadprog/curriculum/curriculum\\_webdir.html](http://www.calpoly.edu/~acadprog/curriculum/curriculum_webdir.html) for complete information on all new program proposals).
  - C. **Resolution on Credit by Examination Policy:** Freberg, chair of the Instruction Committee (p. 14).
  - D. **Resolution on Policy and Procedures for Resolving University 504/ADA Accommodation Disputes:** Bailey, Director for the Disability Resource Center (pp. 15-18).
  - E. **Resolution on Revision to the Bylaws of the Academic Senate to Add Academic Senate Student Grievance Board:** Executive Committee (pp. 19-23).
  - F. **Selection of members to the Academic Senate Student Grievance Board.**
  - G. **Resolution to Modify the Definition (Membership) of General Faculty in the Constitution of the General Faculty:** Harris, chair of the Faculty Affairs Committee (pp. 24-25).
- VI. Discussion item(s):
  - A. **Campus Master Plan update and long range enrollment planning:** Report presented by Linda Dalton.
  - B. **Criteria used for admission/selection of students at Cal Poly.**
  - C. **Invitation to Gene Dinielli and Harold Goldwhite to visit with Cal Poly's Academic Senate.**
- VII. Adjournment:

12.22.98

**Academic Senate Committee Vacancies  
For 1998-1999**

**College of Architecture and Environmental Design**

Two academic senators (one 1-year term, one 2-year term)  
Grants Review Committee

**College of Science and Mathematics**

Program Review and Improvement Committee (replacement for Ray Terry)

**Professional Consultative Services**

Library Committee

**Library**

Library Committee (1 Library Staff and 1 Staff at Large)  
Library Representative to the Curriculum Committee

**University Wide Committees Vacancies  
For 1998-1999**

**ASI Facilities and Operations Committee**

(1 Current Vacancy)

**Institutional Animal Care and Use Committee (IACUC)**

(1 Current Vacancy)

**Resource Use Committee**

(2 Current Vacancies)

**To:** Academic Senate

December 11, 1998

**From:** Academic Senate Curriculum Committee (ASCC)

**Subject:** Course Changes Proposed for 1999-2000 Catalog

	ASCC Recommendation	Item	Rationale for Recommendation
1.	Disapprove	OH 243 Turf Management <i>change to EHS 330</i>	Given the articulation concerns with community colleges, the rationale provided by the EHS department for changing course level to upper division was not strong. Additional information was requested, but no response received by Dec 11.
2.	Postpone	CE 557 Seismic Analysis and Design for Civil Engineers <i>new course</i>	A recommendation regarding this new course is postponed to allow the departments of CE and ARCE to meet in Winter Quarter to discuss coordination of course offerings.
3.	Postpone	PSY 563 Counseling Diverse Populations <i>new course</i>	A recommendation regarding this new course is postponed to allow the PSY/HD department and UCTE to meet in winter quarter to discuss this course.
4.	Approved Pending add'l information	IT 375 Packaging Material and Product Testing <i>new course</i> IT 408, IT 409, IT 435 <i>unit increases</i>	It was unclear whether these courses will be required in the Packaging Minor and what effect the increase in units will have. Industrial Technology was asked to provide the curriculum display for the Minor. Since Packaging is an interdisciplinary minor with FSN & GRC, sign-off on notification memos are needed. As of Dec 11 no response received.
5.	Approved Pending add'l information	LIB 304 Information Competence <i>new course</i>	There were several unresolved questions regarding the course and the instructor was asked to provide additional information. As of Dec 11 no response received.
6.	Not approved to fulfill USCP requirement	DANC 311 BUS 481 MU 221 SPAN 123	The recommendation of the U. S. Cultural Pluralism subcommittee was not to approve these courses for USCP. The Senate Curriculum Committee concurs with the recommendation.



Adopted:

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

**AS- -98/  
RESOLUTION ON  
CREDIT BY EXAMINATION POLICY**

- WHEREAS, Current Cal Poly policy allows a regularly enrolled student to petition for credit by examination in courses in which he or she is qualified through previous education or experience and for which credit has not otherwise been given; and
- WHEREAS, Current Cal Poly policy is less specific than policies common at other CSU campuses, leading to undesirable outcomes such as entire minors being administered through credit by examination and the use of credit by examination to "fix" late enrollment problems; be it therefore
- RESOLVED: That the number of units a student may take through credit by examination be limited to 16 units; and be it further
- RESOLVED: That grades for a course taken through Credit by Examination be submitted no later than the end of the fourth week of the quarter with the grade being posted for that quarter.

Proposed by the Academic Senate  
Instruction Committee  
October 12, 1998

Adopted:

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

AS-\_\_\_-98/  
**RESOLUTION ON POLICY AND PROCEDURES  
FOR RESOLVING UNIVERSITY 504/ADA ACCOMMODATION DISPUTES**

- WHEREAS, Cal Poly, and its Academic Senate, have stated commitments supporting campus diversity--which includes persons with disabilities--in its *University Strategic Plan* (revised January 26, 1996), and several Academic Senate resolutions on diversity (most recently AS-505-98/DTF "Resolution on the Academic Value of Diversity" and AS-506-98/DTF "Resolution on *The Cal Poly Statement on Diversity*"); and
- WHEREAS, Cal Poly has publicly stated its commitment in official publications (e.g., catalog, job announcements, etc.) to compliance with Section 504 of the Federal Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA); and
- WHEREAS, Federal law (34 C.F.R., Section 104.7; 28 C.F.R., Section 35.107) requires that the University adopt and publish a grievance procedure; and
- WHEREAS, The existing Student Grievance Procedure was written over 10 years ago, prior to the signing of the ADA, and does not adequately address the current needs of the campus; therefore, be it
- RESOLVED: That the Academic Senate at Cal Poly accept and endorse the attached ***Policy and Procedures for the Resolution of 504/ADA Accommodation Disputes***.

Proposed by: Cal Poly Disability Resource Center and  
Ombud Services and Educational Equity Programs  
Date: January 5, 1999

## ***POLICY AND PROCEDURES FOR RESOLVING UNIVERSITY 504/ADA ACCOMMODATION DISPUTES***

### **Introduction**

It is the policy of California Polytechnic State University that "otherwise qualified" students who have disabilities shall have access to academic adjustments and auxiliary aids necessary to accommodate functional limitations (resulting from verified disabilities) impairing one or more major life activities. Accommodations are generally determined on an individual basis. Students must verify their disability through the campus Disability Resource Center (DRC) and are encouraged to identify their needs as early as possible.

This document describes the remedies available to students, staff, and faculty in the event that there is a dispute regarding the appropriateness of a particular accommodation. Every effort will be made to resolve the dispute as expeditiously as possible. During the time that the accommodation is under review, the DRC recommendation for accommodation will remain in effect.

The following procedures have been developed in response to Section 504 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act, State of California ACR 201 (1976), ACR 3 (1985), AB 746 (1987), and the "Policy for the Provision of Services to Students with Disabilities," coded memorandum AAES 89-07, The California State University system.

### **Informal Resolution Procedures**

Students, faculty, or staff should attempt to resolve disputes informally with either the party alleged to have committed the violation, and/or with the head of the department or unit in which the alleged violation occurred. **There is no requirement that a complainant utilize these informal procedures before filing a formal complaint, but all complainants are encouraged to resolve disputes via these informal processes when possible.** The Office of Campus Student Relations and Judicial Affairs and the Disability Resource Center are available to provide advisory, mediation, and conciliation services to students raising such complaints.

### **Formal Resolution**

To initiate the formal resolution process, a written complaint must be filed with the Office of Campus Student Relations and Judicial Affairs (CSRJA) within thirty (30) calendar days of the time the complainant could reasonably be expected to have had knowledge of the injury allegedly caused by the discriminatory action. The Director of CSRJA will refer the complaint to the appropriate campus vice president (Provost/Vice President for Academic Affairs, Vice President for Student Affairs, Vice President for Administration and Finance, or Vice President for Advancement). Complaints must include the following information:

- (a) the complainant's name, address, and phone number;

- (b) the specific act(s) or circumstance(s) alleged to constitute the discriminatory actions that are the basis of the complaint, including the time and place of the alleged discriminatory action; and
- (c) the remedy requested.

#### **Formal Complaint Resolution Procedures**

1. The Director of CSRJA will direct the complaint to the appropriate campus vice president (Provost/Vice President for Academic Affairs, Vice President for Student Affairs, Vice President for Administration and Finance, or Vice President for Advancement). The vice president, or her/his designee, will, within five (5) working days, evaluate the complaint and send the complaint to the appropriate department chair, department head, or director for resolution.
2. If the department chair, department head, or director is unable to resolve the dispute within five (5) working days, it will be referred to the Accommodation Review Board (ARB) by the vice president.
3. The ARB will review the complaint to decide if the complaint appears to have merit. If the ARB decides the complaint has merit, a hearing will be scheduled. The ARB findings and recommendations will be forwarded to the appropriate vice president within fifteen (15) working days of receiving the case for review.
4. The vice president will issue an implementation letter within ten (10) working days of receipt of the ARB recommendation. The vice president has the authority to accept, reject, or modify the recommendations of the ARB. The vice president's decision is final and ends the formal University 504/ADA Accommodation Disputes resolution process.

#### **Accommodation Review Board**

Members of the Accommodation Review Board are appointed by the Provost/Vice President for Academic Affairs, the Vice President for Student Affairs, and the Academic Senate for two year terms. Membership shall include:

- (a) two (2) faculty members (nominated by the Academic Senate);
- (b) one (1) associate dean (nominated by the Provost/Vice President for Academic Affairs);
- (c) one student member with no less than junior standing and three consecutive quarters of attendance at Cal Poly preceding the appointment (nominated by the current ASI President for a one year term);
- (d) one Student Affairs director (nominated by the Vice President for Student Affairs);
- (e) the University ADA/504 Compliance Officer; and
- (f) the Associate Vice President for Academic Programs;
- (g) the Director of Campus Student Relations and Judicial Affairs or her/his designee shall serve on the ARB in an ex officio capacity;
- (h) the Director of the Disability Resource Center or her/his designee shall serve on the ARB in an ex officio capacity.

The Associate Vice President for Academic Programs shall serve as the chairperson of the ARB.

### **Hearing Procedures**

1. The chairperson of the ARB upon receipt of the complaint will schedule a meeting of the ARB. A quorum shall consist of five (5) members, one (1) of whom must be a faculty representative.
2. The chairperson will notify the Board members and any principal parties.
3. In order to avoid potential conflicts of interest, Board members may excuse themselves if they have a significant direct involvement in the dispute. They will be replaced temporarily by a designee selected by the nominating authority of the excused member.
4. The ARB will allow each principal party, who may be accompanied by her/his advisor (not a practicing attorney of law), to present her/his case personally, call and question witnesses and present exhibits. The Board may request copies of any materials it believes are relevant to the hearing.
5. Each Board member may ask questions of either party or any witnesses.
6. The Board itself may call witnesses or recall witnesses.
7. The Board will keep a summary file of each case and will tape record the hearing.
8. The Board will close the hearing when it is satisfied that both sides have been heard.
9. The Board will deliberate in private.
10. Decisions will be reached by simple majority vote with the Associate Vice President for Academic Programs voting only when needed to break a tie.
11. The chairperson of the Board will send a copy of its recommendation to the appropriate vice president.
12. Should any Board member wish to file a minority recommendation, it will be attached to the Board's majority recommendation.

Training for the Board will be provided annually by the University's ADA/504 Compliance Officer, the Office of Campus Student Relations and Judicial Affairs, and the Office of the Disability Resource Center.

Adopted:

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

**AS-\_\_\_-98/  
RESOLUTION ON  
REVISION TO THE *BYLAWS OF THE ACADEMIC SENATE*  
TO ADD ACADEMIC SENATE STUDENT GRIEVANCE BOARD**

- WHEREAS, The Academic Senate adopted AS-500-98/ETF, Resolution on Student Grievance Process, on May 19, 1998 (attached); and
- WHEREAS, President Baker approved Academic Senate resolution AS-500-98/ETF, Resolution on Student Grievance Process, on September 18, 1998; and
- WHEREAS, The Resolution on Student Grievance Process establishes a formal process for dealing with student grievances concerning faculty that do not involve grade appeals and are not covered by existing policies; therefore, be it
- RESOLVED: That the following committee be added to the *Bylaws of the Academic Senate*:

VIII. COMMITTEES

I. SPECIAL STANDING COMMITTEES

5. Student Grievance Board

K. COMMITTEE DESCRIPTIONS OF SPECIAL STANDING COMMITTEES

5. Student Grievance Board

a. Membership

The Student Grievance Board shall include one tenured faculty member from each college and Professional Consultative Services for two year terms, and two student members appointed by the ASI. The student members shall serve one year terms and shall have at least junior standing and three consecutive quarters of attendance at Cal Poly preceding appointment. the Student Grievance Board chair shall be a member of the general faculty and shall be elected by the members of the Board.

b. Responsibilities

The procedures to be followed and the problems to be considered shall be approved by the Academic Senate and published as a document entitled "Student Grievance Process." Changes in the document shall be made by the Senate upon recommendation of the Student Grievance Board. The board shall report to the Academic Senate.

Proposed by: Academic Senate Executive Committee  
January 5, 1999

Adopted: May 19, 1998

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

**AS-500-98/ETF  
RESOLUTION ON STUDENT GRIEVANCE PROCESS**

Background: The Fairness Board of the Academic Senate deals with formal grade appeals concerning student grievances involving faculty. In addition, the campus currently has policies and procedures to deal with the formal resolution of issues involving sexual harassment, amorous relations, and disputes involving students with disabilities. All other student grievances involving faculty can only be dealt with informally and are addressed with the aid of the Office of Campus Student Relations and Judicial Affairs (CSR/JA). Grievances that would fall under the purview of the Student Grievance Process are those that deal with issues of alleged harassment or perceived unfair treatment such as those that result from race, ethnicity, gender, disability, or sexual orientation. These grievances, which do not involve grade appeals, are at least as common as those grievances that do involve grade appeals. As a result, it would not be possible for the Fairness Board to deal with both types of grievances. The creation of a board to deal with these non-grade grievances would enable faculty to have a significant role in addressing these types of grievances. Many other universities have similar student grievance procedures. In fact, the student grievance processes at other universities influenced the enclosed process.

- WHEREAS,       The Fairness Board of the Academic Senate deals with grade appeals; and
- WHEREAS,       There are a number of student grievances concerning faculty that do not involve grade appeals and are not covered by existing policies; and
- WHEREAS,       These student grievances concerning faculty that do not involve grade appeals and are not covered by existing policies are only dealt with through informal means, with the help of the Office of Campus Student Relations and Judicial Affairs; and
- WHEREAS,       There is a need to create a formal process involving faculty and students to deal with these student grievances concerning faculty that do not involve grade appeals and are not covered by existing policies; therefore, be it
- RESOLVED:      That a Student Grievance Process be established consistent with the attached document; and, be it further
- RESOLVED:      That a Grievance Board be established consistent with the attached document; and, be it further
- RESOLVED:      That the Grievance Board be charged with creating procedures to implement a Student Grievance Process consistent with the attached document.

Proposed by: The Academic Senate Ethics Task Force  
Date: April 21, 1998  
Revised: May 19, 1998



## **Student Grievance Process**

1. Scope: The Student Grievance Process applies to student grievances involving faculty members that do not involve grade appeals and are not covered by existing policies. Grievances involving grade appeals should be submitted to the Fairness Board of the Academic Senate. For the purpose of this policy, faculty shall include part-time faculty as well as teaching assistants. The following matters do not constitute the basis of a grievance under this policy:
  - a. Policies, regulations, decisions, resolutions, directives, and other acts of the Board of Trustees and the Office of the Chancellor;
  - b. Any statute, regulations, directive, or order of any department or agency of the United States or State of California;
  - c. Any matter outside the control of Cal Poly;
  - d. Course offerings;
  - e. The staffing and structure of any academic department or unit;
  - f. The fiscal management and allocation of resources by the CSU and Cal Poly;
  - g. Any issue(s) or act(s) which does (do) not affect the complaining party directly.
2. Informal Resolution Process: A student should attempt to resolve the matter with the individual faculty member. If unable to reach a resolution, the student and faculty member may request assistance from the faculty member's department chair or the dean of the college. There is no requirement that a complainant utilize this informal process before filing a formal complaint. The Office of Campus Student Relations and Judicial Affairs is available to provide advisory, mediation, and conciliation services to students raising such complaints.
3. Formal Process: To initiate the formal resolution process, a written complaint must be filed with the Office of Campus Student Relations and Judicial Affairs within two quarters of the time the complainant could reasonably be expected to have knowledge of the injury allegedly caused by the discriminatory action. If special circumstances exist, such as when a faculty member is on leave and not readily available to the student, the Grievance Board may elect to waive the two-quarter requirement. Complaints must include the following information:
  - a. The complainant's name, address, and phone number;
  - b. The specific act(s), or circumstances alleged to constitute the discriminatory actions that are the basis of the complaint including the time and place of the alleged discriminatory action; and
  - c. The remedy requested, if any.

Student Grievance Process  
Page Two

4. Grievance Board: The Grievance Board shall include one tenured faculty member from each college and the Professional Consultative Services appointed by the Academic Senate for two-year terms, and two student members appointed by the ASI. The student members shall serve one-year terms and shall have at least junior standing and three consecutive quarters of attendance at Cal Poly preceding appointment. The Grievance Board chair shall be a member of the general faculty and shall be elected by the members of the Board.
  - a. The Grievance Board shall be a committee of the Academic Senate.
  - b. A quorum shall consist of six members (2/3) of the Grievance Board.
  - c. Every effort should be made to ensure that students are able to attend.
  - d. Grievance Board members will disqualify themselves from participation in any case in which they are a principal or they feel that they cannot be impartial.
  - e. The Grievance Board shall conduct hearings if appropriate and forward its recommendations to the Provost, to each principal party, and to the faculty member's department chair and dean.
  - f. Each principal party shall have the right to appeal the decision of the Grievance Board to the Provost.
  - g. The Provost shall inform the Grievance Board, each principal party, and the faculty member's department chair and dean of the action, if any, that has been taken.
  - h. The Grievance Board shall provide a yearly report of its activities to the Provost with copies to the Director of Judicial Affairs and to the Vice Provost for Academic Programs and Undergraduate Education.
  - i. The Director of Judicial Affairs shall be responsible for providing appropriate training for the Grievance Board.
  - j. The Grievance Board shall ensure that confidentiality is maintained.

Adopted:

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

AS-\_\_\_-98/  
**RESOLUTION TO MODIFY THE DEFINITION  
(MEMBERSHIP) OF THE GENERAL FACULTY IN THE  
CONSTITUTION OF THE FACULTY**

WHEREAS, Changes in the *Collective Bargaining Agreement Between The Board of Trustees of The California State University and The California Faculty Association, Unit 3 – Faculty* since the last publication of the *Constitution of the Faculty* have expanded CFA's representation of general faculty to include faculty in the Pre-retirement Reduction in Time Base Program, full-time coaches holding faculty appointments of one year or more, and full-time probationary and permanent employees in Professional Consultative Services; therefore, be it

RESOLVED: That Article I, Membership of the General Faculty, as defined in the *Constitution of the Faculty* be modified as follows:

Article I. Membership of the General Faculty

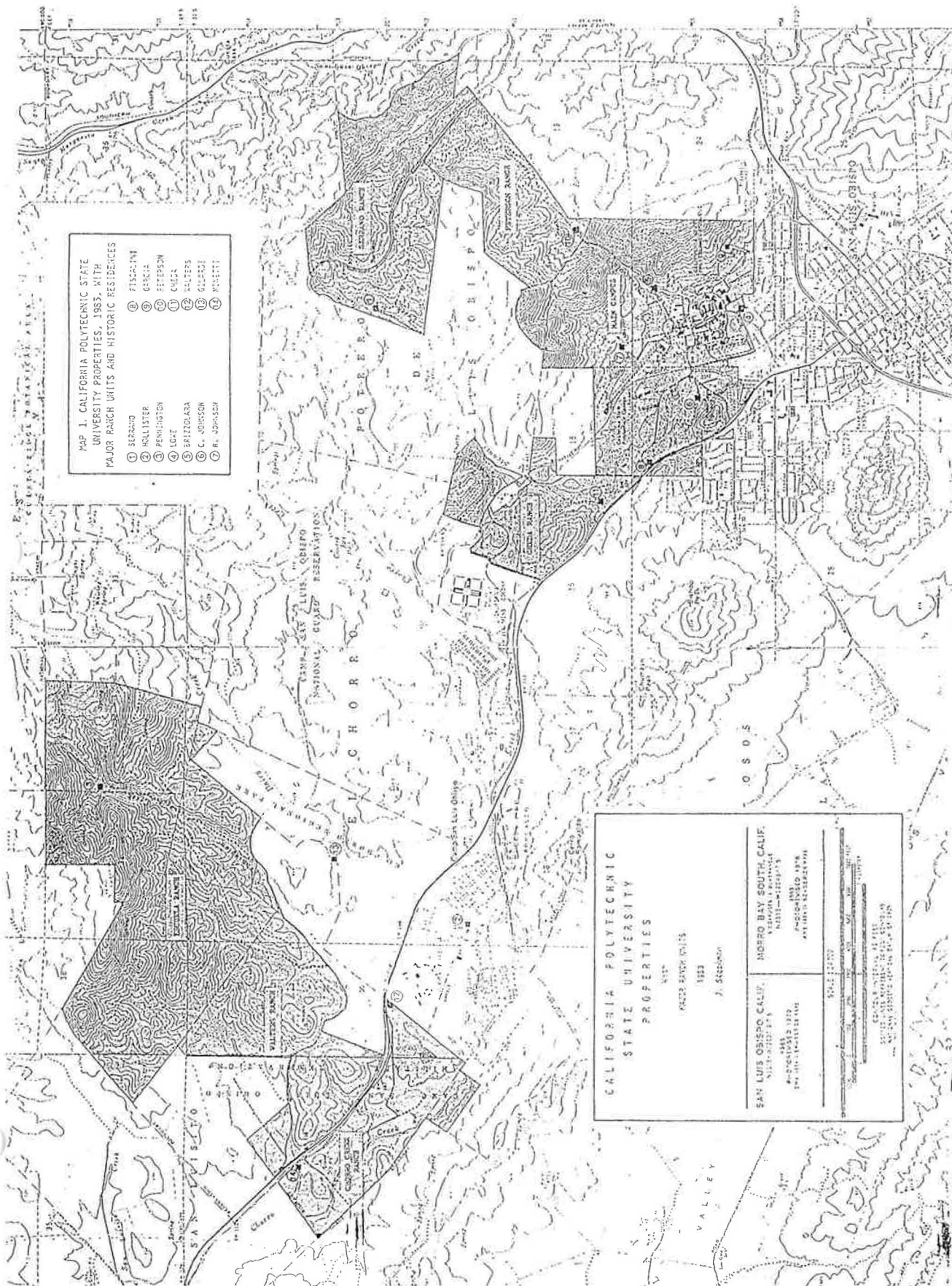
Voting members of the General Faculty shall consist solely of those persons who are full-time academic employees holding faculty rank and occupying a position in an academic department, according to their appointment, within the university **and faculty in the Pre-retirement Reduction in Time Base Program regardless of time base.** Department chairs, department heads, center directors, officers of the faculty and representatives to The California State University Academic Senate will not cease to be members of the General Faculty because of any reassigned time allotted to them by virtue of their offices. **Full time coaches holding faculty appointment of one year of more in an academic department or equivalent unit,** ~~Personnel~~ **full time probationary and permanent employees** in Professional Consultative Services, as defined in Article III.1.b of the Constitution, and full time lecturers holding appointments of one year or more in academic departments are members of the General Faculty. Faculty whose appointments are full time for an

academic quarter are considered members of the General Faculty during each quarter of their full time appointment. Voting membership of the General Faculty shall lapse during a leave of absence if the leave is one year or longer. Nonvoting membership in the General Faculty shall include all temporary, part-time academic personnel not included in the voting membership.

and, be it further

RESOLVED: That upon Academic Senate approval of this modification, and in accordance with Article IV, Amendments, of the ***Constitution of the Faculty***, said modification be submitted to the General Faculty for its adoption by a two-thirds majority of the votes cast.

Proposed by: The Academic Senate Faculty Affairs Committee  
Date: January 5, 1999





Issue Areas
Built Environment & Technology
Utilities
Housing
Neighborhood Relations
Land Use
Natural Resources
Circulation
Economic Impacts
Intergovernment Relations
Public & Support Services

CAL POLY

Long-Range Enrollment Planning and Master Plan Update

Agenda for Briefings

January 1999

1. Background
2. Process and Schedule – Key Timing and Activities:
  - Project Initiation
  - Enrollment Scenarios
  - Master Plan
  - Integrated Environmental Analysis
3. Campus and Community Involvement in Enrollment Planning and Master Plan Update – Key roles:
  - DEPAC (Deans' Enrollment Planning Advisory Committee) – long-range enrollment scenarios.
  - UPBAC (University Planning and Budget Advisory Committee) – policy advisory role, constituent input into enrollment planning and campus input for master plan update.
  - Campus Planning Committee – master plan (physical planning) policy advice and community input; encompassing campus core, agricultural, and off-campus lands.
  - Public workshops.
    - January 27, 11 a.m. to 1 p.m. – UU 220; and
    - February evening date in downtown San Luis Obispo to be announced.
4. Issue-based Task Forces
  - Task force composition:
    - Cal Poly constituents, based on faculty, staff and student interest and expertise;
    - Standing and ad hoc committees on physical planning and development, such as Landscape Advisory Committee, College of Agriculture Land Use Advisory Committee, and Swanton Pacific Ranch;
    - Community representatives.
  - Task force charge: The responsibility of each task force will be to advise the Master Plan process:
    - To become familiar with background materials regarding the task force topic, and suggest any additional studies that might be appropriate to address the topic. In some instances, task force members may also have the expertise to contribute directly to such studies.
    - To take into account a range of enrollment scenarios being developed by the University, as each may have different implications for the development of the Master Plan.
    - To suggest broad policy or planning principles regarding the assigned topics to help guide the development of the administrative draft of the Master Plan. The schedule calls for this task to be completed by the end of May 1999 in order to inform development of the administrative draft of the Master Plan during summer 1999.
    - To review the administrative draft of the Master Plan prior to public discussion. The schedule calls for this review during Fall 1999, so that the draft Master Plan and Environmental Impact Report can be refined and made available for public review during Spring 2000.
    - Task force members are expected to work collaboratively on their assignments, following the principles of consensus building, rather than to take formal votes.

2.17.99 7-9pm  
City-County Library

Please see the following website for information and regular updates. This website is also accessible from the Cal Poly home page under "What's New."

<http://www.facsrv.calpoly.edu/fpdb/mp/index.htm>



CAL POLY  
**Long-Range Enrollment Planning and Master Plan Update**  
<http://www.facsrv.calpoly.edu/fpdb/mp/index.htm>

Cal Poly is embarking on a three-year planning process that will result in a new comprehensive physical Master Plan for the campus. The architectural firm of Allison and Rible prepared the first formal Master Plan for Cal Poly in 1949, based on a projected enrollment of 4,080. In 1958 the California Department of Education dictated that all non-metropolitan state college campuses plan for an enrollment of 12,000 Full-Time Equivalent Students (FTES). This led to our "current" master plan, prepared by the architectural firm of Falk and Booth in 1962, and approved by the California State University Board of Trustees in May 1963. In 1970, the 4th revision to this master plan increased the enrollment capacity to the present 15,000 FTES limit. The 15th revision to the 1963 plan was approved in February 1998, showing some additions and changes in building sites. These revisions have resulted in a piecemeal approach to planning new projects – thus, a major review is long overdue, with or without a change in capacity.

Several reports with implications for the Master Plan have been published in the past 10 years:

- The Academic Senate Long-Range Planning Committee report (1988) discussed possible growth to 17,400 FTES with proper planning.
- The University Strategic Plan (1990-1994, amended through 1995) includes the concept that institutional size should be commensurate with planning, resources, and impacts.
- The Land Use Diagram (1993) identified possible future sites for campus core expansion, outdoor agricultural labs, and recreational facilities.
- The Cal Poly Plan (1996) emphasized modest growth during the academic year and significant expansion of Summer Quarter.
- President Baker's statement, The Future of the University (1998) underscored the continuing importance of Cal Poly's polytechnic, "learn by doing" mission, focusing on state-of-the-art undergraduate education in a residential setting.

The increase in college-bound students in California referred to as 'Tidal Wave II' expands the need for higher education. The high demand for a Cal Poly education, particularly in programs not generally available at other public universities in California, brings that pressure to San Luis Obispo. The existing investment in specialized programs, the number and quality of applications, and the economic and societal contributions of graduates all contribute to the perception of Cal Poly as a candidate for growth.

Currently, the Deans' Enrollment Planning Advisory Committee (DEPAC) is developing scenarios regarding the nature, extent, conditions, and timing of possible enrollment growth. The process will serve as a catalyst for thinking about educating students in different ways. Under consideration are some enrollment growth proposals that do not require an increase in physical campus size such as summer quarter/year-round operations, off-campus programs, internships and cooperative education, curriculum streamlining, improved space utilization, and the roles of distance/distributed learning.

The Campus Planning Committee and Cal Poly staff and consultants developed a planning process with the following principles:

- Criteria driven by academic requirements and innovations, including college/unit strategic plans.
- Full campus and community participation including the formation of issue-based task forces.
- Concurrent development of an Environmental Impact Report (EIR).
- Utilization of all available Cal Poly resources.

The process is expected to take three years, with this general time line:

- Fall Quarter 1998 and Winter Quarter 1999 – Identify and assess alternative enrollment growth scenarios; and form issue-based task forces as the primary conduit for participation.
- Winter and Spring Quarter 1999 – Begin analysis of physical planning elements and their inter-relationships; and start initial environmental analysis.
- Academic Year 1999-2000 – Develop physical planning options; prepare draft Master Plan and Draft EIR; and provide for campus and community review of the draft Master Plan and Draft EIR.
- Academic Year 2000-2001 – Prepare final Master Plan and EIR; and submit to the Board of Trustees.



CAL POLY  
Long-Range Enrollment Planning and Master Plan Update Schedule

SELECTED PRIOR PLANNING INITIATIVES	Year
Mission Statement	1983
Master Plan capacity of 15,000 AYFTES	1983
Senate Long-Range Planning Committee report	1988
University Strategic Plan	1990-95
Land Use Diagram	1993
Cal Poly Plan	1996
College/Unit Strategic Plans	1997-98

LONG-RANGE ENROLLMENT PLAN and MASTER PLAN UPDATE	Key Groups; Participants (See Notes, below.)	1998-1999				1999-2000				2000-2001			
		Smr	Fall	Wtr	Spr	Smr	Fall	Wtr	Spr	Smr	Fall	Wtr	Spr
PROJECT INITIATION													
Develop planning process	Campus Planning; Campus & Community leaders												
Assemble data and conduct background studies	Staff; Consultants; Faculty; Students												
Identify key issues	Campus & Community at large												
ENROLLMENT SCENARIOS													
Develop enrollment scenarios	DEPAC												
Review enrollment scenarios	UPBAC; Campus & Community at large												
MASTER PLAN													
Establish and engage issue-based task forces	Campus & Community at large												
Develop physical plan/design options	Staff; Consultants; Campus Planning												
Prepare Draft Master Plan and Draft EIR	Staff; Consultants												
Review Draft Master Plan and Draft EIR	Campus & Community at large												
REFINEMENT AND APPROVAL													
Complete Master Plan and EIR	Staff; Consultants												
Adopt Master Plan	Campus Planning; CSU Trustees												

Notes:

Campus Planning Committee includes faculty, students, administrators, and community leaders.

Deans' Enrollment Planning Advisory Committee (DEPAC) includes deans, faculty, staff, and administrators.

University Planning and Budget Advisory committee (UPBAC) includes faculty, staff, students, labor council, and administrators.

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### Integrated CEQA Analysis in Three Tiers

- Tier One     **Environmental Constraints and Opportunities** (Summer/Fall 1998 and ongoing)
- Early stage of process
  - Guides and limits discussion of Plan
  - Environmental advice throughout the process
- Tier Two     **Program EIR** (AY 1999-2000)
- "Program" because it covers a wide-ranging plan
  - Most impacts will be general and campus-wide
  - Probable impact areas: public services (sewer, water, etc), air quality, traffic, housing, regional geology, cultural resources, biological resources, agriculture, visual resources.
  - Mitigation Measures.
    1. *Campus-wide mitigation programs*
    2. *Typical project mitigation measures* for future specific projects
- Tier Three: **Negative Declarations/focused EIRs**
- Minimized or no environmental review for most projects
  - Larger projects only need negative declarations or focused EIRs
  - No further need for broad analysis of campus impacts
  - Environmental review costs absorbed in individual project's budget